

ANNUAL REVIEW - SEPTEMBER 2018

SEND Information Report 2018/19

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.

| General School Details: | |
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| School Name: | Weston Point |
| School website address: | westonpoint.halton.sch.uk |
| Type of school: | Primary with behavioural/ emotional /social resource base |
| Description of school: | <p>The school is situated in Weston Point which, although part of Runcorn, still retains its village atmosphere.</p> <p>We are a community Primary School with an EBD resource base. The school is 1 form entry, 7 classes, and a standard admission number of 20 The school has a large playing field, woodland, specific age related play areas, tyre park and pre-school.</p> <p>There are strong links with church and local vicars which enrich pupils' religious, spiritual, moral and social education..</p> <p>All learners are taught in single age classes. The employment rate is lower than the national average .The level of crime in this area is average .The school and grounds are relatively free from vandalism.</p> <p>The school has a strong local profile, the majority of the governing body and ancilliary staff have close links in the community. The school catchment area is mixed being private ownership and private rentals. Pupils in the school make good progress and the school is proactive in determining any potential shortfall in performance enabling effective early interventions to operate and impact positively</p> |

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| | on individuals and/or groups of pupils. | | |
| Does our school have resource base? Yes or No If Yes please provide a brief description. | Yes There are currently 7 pupils in the EBD Resource Base, displaying a wide range of emotional, behavioural and mental health problems. Exclusions are low when considering the profile of the group. We have a stable, hard working and committed staff, who work closely together, in partnership with all ancillary staff for the benefit of the children. An additional adult is employed to ensure these children have access to mainstream classes. | | |
| Number on roll: | 163 | | |
| % of children at the school with SEND: | 20 % | | |
| Date of last Ofsted: | January 2013 | | |
| Awards that the school holds: | Ofsted Outstanding Healthy Schools Award Partner school Edge Hill University | | |
| Accessibility information about the school: Please insert a link to your school's Accessibility Strategy. | Ramps are fitted to all school entrances apart from two All staff – Team teach. Elkin and Black Sheep. 1 st Class Maths. Speech and Language trained. AD/HD. French. Early Intervention Strategies. | | |
| Expertise and training of school based staff about SEND. (CPD details) | Attachment, behavioural/emotional and social difficulties. Curriculum 2014. Autistic spectrum disorder. Restorative justice. Common Assessment framework. E CAF trained Boxhall trained Helsby school Sen training accessed by school. Attachment disorder trained | | |
| Documentation available: | Are the following documents available on the schools website? | SEND policy | yes |
| | If yes please insert the link to the documents page. | Safeguarding Policy | yes |
| | | Behaviour Policy | yes |
| | | Equality & Diversity | yes |
| | | Pupil Premium Information | yes |
| | | Complaints procedure | yes |

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| 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> | <p>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</p> <p>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.</p> <p>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 i.e educational psychologist, speech and language. Parents and carers will be involved at all stages.</p> <p>We are child and family centred so you will be involved in all decision making about your child's support.</p> <p>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> <p>We will write individual education plans (IEP) or individual behaviour plans (IBP) with pupils and parents / carers.</p> <p>We use homework to repeat and practise activities that are new and present an achievable challenge.</p> | | |
| <p>What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p> | <p>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 / severe learning</p> <p>We get support from local authority services and local special schools who provide outreach.</p> <p>We get support from occupational therapy and physiotherapy for pupils who require this input and</p> | | |

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| | <p>specific resources.</p> <p>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.</p> <p>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; 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 each will 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> |
| <p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p> | <p>Specialist equipment to support the curriculum</p> <p>Individual work spaces</p> <p>Access to ICT resources such as desktop computers laptop, visualiser</p> <p>Prompt and reminder cards for organisation</p> <p>Symbols and visual prompts</p> <p>Visual timetables</p> |
| <p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p> | <p>Intervention from speech and language therapist</p> <p>Delivery of personal speech and language programme</p> <p>Support from classroom assistant within class</p> <p>Support from SENCO/specialist TA for small group or individual</p> <p>Range of language resources and programme materials</p> |
| <p>Strategies to support the development of literacy (reading /writing).</p> | <p>Small group support in class for guided reading / writing</p> <p>Individual daily reading with to teaching assistant / teacher</p> <p>reading schemes for 'struggling' readers</p> |

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| | <p>Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</p> <p>Delivery of a planned SpLD programme by a skilled teaching assistant</p> <p>Phonics groups</p> |
| Strategies to support the development of numeracy. | <p>Small group support in class through guided teaching</p> <p>Withdrawal in a small group for 'catch up' maths activities using specific programmes such as 1st Class Number</p> <p>Withdrawal by teaching assistant for 1:1 support</p> <p>Use of specialist maths resources online for reinforcement</p> |
| How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access. | <p>Personalised and differentiated curriculum</p> <p>Small group support in class from classroom assistant or teacher</p> <p>1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources</p> <p>Specialist equipment</p> <p>Individual plans (educational, behaviour, pastoral)</p> <p>Time spent in a year group more appropriate to the needs of the child</p> <p>School / year group provision mapping</p> <p>Strategies put into place as provided 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 | <p>Observation</p> <p>Target setting</p> <p>Individual education plan targets and review</p> <p>Individual provision map</p> |

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| <p>extended or increased and how we evaluate their overall effectiveness.</p> | <p>Individual pastoral support plans</p> <p>CAF</p> <p>External professionals undertaking assessment</p> <p>Regular review of targets with child / parents</p> <p>SMT review meetings</p> <p>Pivats</p> |
| <p>Strategies/support to develop independent learning.</p> | <p>Use of individual timetables and checklists</p> <p>Chunking' of activities</p> <p>Individual success criteria</p> <p>Visual prompts</p> <p>'PSHCE' / personal development targets</p> <p>Reward Systems</p> <p>Classroom management systems</p> |
| <p>Support /supervision at unstructured times of the day including personal care arrangements.</p> | <p>Named midday supervisor at lunchtimes</p> <p>Teacher supervised</p> <p>Individual pastoral support plans which specify break and lunchtime provision</p> <p>Playtime buddy system / circle of friends</p> <p>Auxiliary staff employed responsible for personal care for named pupils</p> |
| <p>Extended school provision available; before and after school, holidays etc.</p> | <p>We offer a breakfast and after school club.We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages,</p> |
| <p>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?</p> | <p>Additional adult/ adults for individual children or a small group of children. All children with SEND are included in all activities outside the classroom ,In most cases including residential visits</p> |

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| Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring. | Planned support from teaching assistant.Meet and greet at start of day.Parental contact daily through home-school book. Parental contact session when necessary (school based or in the home.Referral to CAMHS/Woodview .Nurture groups in place.Individual pastoral support plan.Identified mentor.Silver seal.Circle of Friends.Social stories.Social scenarios.PSHE activities.Mental snacks.Worry cards.School dog.walk in woods.outdoor play area.Mindfulness.Yoga ,stretching ,body weight exercises . |
| What strategies can be put in place to support behaviour management? | Use of the schools behaviour policy Individual behaviour plans in place Social skills / behaviour group using social skills programme Daily behaviour record Time-out support Reward system Support and intervention from outreach behaviour specialist Individual pastoral support plan Strategies in place for unstructured times of the day e.g. alternative location for break time Referral to PBS (Positive Behaviour Support Team) Key worker identified De-escalation strategies School dog Restorative justice Team teach de-escalation strategies |

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| <p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p> | <p>Transition co-ordinator in school</p> <p>Regular meetings with parents</p> <p>Transition plans for individual children</p> <p>Risk assessments completed</p> <p>Close links with Halton transition lead</p> <p>Work with parent partnership</p> <p>Social stories and visual prompts for pupils</p> <p>Work through PSHE on managing and preparing for change</p> <p>Programme of visits Longer term links with secondary schools to increase familiarity</p> |
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| <p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p> | <p>Intervention from physiotherapy / occupational therapy team</p> <p>Assessment and individual programmes</p> <p>Specialist resources</p> <p>Delivery of planned intervention programme by skilled member of school staff.</p> <p>Close liaison with medical staff where required</p> <p>Staff training for managing particular medical needs</p> |
| <p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p> | <p>Pupils views are very important to us and are sought during designated one to one sessions Each child has an identified key worker who they meet with and know to go to if they require support / advice.</p> <p>The school will signpost appropriate groups and organisations to you which are relevant for the families needs.</p> <p>The school works closely with the local authorities ICART team,PCAMHS,WOODVIEW and will support families through a CAF/ family support/inconstant team/ social services / behavioural support team</p> |

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| <p>How additional funding for SEND is used within the school with individual pupils.</p> | <p>Schools receive funding for all pupils including those with special educational needs and disabilities and we meet pupils needs through this (including additional support and equipment) If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated or applied for.</p> |
| <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> | <p>Designated LAC lead Each child has an identified person within school who they meet with and know to go to if they require support / advice. Pupil Premium funding is being used to support some extra ‘teaching and learning assistant’ hours to enhance provision for all pupils and to help us to sustain and further improve rates of progress and attainment. The funding enables us to continue to provide small teaching groups utilising TAs and teachers for focussed group work. Some children may also receive extra support or intervention, working in pairs or one-to-one.</p> |
| <p>SENDCO name/contact</p> | <p>C Mellor</p> |
| <p>Headteacher name/contact</p> | <p>N Curphey</p> |
| <p>Completed by:N Curphey/C Mellor</p> | <p>Date:7th September 2018</p> |

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

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.