

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:

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| 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:	Weston Primary School
School website address:	http://www.weston.halton.sch.uk/
Type of school:	Primary
Description of school:	Weston Primary School is a smaller than average Primary School. We are a 'good' school (OFSTED 2016) where the focus is highly on inclusion. We are a one form entry school with an intake of 30, we have 7 classes and a nurture base. Our pupils are well supported in all of their areas of need throughout school. Support is allocated by need then monitored and reviewed on a regular basis to ensure all children's needs are met and to ensure we are closing the attainment gap. Our SENCO runs our newly formed nurture base during a morning and runs interventions and monitoring within afternoon sessions. We aim to create an inclusive learning environment which is flexible and incorporates a high level of differentiation and a personalised approach to teaching and learning.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	186
% of children at the school with SEND:	14%
Date of last Ofsted:	27 th September 2016
Awards that the school holds:	Dyslexia Quality Mark Healthy Schools Arts Mark Silver Eco Schools Bronze International School Award

	Sainsbury's School Games Bronze		
Accessibility information about the school:	Weston Primary School is a single storey site; there is access for wheelchairs throughout school. We are committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.		
Please provide a web link to your school's Accessibility Strategy	http://www.weston.halton.sch.uk/page/sen/30737		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>* SEND co-ordinator: attends Halton SEND team training/meetings, National Award for SENCO Coordination (July 2018), Makaton (September 2017), Nurture Training via Nurture Group Network (March 2018.) Using a TEACCH Approach-National Autistic Society (2015)</p> <p>The SENCo regularly updates staff on SEND information and sources training specific to the CPD needs of staff as well as those of the children they work with. This may include ASD, dyslexia, visual impairments, social communication etc.</p> <p>*Early Years Teacher and TA training in Elklan 3-5's (2018)</p> <p>*Training undertaken and support received from Liverpool Downs Syndrome Association and Cheshire Down Syndrome Association</p> <p>*Training via Inclusive Learning North-Cognition and Learning support with Working Memory Focus (Sept 2018)</p> <p>*Core subject training for all school staff to develop range of strategies and teaching styles which can be adapted to suit the needs and abilities of children</p>		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	http://www.weston.halton.sch.uk/page/policies/30735
		Safeguarding Policy	http://www.weston.halton.sch.uk/serve_file/279485
		Behaviour Policy	http://www.weston.halton.sch.uk/serve_file/279483
		Equality and Diversity	http://www.weston.halton.sch.uk/serve_file/267158
		Pupil Premium Information	http://www.weston.halton.sch.uk/page/pupil-premium/31311
		Complaints procedure	http://www.weston.halton.sch.uk/page/concernscomplaints/30736

Range of Provision and inclusion information:

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.

- We work closely within the guidance provided through The SEN Code of Practice 2014.
- 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

	<p>available to identify what their SEN will be in our school setting.</p> <ul style="list-style-type: none"> • If you tell us you think your child has SEN the first point of contact for parents is the class teacher, who can support and address any initial concerns and/or consult with our SENCo for further guidance. We will then work together to identify any specific areas of need and/or barriers to learning. This may lead to a more detailed plan of support for your child. • If your child does not appear to making expected progress we may undertake further assessment in school. We may use other external 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 individual support plans with pupils and share these with parents. These will be reviewed each half term/term as part of our Plan-Do-Review cycle.
<p>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.</p>	<ul style="list-style-type: none"> • 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 may 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>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 • Individual work spaces • Access to ICT resources such as iPad, iPod, laptop

	<ul style="list-style-type: none"> • Prompt and reminder cards for organisation • Symbols and visual prompts • All teaching spaces offer a continuous range of provision where resources/equipment are duplicated • Dyslexia friendly environment
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<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 SENCO/specialist TA for small group or individual • Range of language resources and programme materials
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • ChatterBug support-providing regular reviews and care plans for targeted intervention • TALC assessment carried out in EYFS followed up with Language Builders resources • WELLCOMM assessment and programme carried out in EYFS • 2 members of staff ELKLAN trained-2018
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Small group support in class for guided reading / writing • Individual daily reading to teaching assistant / teacher • Reading schemes for 'struggling' readers • Target groups for intervention programmes aimed at developing reading / writing skills • Dyslexia friendly environment
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Small group support in class through guided teaching using the Maths No Problem approach • small group for 'pre and post teaching of mathematical concepts activities • Intervention with teaching assistant for 1:1 support/target group work • Use of specialist maths resources online for reinforcement • Use of resources and equipment to enhance learning and develop foundations of number
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • Where appropriate 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment • Individual plans (educational, behaviour, pastoral) • Access to year groups/materials more appropriate to the needs of the child • School/year group provision mapping • 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 extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> ● Observation ● Target setting ● Individual support plan targets and review ● Individual provision map ● Individual pastoral support plans ● CAF ● External professionals undertaking assessment ● Regular review of targets with child / parents ● Pupil Progress Meetings every term
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> ● Use of individual timetables and checklists ● ‘Chunking’ of activities ● Individual success criteria ● Visual prompts ● Empowering Learners Curriculum *Weekly Restorative Circles
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>*Named midday supervisor at lunchtimes</p> <ul style="list-style-type: none"> ● Individual pastoral support plans which specify break and lunchtime provision ● Playtime buddy system ● Timetables support for individual children as required
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> ● Breakfast club and After School Club on site via Weston Kids Club ● Staff offer a range of lunchtime and after school activity / sports clubs for pupils of different ages
<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>	<ul style="list-style-type: none"> ● Forest School-timetabled access for all classes ● All pupils have access to school visits and outdoor learning with their class. ● Consultation with parents and use of support/behaviour plans are considered when trips are taking place. ● Risk assessments completed to ensure safety is 5 maintained for all pupils
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>*Identified teaching assistant to provide pastoral support across school-nurture group, social stories</p> <ul style="list-style-type: none"> ● Meet and greet at start of day ● Parental contact daily through home-school book ● Parental contact session weekly ● Referral to CAMHS ● Individual pastoral support plan
<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 including Restorative Circles ● 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

	<ul style="list-style-type: none"> • 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
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Regular meetings with parents • Personalised transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources • 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
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"> • Through child centred meetings, support plans are created with pupils and parents • Regular meetings with class teacher/SENCo/Pastoral support • Open door policy for parents if they needs advice/information/support • The school will signpost appropriate groups and 6 organisations to you which are relevant for your families' needs. • The school works closely with the local authorities IWST team and will support families through a CAF.
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Where a pupils needs exceed the resources available in school we can apply for Discretionary Top-Up Funding from the local authority • Additional Funding may be provided via EHC Plans <p>*Funding will be used to enhance the provision for each individual pupil-this may be through resources, implementing a personalised curriculum, access to specialist training, 1:1 or group intervention, ICT resources, 1:1 adult support may be appropriate for more complex needs</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.	<ul style="list-style-type: none"> • Specific interventions • iPads • Additional classes before / after school • Additional staffing

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| | <ul style="list-style-type: none">• Use of professionals to work with pupils based on specific talents such as the arts• Whole school training to further develop pupil progress |
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SENCO name/contact: Laura Simpson

Headteacher name/contact: Ros Atkins

ANNUAL REVIEW 2018-19

Completed by: _____ L Simpson _____ Date: __September____ 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.