

## 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 |

<b>General School Details:</b>			
School Name:	Widnes Academy		
School website address:	<a href="http://www.widnesacademy.co.uk">www.widnesacademy.co.uk</a>		
Type of school:	Primary Mixed including Nursery		
Description of school:	Academy		
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No		
Number on roll:	172 (this includes 15 Nursery children)		
% of children at the school with SEND:	8%		
Date of last Ofsted:	23 January 2018		
Awards that the school holds:	Healthy Schools Award ICAN Early Talk Accreditation		
Accessibility information about the school:	School has an internal lift to access all levels within the school.		
Please provide a web link to your school's Accessibility Strategy	<a href="http://www.widnesacademy.co.uk/assets/equality-policy-2017.pdf">http://www.widnesacademy.co.uk/assets/equality-policy-2017.pdf</a>		
Expertise and training of school based staff about SEND.	SENCO – NASENCO Award completed Termly participation in NW Inclusion Forum		
Documentation available:	Are the following documents	SEND Policy	<a href="http://www.widnesacademy.co.uk/policies.html">http://www.widnesacademy.co.uk/policies.html</a>
		Safeguarding Policy	<a href="http://www.widnesacademy.co.uk/policies.html">http://www.widnesacademy.co.uk/policies.html</a>

available on the schools website?  If yes please insert the link to the documents page.	Behaviour Policy	<a href="http://www.widnesacademy.co.uk/policies.html">http://www.widnesacademy.co.uk/policies.html</a>
	Equality and Diversity	<a href="http://www.widnesacademy.co.uk/policies.html">http://www.widnesacademy.co.uk/policies.html</a>
	Pupil Premium Information	<a href="http://www.widnesacademy.co.uk/policies.html">http://www.widnesacademy.co.uk/policies.html</a>
	Complaints procedure	<a href="http://www.widnesacademy.co.uk/policies.html">http://www.widnesacademy.co.uk/policies.html</a>

<b>Range of Provision and inclusion information:</b>	
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.	<ul style="list-style-type: none"> <li>• 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</li> <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>• 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.</li> <li>• 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.</li> <li>• We have activities to promote and monitor positive behaviour in the classroom. We use homework to repeat and practise activities that are new and present an achievable challenge.</li> </ul>
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.	<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, moderate / severe learning difficulties.</li> <li>• We get support from local authority services and local special schools who provide outreach.</li> </ul>

	<ul style="list-style-type: none"> <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; 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.</li> </ul>
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> <li>• Access to ICT resources such as iPad and computers</li> <li>• Prompt and reminder cards for organisation</li> <li>• Symbols and visual prompts</li> <li>• Use of specific supports as recommended by professionals (i.e. coloured overlays, adjustment of IWB)</li> </ul>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> <li>• Delivery of personal speech and language programme</li> <li>• Support from classroom assistant within class</li> <li>• Support from SENCO/specialist TA for small group or individual</li> </ul>
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> <li>• Chatty Therapy available for identified children</li> <li>• Additional school support from ChatterBug Speech and Language Therapy</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/ to teaching assistant / teacher</li> <li>• Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</li> <li>• Delivery of a planned SpLD programme by a skilled teaching assistant</li> <li>• Streamed Phonics across EYFS, KS1</li> <li>• Additional Phonics sessions in KS2.</li> <li>• IDL (computer based support program)</li> <li>• Use of structured handwriting support scheme</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> </ul>

	<ul style="list-style-type: none"> <li>• Withdrawal of small group for targeted maths teaching</li> <li>• Pre-teaching maths sessions</li> <li>• Withdrawal in a small group for 'catch up' maths activities</li> <li>• Withdrawal by teaching assistant for 1:1 support</li> <li>• Use of Singapore maths to support learning with additional immediate support sessions to alleviate misconceptions quickly</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>• Personalised and differentiated curriculum</li> <li>• Small group support in class from classroom assistant or teacher</li> <li>• Specialist equipment</li> <li>• Individual Support plans (educational, behaviour, pastoral)</li> <li>• School / year group provision mapping</li> <li>• Strategies put into place as provided by professionals / specialist services / outreach</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Target setting</li> <li>• Individual support plans</li> <li>• CAF</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child / parents</li> <li>• Regular Pupil Progress meetings with teachers and SMT</li> <li>• In school tracking systems to track progress and monitor closely</li> </ul>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> <li>• Use of individual timetables and checklists</li> <li>• 'Chunking' of activities</li> <li>• Small group work with TA to focus on gaining skills of independence</li> <li>• Individual success criteria</li> <li>• Visual prompts</li> <li>• 'PSHCE' / personal development targets</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>• Auxiliary staff employed responsible for personal care for named pupils if required</li> <li>• TA support during break times and lunch times</li> <li>• Teacher on duty if required</li> </ul>
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>• We offer a breakfast club.</li> <li>• We offer a range of after school activity / sports clubs for pupils of different ages,</li> <li>• Children's university participation to recognise and celebrate participation in additional enrichment activities</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>• Planned support from teaching assistants or a designated teacher</li> <li>• Parental contact to plan for suitable activities</li> </ul>

<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> <li>• Planned support from teaching assistant</li> <li>• Meet and greet at start of day</li> <li>• Parental contact daily through home-school book if required</li> <li>• Parental contact session weekly if necessary</li> <li>• Nurture groups in place</li> <li>• Identified adult available for support in school</li> <li>• Stay and Play sessions in Foundation Stage</li> <li>• Coffee Mornings for parents in KS1 and KS2 to come into school and share what the children are learning and how they are learning</li> <li>• Meet and Greet session with the class teacher at the start of the year</li> <li>• Start of year Welcome Meetings for parents</li> <li>• Some children trained in Peer Mentoring – are the children still in school who were trained?</li> <li>• School Council trained to support children to prevent bullying – will this be updated for new children on council?</li> <li>• Some children trained as Play Leaders to prevent bullying</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 Positive Behaviour monitoring</li> <li>• Individual behaviour plans in place</li> <li>• Social skills / behaviour group using social skills programme</li> <li>• Time-out support</li> <li>• Reward system</li> <li>• Support and intervention from outreach behaviour specialist if required.</li> <li>• Strategies in place for unstructured times of the day e.g. alternative location for break time.</li> <li>• Play leaders trained for break times</li> <li>• One Goal mentors working with classes and individuals to support positive behaviour</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>• Regular meetings with parents</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Work with parent partnership</li> <li>• Social stories and visual prompts for pupils</li> <li>• Work through PSHCE on managing and preparing for change</li> <li>• Programme of visits</li> <li>• Longer term links with secondary schools to increase familiarity</li> </ul>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Assessment and individual programmes</li> </ul>

	<ul style="list-style-type: none"> <li>• Specialist resources</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>• The school will signpost appropriate groups and organisations to you which are relevant for your family's needs.</li> <li>• The school works closely with the local authority team and will support families through a CAF.</li> </ul>
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> <li>• 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)</li> </ul> <p>The local authority may contribute if the cost of meeting an individuals needs is more than £10,000 per year.</p> <p>If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there may be additional funding allocated.</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"> <li>• Specific interventions</li> <li>• Additional enrichment opportunities</li> <li>• Additional classes after school</li> <li>• Subsidised trips/residentials/clubs</li> </ul>
<b>SENCO name/contact: Angela Harrison</b>	
<b>Headteacher name/contact: Karen Highcock</b>	
<b>ANNUAL REVIEW 2018-19</b>	
<b>Completed by: A L Harrison</b>	<b>Date: 24<sup>th</sup> September 2018</b>

**SEND Broad Areas of Need**

<b>Communication and Interaction</b>	
<b>6.28</b>	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.
<b>6.29</b>	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.

<b>Cognition and Learning</b>	
<b>6.30</b>	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.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<b>Social, Emotional and Mental Health difficulties</b>	
<b>6.32</b>	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.

<b>Sensory and/or Physical Needs</b>	
<b>6.34</b>	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).
<b>6.35</b>	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.