

# **ANNUAL REVIEW – MARCH 2018**

## **SEND Information Report 2017/18**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

### **Broad Areas of SEND**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

<b>General School Details:</b>	
School Name:	Chesnut Lodge School
School website address:	www.chesnutlodge.net
Type of school:	Maintained Special School with inclusive nursery
Description of school:	Special School for pupils 2 – 16 years of age, with physical disabilities and complex medical and sensory needs. Chesnut Lodge caters for pupils from across Halton (Widnes and Runcorn) and a small percentage of pupils coming from neighbouring authorities eg: Warrington and St Helens.
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	74
% of children at the school with SEND:	90.54%

Date of last Ofsted:	18 <sup>th</sup> July 2017		
Awards that the school holds:	International School's award (ISA) Enhanced Healthy School Status, "Expert Centre for the Global Learning Programme", "Level 1" of Unicef UK Rights Respecting School Award.		
Accessibility information about the school:  Please insert a link to your school's Accessibility Strategy.	<p>The school is fully accessible. All classrooms in the main building are on ground level. The mobile has a ramp for wheelchair users. A number of classrooms and areas have ceiling hoists and there is a fully accessible multi-sensory room.</p> <p>The school has a swimming pool used by all pupils on a regular basis as part of their PE curriculum. The school has a fully inclusive outdoor area with an inclusive roundabout, wheelchair accessible swing, "trim trail", woodland walk and a sensory garden and we are currently working towards becoming a Forest School.</p>		
Expertise and training of school based staff about SEND. (CPD details)	<p>All class based staff have extensive training in working with students with physical disabilities, complex medical and sensory needs. There is a comprehensive induction programme for all new staff which incorporates the Halton Safeguarding induction requirements alongside school policies and procedures.</p> <p>We have two staff trained to write Moving and Handling risk assessments and to provide training on safe moving and handling. Five staff are trained first aiders, three of these have the Paediatric First Aid qualification.</p> <p>All staff complete the DCRT (Dignified Care and Responsibility Training) Level 1 on an annual basis and a number of staff are trained at level 2. We have one member of staff trained as a trainer.</p> <p>All staff working directly with the students complete training on administering medication, and selected staff complete suction and tube feed training as and when required.</p> <p>In exceptional cases, specialised training appropriate to the role of staff in school can be given to meet the day to day care of students.</p>		
Documentation available:	Are the following documents available on the schools website?	SEND policy	✓
	If yes please insert the link to the documents page.	Safeguarding Policy	✓
		Behaviour Policy	✓
		Equality & Diversity	✓
		Pupil Premium Information	✓
		Complaints procedure	✓
<b>Range of Provision and inclusion information:</b>			
How we identify special educational learning needs as a school and how we seek the	<ul style="list-style-type: none"> <li>When pupils have identified SEND before they start at Chesnut Lodge, we work with the people who already know them and use the information they</li> </ul>		

<p>views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>already have available to identify what their SEN will be in our school setting</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We are child and family centred so you (and your child wherever possible) will be involved in all decision making about their support.</li> <li>• 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.</li> <li>• All students continuing in the school after nursery age have an Education Health Care Plan and the school will work to meet the needs and objectives laid out in the plan / statement.</li> <li>• We will write individual education targets or individual behaviour plans (IBP) with pupils and parents / carers and work on targets developed in accordance with other agencies including Speech and Language, Physiotherapy, Visual impairment etc.</li> <li>• We use homework to repeat and practise activities that are new and present an achievable challenge.</li> </ul>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise &amp; how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> <li>• 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, physical difficulties, sensory difficulties, continence and moderate / severe/profound learning difficulties.</li> <li>• We get support from local authority services and other local special schools who provide outreach.</li> <li>• We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</li> <li>• 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.</li> <li>• We will hold multi-professional 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;             <ol style="list-style-type: none"> <li>1. what will be put into place in school to make teaching and learning more effective,</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>2. agree targets for pupils achievement,</li> <li>3. agree how we will work together and what we each will do,</li> <li>4. 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.</li> </ol> <p>This information is recorded to ensure accountability.</p>
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> <li>• Specialist equipment to support the curriculum – ceiling hoists, specialised seating (when identified by Occupational Therapy) mechanical arms to hold monitors, big key keyboards and roll ball “mice”</li> <li>• Individual work spaces</li> <li>• Fully accessible ICT i.e. height/angle adjustable, touch screen, voice to text, wireless big keys, wireless roller ball, eyegaze etc.</li> <li>• A sensory room and sensory zones</li> <li>• Cookery/ Food Technology room</li> <li>• Prompt and reminder cards for organisation</li> <li>• Symbols and visual prompts</li> <li>• Wheelchair friendly swing and roundabout</li> <li>• Trim trail for able bodied students</li> <li>• Outdoor sensory trail</li> </ul>
What strategies/programmes/ resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> <li>• Intervention from speech and language therapist</li> <li>• Delivery of personal speech and language programme</li> <li>• Support from trained staff within class</li> <li>• Support from specialist TA for small group or individual</li> <li>• Range of language resources and programme materials</li> </ul>
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> <li>• Small group support in class for guided reading / writing</li> <li>• Individual daily reading with support staff/ teacher/ volunteer</li> <li>• Reading schemes for ‘struggling’ readers</li> <li>• Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</li> <li>• Delivery of a planned Speech and Language Development programme by a skilled teaching assistant</li> </ul>
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> <li>• Small group support in class through guided teaching</li> <li>• Withdrawal in a small intervention group for ‘catch up’ maths activities using specific programmes such as “Numicon”</li> <li>• Withdrawal or in-class support by teaching assistant</li> </ul>

	<p>for 1:1 intervention</p> <ul style="list-style-type: none"> <li>• Use of specialist maths resources online for reinforcement</li> </ul>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> <li>• Personalised and differentiated curriculum</li> <li>• Small group support in class from support assistants or teacher</li> <li>• 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources</li> <li>• Nurture group sessions to support emotional health and wellbeing</li> <li>• Specialist equipment</li> <li>• Individual plans (educational, behaviour, pastoral)</li> <li>• Flexibility over class groupings with a highly individualised sensory curriculum running alongside conventional lessons where appropriate.</li> <li>• Time spent in a year group more appropriate to the needs of the child</li> <li>• School / year group provision mapping</li> <li>• Strategies put into place as provided by professionals / specialist services / outreach</li> <li>• Thematic approaches to teaching where appropriate.</li> </ul>
<p>How we track and 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 and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Target setting</li> <li>• Individualised targets and review cycle</li> <li>• Individual pastoral support plans</li> <li>• CAF/CIN/multi agency meetings</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child / parents</li> <li>• Interventions are reviewed half termly and adapted / extended when necessary to enable pupils to achieve the targets set.</li> <li>• Clear achievement criteria are always identified, and these are evaluated at the end of the time allocation.</li> <li>• Regular communication with parents through meetings, letters and phone calls, ensures that we are all working together towards the same agreed targets.</li> </ul>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> <li>• School Ambassadors-decision making-disseminating information and leading on new school initiatives.</li> <li>• Use of individual timetables and checklists</li> <li>• 'Chunking' of activities</li> <li>• Philosophy For Children (P4C)</li> <li>• Enterprise opportunities across whole school</li> <li>• Individual success criteria</li> </ul>

	<ul style="list-style-type: none"> <li>• Visual prompts</li> <li>• Thinking maps, pupil evaluations</li> <li>• ‘PSHE’ / personal development targets</li> <li>• 1:1 sessions with students when appropriate.</li> <li>• Learning Outside the Curriculum opportunities.</li> <li>• Travel Training</li> <li>• Work Experience where appropriate</li> <li>• Fundraising opportunities</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>• Named midday supervisor at lunchtimes</li> <li>• Individual pastoral support plans which specify break and lunchtime provision</li> <li>• Playtime buddy system</li> <li>• Auxiliary staff employed responsible for personal care for named pupils</li> <li>• Care and support team who support pupils with their personal care and postural management</li> <li>• Postural managers leading on physical programmes including use of equipment</li> <li>• Regular school visits by the continence nurse (monthly) where parents and staff can seek advice.</li> </ul>
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>• We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages,</li> <li>• We offer enrichment activities including Cooking, gardening and drama clubs</li> <li>• We provide details on the school newsletter of appropriate holiday activities in the borough.</li> </ul>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> <li>• All learning outside the classroom experiences are fully inclusive and planned with all the students in that class / group in mind.</li> <li>• Our outdoor facilities are fully inclusive with a wheelchair accessible roundabout and swing, a trim trail for able bodied students, facilities for cricket, basketball and football, a sensory garden and a sensory trail for all to enjoy.</li> <li>• The residential opportunity for our pupils in the Secondary Phase is carefully planned enabling students of varying abilities to access the trip at an appropriate level eg: activities, length of experience.</li> <li>• We have support from habilitation specialists who support pupils with visual impairment both at school and within our local community as part of mobility training</li> <li>• We work closely with Halton’s independent travel trainer who supports group and individual travel training sessions.</li> </ul>
Strategies used to reduce	<ul style="list-style-type: none"> <li>• Planned support from teaching assistant</li> </ul>

<p>anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> <li>• Meet and greet at start of day</li> <li>• Parental contact daily through home-school book</li> <li>• Parental contact sessions when appropriate</li> <li>• Half termly staff drop ins with a member of staff from CAMHS</li> <li>• Referral to CAMHS</li> <li>• Nurture groups in place</li> <li>• Individual pastoral support plan</li> <li>• Identified mentor</li> <li>• Signposting to other professionals when required eg: bereavement.</li> <li>• Individualised learning programmes including Draw and Talk therapy and SRE programmes as appropriate</li> <li>• School Ambassadors ensuring that pupil voice is encouraged, respected and acted upon.</li> </ul>
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> <li>• Use of the schools behaviour policy</li> <li>• Individual behaviour plans in place</li> <li>• Nurture programme</li> <li>• Risk assessments</li> <li>• Social skills / behaviour group using social skills programme</li> <li>• Daily behaviour record</li> <li>• Time-out support</li> <li>• Reward system</li> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Individual pastoral support plan</li> <li>• Strategies in place for unstructured times of the day e.g. alternative location for break time</li> <li>• Referral to PBSS (Positive Behaviour Support Service)</li> <li>• Key worker identified</li> </ul>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> <li>• Transition co-ordinator in school</li> <li>• Regular meetings with parents</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Dual placements facilitated where appropriate</li> <li>• Work with Halton Safe Children’s service</li> <li>• Social stories and visual prompts for pupils</li> <li>• Work through PSHE on managing and preparing for change</li> <li>• Programme of visits</li> <li>• Longer term links with post 16 provision to increase familiarity</li> <li>• Independent Guidance Service commissioned to support career planning and transition to post 16.</li> <li>• Work Experience Weeks with ex-students and local businesses supporting and independent work</li> </ul>

	experience where appropriate.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Assessment and individual programmes</li> <li>• Specialist resources</li> <li>• Swimming pool used to deliver a percentage of each child's PE entitlement on a regular basis.</li> <li>• Delivery of planned intervention programme by skilled member of school staff.</li> <li>• Close liaison with medical staff where required</li> <li>• Staff training for managing particular medical needs</li> </ul>
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"> <li>• Children know the staff well and understand that they can choose who they would like to speak to if they require support / advice.</li> <li>• The school has links with a number of youth organisations including Halton Speak Out.</li> <li>• We hold regular coffee mornings and Family Fun Evenings in school.</li> <li>• Where appropriate, parents are invited in to support sessions or observe sessions involving their child.</li> <li>• There is a designated member of staff who monitors attendance and provides emotional and educational support to families if the child is going to be absent for a long period of time for medical reasons.</li> <li>• The school will signpost appropriate groups and organisations to you which are relevant for your family's needs.</li> <li>• Parent section on school website signposting any relevant support and resources for families.</li> <li>• The school works closely with the local authorities Children's social care and localities team and will support families through a CAF/CIN</li> </ul>
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> <li>• Additional funding may be used for additional support, resources, interventions etc. and would be planned to meet each child's individual need.</li> </ul>
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> <li>• Each student has an annual "Looked after child review" and termly PEP review meetings.</li> <li>• Pupil premium plus funding is available to provide additional resources and support for Looked after Children. All requests have to be agreed by "virtual head" who oversees the provision.</li> <li>• Designated teacher to champion the needs of children in care/children looked after.</li> </ul>



	<ul style="list-style-type: none"> <li>• Pupil Premium Funding has been used for additional intervention time, to support Learning Outside the Curriculum experiences, specialised resources to enable students to participate in the curriculum more effectively and specific resources depending on the individual needs of a child.</li> </ul>
<b>SENDCO name/contact</b>	Mrs Heather Austin / 0151 4240679
<b>Headteacher name/contact</b>	Mrs Heather Austin / 0151 424 0679
Completed by: Mrs Heather Austin, Mrs Anne Butchard and Mrs Nicola Murphy	Date: <b>6<sup>th</sup> March 2018</b>