

ANNUAL REVIEW

SEND Information Report 2018-19

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

| General School Details: | |
|---|---|
| School Name: | Murdishaw West Community Primary School |
| School website address: | https://www.mwcp.co.uk/ |
| | |
| Type of school: | Mainstream primary school |
| Description of school: | A smaller-than-average one-form entry mainstream primary school with a high percentage of children entitled to free school meals. |
| Does our school have resource base? If Yes please provide a brief description. | No. |
| Number on roll: | 166 |
| % of children at the school with SEND: | 26.5% |
| Date of last Ofsted: | 23 rd May 2017 |
| Awards that the school holds: | International School Award Eco-Schools Award Halton Healthy School Standard School Games Silver Award |
| Accessibility information about the school: | Our building is single-storey so is wheelchair friendly and has a disabled toilet. We are committed to meeting the needs of all children regardless of any SEND requirements they may have. |
| Please provide a web link to your school's Accessibility Strategy | Access Policy |
| Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates. | All members of staff are given the opportunity to attend a wide range of training courses run by the local authority and a range of outside training related to SEND, including speech and language training courses and courses catering for specific learning difficulties. We also invite representatives from other agencies into school to provide training on INSET days and during staff meetings. Welfare staff are included in training opportunities and have received training around behaviour management and SEN from the Attendance and Behaviour team. All teachers and teaching assistants completed an online training course from the National Autistic Society 'Women and Girls on the Autism |

| | | | |
|--------------------------|---|---------------------------|---|
| | Spectrum' in June 2018. | | |
| Documentation available: | Are the following documents available on the schools website? | SEND Policy | √ |
| | | Safeguarding Policy | √ |
| | If yes please insert the link to the documents page. https://www.mwcp.co.uk/policies | Behaviour Policy | √ |
| | | Equality and Diversity | √ |
| | | Pupil Premium Information | √ |
| | | Complaints procedure | √ |

| Range of Provision and inclusion information: | |
|---|---|
| <p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p> | <ul style="list-style-type: none"> • When pupils have identified SEND before they start at Murdishaw West school, we work with staff who already know them and use the information they already have available to identify the support that they will need in our school setting. • If you tell your child's class teacher or the school SENCo that you think your child has SEN, or a member of school staff has any concerns, 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 help your child. • If your child does not appear to be 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. • We will write SEN Support Plans or individual behaviour plans (IBP) with input from pupils and parents / carers. • Those children who have an SEN Support Plan, Enhanced Provision Action Plan or Education Health and Care Plan in place are invited to termly review meetings along with parents, and those with EHC Plans or Enhanced Provision funding also have an annual review meeting. |

What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.

- 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, autistic spectrum conditions, and moderate / severe learning difficulties.
- We have an SEN area known as the 'yellow area' that can be used for small group work.
- We are able to access support from local authority services and local special schools who provide outreach, including Brookfields Outreach.
- Support can be requested from occupational therapy, physiotherapy, orthoptist clinic, counselling services, CAMHS and paediatricians for pupils who require input and specific resources or further assessment.
- Specialist and professional agencies such as Speech and Language therapists come into school to train our staff and advise on strategies and programmes. We are also able to refer pupils for a block of speech therapy if required.
- If a child is experiencing behavioural difficulties and may be at risk of exclusion, we are able to refer them to the Attendance and Behaviour service or, if they have a diagnosis of a specific condition, to the Positive Behaviour Support Service (PBSS), who will support school and parents and put a Pastoral Support Plan (PSP) in place.
- Assessment and advice available from the Educational Psychology team
- We have a family support worker who liaises with families who are experiencing a range of difficulties and provides support both for pupils and their parents.
- Dyslexia assessments can be carried out by our SENCo
- School staff hold multi-agency or 'CAF' meetings with parents and the pupil where necessary to review progress. At these meetings the following types of discussions will take place:
 - what we 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 each agencies responsibilities and actions will be

| | |
|---|--|
| | <p>-agree a review date to explore how well the pupil is doing, whether we are making a difference, and what needs to be done next – this information is recorded to ensure accountability.</p> |
| <p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p> | <ul style="list-style-type: none"> • Specialist equipment is available to support the curriculum or to provide intervention - we use programmes such as Nessy and IDL Cloud for dyslexic learners • Individual work spaces can be provided when required • Access to ICT resources such as Ipads and laptops • Prompt and reminder cards for organisation are frequently used, along with a range of visual prompts. • Online reading and phonics programmes Phonics Bug and Bug Club • Online study support programmes such as ‘I am Learning’ are frequently used • All classes have a class blog and are able to add individual posts • Children have access to Spelling Shed accounts and Times Tables Rock Stars accounts to encourage all children to improve their knowledge, working at their own pace and level |
| <p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p> | <ul style="list-style-type: none"> • Intervention from Speech and Language therapists • Infant Language Link programme used to carry out screenings in Reception and repeated in Year 1 and Year 2 if necessary to identify children with Speech and Language difficulties • Delivery of personal speech and language programmes and social skills groups such as ‘Socially Speaking’ • Support from classroom assistants within class or through interventions • Support from SENCo for small groups and individuals identified with specific needs • Range of language resources and programme materials available for use • Use of the ‘Circle of Friends’ social skills intervention programme. • Resources such as social stories and comic strip conversations often used to help support children with social and communication difficulties. |

| | |
|--|--|
| <p>What strategies/programmes/resources are available to speech and language difficulties?</p> | <ul style="list-style-type: none"> • Intervention from Speech and Language therapists • Infant Language Link programme used to carry out screenings in Reception and repeated in Year 1 and Year 2 if necessary to identify children with Speech and Language difficulties • Delivery of personal speech and language programmes and social skills groups such as ‘Socially Speaking’ • Support from classroom assistants within class or through interventions • Support from SENCo for small groups and individuals identified with specific needs • Range of language resources and programme materials available for use |
| <p>Strategies to support the development of literacy (reading /writing).</p> | <ul style="list-style-type: none"> • Small group support in class for guided reading and writing • Individual daily reading to teaching assistant or class teacher for ‘target’ readers • Some classes have access to the Accelerated Reading programme • Reading schemes for struggling readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills such as Accelerated Reading, Accelerated Write, Rapid Reading, Rapid Writing, Rapid Phonics, Toe by Toe, The Five Minute Box and Beat Dyslexia • Launch the Lifeboat and Nessy interventions used for children with spelling difficulties as well as school-wide programme Spelling Shed • Delivery of planned individual programmes where necessary by trained teaching assistants or SENCo. • Year 6 booster sessions carried out to prepare for SATS. • ‘Talk for Writing’ approach recently adopted to help children to improve their independent writing skills. |
| <p>Strategies to support the development of numeracy.</p> | <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 Springboard and The Number Box • Withdrawal by teaching assistant or SENCo for 1:1 support • Year 6 booster sessions carried out to prepare for SATS |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Introduction of the Singapore Maths scheme for maths to encourage independence and develop numerical fluency • Use of practical resources such as Numicon • Times Tables Rock Stars recently introduced across KS1 and KS2 |
| <p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p> | <ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant where necessary to facilitate access through support or modified resources • Specialist equipment made available, as recommended by outside professionals • Individual plans (e.g. educational, behavioural, pastoral) • Whole school provision mapping • Strategies put into place as provided or advised by professionals / specialist services / outreach |
| <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"> • Observations are carried out regularly by members of the Senior Leadership Team (SLT), SENCo and representatives from external agencies • Target setting is carried out during termly pupil progress meetings • SEN support plan targets set and reviewed termly • Individual pastoral support plans • Through target setting and evaluations at CAF meetings • In-depth assessments are carried out by external agencies if required • Close monitoring of the progress of children attending intervention groups through termly assessment • Review of targets with parents / carers and the child if appropriate during Parent's Evenings • Termly meetings between class teachers and SENCo to discuss progress and next steps for children on the SEN register |
| <p>Strategies/support to develop independent learning.</p> | <ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual or differentiated success criteria • Visual prompts used such as 'Now and Next' task cards |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Mixed ability groupings and use of 'talking partners' • 'Ask three before me' • Learning ladders • DIRT time (dedicated improvement and reflection time) • Purple pens of power for checking and editing • Engagement and motivation through children's individual interests • Self-assessment • Peer assessment • Feedback in books |
| Support /supervision at unstructured times of the day including personal care arrangements. | <ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Midday supervisors receive regular training to help them to make provision for pupils with SEND • Individual pastoral support plans which specify break and lunchtime provision where necessary • Playtime buddy / mentoring system • Named staff responsible for personal care for particular pupils and care plans in place for medical / self-care needs |
| Extended school provision available; before and after school, holidays etc. | <ul style="list-style-type: none"> • Breakfast club • Wide range of after school / break time activities for pupils of different ages run by a mixture of outside agency and school staff, including football, drama, multi-sports, ICT / code club, Science club, art, netball, tennis, rounders, singing and design technology. |
| 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"> • Children to be given one-to-one support where necessary • Individual risk assessments completed where necessary so that teachers can provide adequate support and ensure that everything is accessible for each child • SEN support plans in place |
| Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring. | <ul style="list-style-type: none"> • Planned support from teaching assistant • Parental contact daily through home-school book • Use of Boxall Profiles to assess children's pastoral needs and find strategies to support them • Reward systems based on pastoral targets • Referral to CAMHS / use of strategies such as |

| | |
|--|--|
| | <p>stress scales</p> <ul style="list-style-type: none"> • Referral to counselling services • Individual support plans • Identified adult to provide support / mentoring • Use of interventions such as Circle of Friends and Kid Skills. • Use of SEALs resources for PSHCE • Involvement in Philosophy for Children sessions • Work undertaken during anti-bullying week to increase awareness |
| <p>What strategies can be put in place to support behaviour management?</p> | <ul style="list-style-type: none"> • Use of the schools behaviour policy • Individual behaviour / pastoral support plans in place where necessary • Social skills / behaviour group using social skills programmes • Daily behaviour records (also now recorded on Sims computer system) • Time-out support • Reward systems • Support and intervention from outreach behaviour specialists • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times • Referral to Attendance and Behaviour service or Positive Behaviour Support Service* • Positive handling plans in place where necessary and all staff trained in safe handling techniques • Use of stress scales as advised by CAMHS <p>* requires a diagnosis e.g. ASC, ADHD</p> |
| <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"> • Transition to secondary schools co-ordinated by SENCo and Year 6 teacher • SENCo and Year 6 teacher to carry out transition meetings with staff from secondary schools • Transition from pre-school / nursery settings co-ordinated by SENCo and Foundation class teacher • SENCo and Foundation class teacher to carry out transition meetings with staff from pre-school / nursery settings – home visits also carried out where necessary • Regular meetings with parents • Transition plans for individual children • Referral for ‘Travel Training’ to be made if required |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Risk assessments completed • Close links with Halton Transition lead • Social stories and visual prompts for children • Transition books made for transition through school and for transition to high school • Work through PSHCE and social skills groups on managing and preparing for change • Programme of visits, with extra visits arranged if required • 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"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources e.g. Move and Sit cushions, pencil grips, tangle toys • Delivery of planned intervention by trained member of school staff or external agency representative • Close liaison with medical staff where required and good links with school nurse and paediatrician • Staff training regularly updated for managing particular medical needs • Up-to-date care plans in place • All staff made aware of children with specific medical needs • Sensory boxes compiled where necessary. |
| <p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p> | <ul style="list-style-type: none"> • Our family support worker collects pupils' wishes and feelings as part of the CAF process, along with the views of parents / carers • The views of parents / carers and children are sought during the Enhanced Provision and Education Health and Care plan review process annually, and through SEN Support Plan reviews termly • The school's SENCo and family support worker make themselves available for meetings with parents on a regular basis – appointments can be arranged at the school reception desk. • The school will signpost appropriate groups and organisations to you which are relevant for your families' needs, and complete or support you with referral documents if necessary • Parents / carers invited into school for coffee |

| | |
|---|--|
| | <p>mornings, ‘celebrate and stay’ assemblies, class assemblies, stay and play sessions in Reception class</p> <ul style="list-style-type: none"> • School events organised regularly such as Summer Fair, Christmas Fair, Sports Day • Views of parents / carers sought regularly through social media • Parent questionnaires • Parents can be referred to courses such as Triple P and Stepping Stones to help them to meet the specific needs of their child with SEND. |
| <p>How additional funding for SEND is used within the school with individual pupils.</p> | <ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils’ needs through this, including additional support and equipment. The local authority may contribute if the cost of meeting an individual’s needs is more than £10,000 per year. • Currently, if the assessment of a pupils needs identifies something that is significantly different to what is usually available, there may be additional funding allocated, this is known as Enhanced Provision funding and can be used to pay towards additional specialist resources required to meet a child’s needs (this can include providing additional adult support). However, Enhanced Provision is due to be withdrawn in the next 12 months and most pupils with significant additional needs will be required to apply for an Education, Health and Care Plan to access additional support. |
| <p>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.</p> | <ul style="list-style-type: none"> • Child In Care Designated Teacher (Mrs Emma Swift) attends regular training to ensure that the needs of any looked after children are met, including ensuring that an up to date PEP (personal education plan) is in place. For looked after children with additional needs, Pupil Premium Plus may be applied for in order to provide more specialised resources. <p>Uses for pupil premium funding include:</p> <ul style="list-style-type: none"> • To purchase specific interventions and resources to meet the needs of an individual or group of pupils • To purchase I pads / laptops which will benefit all pupils • To pay for additional staffing |

| | |
|---|---|
| | <ul style="list-style-type: none"> • To pay for staff training • To pay for screening programmes such as Infant Language Link and GL Assessment Dyslexia Screener, which help us to identify SEND • To pay for additional experiences for our children, such as specialist teachers to come in to teach music and Physical Education. • To pay for intervention programmes such as IDL Cloud, Rapid Phonics, Rapid Reading and Rapid Writing. |
| SENCO name/contact: Mrs Emma Swift swift@murdishawwest.co.uk | |
| Headteacher name/contact: Mr Charlie Stanley head.murdishawwest@halton.gov.uk | |
| ANNUAL REVIEW 2018-19 | |
| Completed by: Mrs Emma Swift _____ Date: 19th July 2018 | |

SEND Broad Areas of Need

| Communication and Interaction | |
|--------------------------------------|--|
| 6.28 | Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. |
| 6.29 | Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. |

| Cognition and Learning | |
|-------------------------------|---|
| 6.30 | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| 6.31 | Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |

| Social, Emotional and Mental Health difficulties | |
|---|---|
| 6.32 | Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. |

| Sensory and/or Physical Needs | |
|--------------------------------------|--|
| 6.34 | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). |
| 6.35 | Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. |