

This page is part of the Local Offer for Halton. Under the children and families bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.



Hallwood Park School and Nursery

General School Details:			
School Name:	HALLWOOD PARK SCHOOL AND NURSERY		
School website address:	www.hallwoodpark.co.uk		
Type of school:	COMMUNITY SCHOOL		
Description of school:	PRIMARY WITH NURSERY		
Number on roll:	133 (+ 15 Part Time pupils in Nursery)		
% of children at the school with SEND:	27.4% School (26% School and Nursery).		
Date of last Ofsted:	7 TH NOVEMBER 2007		
Awards that the school holds:	BASIC SKILLS AWARD SAFEGUARDING STANDARD HEALTHY SCHOOLS AWARD		
Accessibility information about the school:	There is disabled access to all areas of school (including classrooms) except the stage area, which has steps. There is disabled access to all entrances, the pond area and the garden area. We also have a disabled lavatory. (See Accessibility Plan on school website.)		
Documentation available:	Are the following documents available on the schools website?	SEN policy	YES
		Safeguarding Policy	YES
		Behaviour Policy	YES
		Equality & Diversity	YES
		Pupil Premium Information	YES
		Complaints Procedure	YES
Range of Provision and inclusion information:			
How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting. If you tell us you think your child has SEN we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. 		

	<ul style="list-style-type: none"> • If your child does not appear to making the same level of progress as other children of their age, we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEN we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.</p>	<ul style="list-style-type: none"> • We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate learning difficulties. • We get support from local authority services and local special schools who provide outreach. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. • We will hold multiprofessional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place: what will be put into place in school to make teaching and learning more effective; agree targets for pupils achievement; agree how we will work together and what we will each do; agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.
<p>How we provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum as necessary and specified by SEN Services • Individual work spaces • Access to ICT resources such as IPad, IPod, Mac PC, laptop, visualiser, cameras and mini recorders. • Prompt and reminder cards for organisation. • Symbols and visual prompts.
<p>What strategies / programmes /resources are available to support speech & language and communication including social skills?</p>	<ul style="list-style-type: none"> • Intervention from speech and language therapist. • Delivery of personal speech and language programme • Support from classroom assistant within class Support from teacher/ TA for small group or individual • Range of language resources and programme materials • Small lunchtime group.

	<ul style="list-style-type: none"> • Free breakfast club helps to develop social skills with peers. • Play leaders for targeted pupils.
Strategies to support the development of literacy (reading / writing)	<ul style="list-style-type: none"> • We are an ECAR (Every Child a Reader) school. This means that we have a fully trained reading recovery teacher delivering intervention. • Small group support in class for guided reading / writing • Individual daily reading with trained teaching assistant (Successful Reading Programme). • Structured phonics teaching programme across reception and KS1. • Reading schemes for 'struggling' readers. • ICT reading scheme for KS1 to reinforce reading skills and comprehension skills: eg Bug Club. • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Family Literacy Programmes to help parents support their children • From Summer 2017- 'Nessie' ICT programme for targeted SEN pupils to develop reading and spelling skills.
Strategies to support the development of numeracy	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes such as Numicon, 5min box maths, early maths intervention activities. • Withdrawal by teaching assistant for 1:1 support when needed. • Use of specialist maths resources online for reinforcement 'My maths'. • Family Numeracy to help parents support their children
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> • Depending on level of need, a differentiated or personalised curriculum. • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment as necessary, or as specified by SEN Services. • Monitoring that intervention works alongside the pupils mainstream teaching and access to Quality First Teaching, e.g. year 6 SEN children have more in class support than withdrawn intervention. • Support Plans (educational, behaviour, pastoral) • Provision maps • Strategies put into place as recommended by professionals / specialist services / outreach. • Nurture Group provision for targeted pupils. • Silver SEALS groups and 1:1 or 1:2 Lego Therapy: Build to Express, which supports pupils' Social,

	Emotional and Mental Health.
How we assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased.	<ul style="list-style-type: none"> • Observation/ Monitoring Behaviour . • Target setting, • SEN Support Plan targets (Pupils views and parent input are a vital part of this) and regularly reviewed. • CAF • External professionals, particularly Speech and Language undertaking assessment. • Monitoring and pupil progress meeting. • Intervention can be continued, modified or discontinued based on the need of the individual. We continue to seek high quality and proven interventions that will enable our pupils to make accelerated progress. If a child is not making progress the intervention is discontinued. • Provision of standardised assessments from Year 1 to Year 6 in maths and reading, to help monitor the small steps and accelerated progress of pupils as a result of interventions or support in class, • Intervention when successful can be extended, but this can be flexible to the individual needs of the pupil or group of pupils.
Strategies / support to develop independent learning	<ul style="list-style-type: none"> • Use of visual timetables. • 'Chunking' of activities • Individual Task Planner • Visual prompts. • 'PSHCE' / personal development targets. • Mini recorders to aid writing/recall of tasks. • Use of scribes- to aid flow and prevent stagnation. • Use of overlays and coloured paper, exercise books.
Support / supervision at unstructured times of the day including personal care arrangements	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Small group lunchtime play provision for targeted pupils. • Nurture Lunch-time support for targeted pupils.
Extended school provision available; before and after school, holidays etc	<ul style="list-style-type: none"> • We offer a free breakfast club every morning to all pupils from Reception. • We have links with Beechwood Link Club, who pick up children and transfer them to their after-school provision. • We offer a wide range of after school clubs until 4pm. • We offer specialist teacher clubs (sports and Drama).
Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring.	<p>Provision which includes:</p> <ul style="list-style-type: none"> • Small lunch time groups, Play leaders, Sports Ambassador role models, support, Overnight Residentials for all KS2 year groups. • Links with CAMHS or Educational Psychologist for advice and support. • TA support in all classes offer emotional support as an identified person to talk to. • Drama and Sports specialist teachers raise self esteem • Specific intervention for targeted children. • Reward charts, positive praise and circle time are

	<p>part of our nurturing ethos.</p> <ul style="list-style-type: none"> • Silver SEALS groups run by trained TA. • Two TA's training in Lego Therapy: Build to Express (NGN). • One teacher and One TA completing Nurture Group Training (NGN). • Nurture Group provision. • Links with Nurture Group network consultants and attend regular Nurture Network meetings.
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Following the school's Behaviour Policy • Social skills / behaviour group using social skills programme • Positive behaviour record and incentives. • Close links with parents/carers • Opportunities for cool-down time. • Circle time • Support and intervention from outreach behaviour specialist. • Nurture provision and Lego Therapy etc (as above) • Strategies in place for unstructured times of the day e.g. alternative location for break time. • Key worker(s) identified.
<p>How we support pupils in their transition into our school and when they leave us.</p>	<ul style="list-style-type: none"> • Regular meetings with parents • Additional transition arrangements for children who may need it. • Close links with High School SENDCO and SEND staff. • Work with SEND Parent Partnership to support parents and pupils. • Work through PSHCE on managing and preparing for change • Programme of visits to High Schools. • Longer term links with secondary schools to increase familiarity.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Following recommended programmes from Physiotherapy / Occupational therapy team. • Liaising with the Halton Sports Disability Co-ordinator • Individual Medical Plans in place for children with medical needs. • Staff are aware of all children with medical needs in their class. • A medical plan for children with specific condition that may constitute immediate medical action are displayed in prominent places that staff can access, but hidden from general pupil access. • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required. • Staff training for managing particular medical needs • Most staff are first aid trained. • 6 staff are trained in the use of de-fib machines. • EYFS staff have Paediatric First Aid Certificates.

	<ul style="list-style-type: none"> All staff have external training in Asthma and Allergies. 		
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> Pupils views are very important to us and we listen to the pupil voice. Each child has an identified adult in school to go to if and when they require support / advice. For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy and we work in conjunction with Halton Family Learning team to deliver these. We hold regular coffee mornings in school. The school will signpost appropriate groups and organisations to you which are relevant for your families needs. The school works closely with the local authority's team and we support families through a CAF. SEND partnerships leaflets are given to parents of SEN pupils and SEND partnership contact details are passed on to the parents during any meetings with the SENCO. 		
How additional funding for SEN is used within the school for individual pupils.	<ul style="list-style-type: none"> Schools receive funding for all pupils including those with special educational needs and disabilities: they meet the needs of pupils through this (including additional support and equipment). The school also supplements this funding through careful use of the main school budget. The local authority may contribute if the cost of meeting an individuals needs is more than £10,000 per year. If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. 		
Examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> Enhanced music tuition. Wide range of cultural visits, including residential. Specific interventions- Successful Reading Programme, Nurture Group, Silver Seals and Lego therapy. Additional staffing to enable in class support and intervention, and to provide additional emotional support for all pupils whenever they need it. 		
SENCO name / contact	Miss Lisa BINKS 01928 716336 lisa.binks@hallwoodpark.halton.sch.co.uk During Miss Binks's maternity leave, Mrs Astrid Shone is the acting SENCo. (Wednesday to Friday each week).		
Headteacher name / contact	Headteacher- Mrs K. Goodwin 01928 716336 head.hallwoodpark@halton.gov.uk		
Completed by:	MISS L.BINKS	Date:	October 2017 (revised March 2018)