



Woodside Community Primary School SEND INFORMATION REPORT 2018-19

This page is part of the Local Offer for Halton. Under the Children and Families Act 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

General School Details:	
School Name:	Woodside Primary School
School website address:	http://woodside.halton.sch.uk
Type of school:	Community Primary
Description of school:	<p>This is a broadly average sized primary school. We have one class per year group from reception to year 6. We also have a 7 place unit resource base for pupils with emotional and behavioural needs</p> <ul style="list-style-type: none"> □ The proportion of pupils supported through SEN support is above the national average. □ The proportion of pupils supported at school action plus or with a statement of special educational needs is average. □ The school receives additional funding through the pupil premium for the majority of its pupils. □ The school has a very small proportion of pupils from minority ethnic groups, and very few speak English as an additional language. □ The school runs a range of after-school activities and a breakfast club
Number on roll:	143
% of children at the school with SEND:	38%
Date of last Ofsted:	17/18 th July 2018
Accessibility information about the	In compliance with Halton Borough Council's Access Policy Statement and the Customer Care Access Group

school:	<p>Recommendations, Woodside Primary School is committed to:</p> <ul style="list-style-type: none"> • Providing ongoing disability awareness training for all staff, including more intensive job specific disability training where required • Ensuring right of entry to any activity by providing enough suitably qualified persons trained in inclusion and integration • Providing information on the services available in accessible formats, including large print, audiotape, Braille and Irlen overlay, at no extra cost to the customer, on request • Ensuring that our website complies with the Web Accessibility Initiative Standards, so that all users have equal access to information regardless of their impairment • Providing specific equipment where appropriate aimed at ensuring the individual needs and requirements of disabled customers are met • Continually seeking new ways to improve access to our services through consultation with our customers and through disability access groups in the community. 		
Documentation available:	Are the following documents available on the schools website?	SEN policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints Procedure	Yes
Range of Provision and inclusion information:			
How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> • When pupils have identified SEND before they join us, 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 • If you tell us you think your child has SEN, we will discuss this with you to investigate it further. We will share with you what we find out and agree next steps with you as to how we can all 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 whether 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 education plans (IEP) or individual behaviour plans (IBP) with pupils and parents / carers. • We use homework to repeat and practise activities that are new and present an achievable challenge. 		

<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.</p>	<ul style="list-style-type: none"> • 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, moderate / severe learning difficulties. • We receive support from local authority services. • We receive support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We receive 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 your child requires a period of therapy. • 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 actions we each will take, 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. • Our staff have a lot of experience with a variety of SEN • All classes two members of staff, a teacher and a TA.
<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, notebook laptop, visualiser • Prompt and reminder cards for organisation • Symbols and visual prompts • Infant nurture area • Withdrawal rooms for one to one support
<p>What strategies / programmes /resources are available to support speech & language and communication including social skills?</p>	<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 eg. Speech link software • Access to specialist provision from St Chad's Language college • Use of resource base as a resource for whole school as appropriate.
<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 / writing • Individual daily reading with the teaching assistant / teacher • Variety of reading schemes for all abilities • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Delivery of a planned SpLD programme by a skilled teaching assistant eg Beast Quest • Read,Write,Inc phonics programme and 1-1 sessions • IDL -a targeted intervention to raise attainment and

	support pupils with dyslexic tendencies and to further develop literacy skills.
Strategies to support the development of numeracy	<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 Numicon • Withdrawal by teaching assistant for 1:1 support • After school maths clubs • Use of specialist maths resources online for reinforcement eg Manga High
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 and small group support in the classroom from a teaching assistant as necessary to facilitate access through support or modified resources • Specialist equipment • Individual plans (educational, behaviour, pastoral) • Strategies put into place as advised by professionals / specialist services / outreach
How we 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.	<ul style="list-style-type: none"> • Observation • Target setting • Individual education plan targets and review • Individual pastoral support plans • CAF • External professionals undertaking assessment • Regular review of targets with child / parents • Termly pupil progress meetings with teachers and head teacher
Strategies / support to develop independent learning	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • 'PSHCE' / personal development targets • Whole school behaviour policy/Awards for example house points.
Support / supervision at unstructured times of the day including personal care arrangements	<ul style="list-style-type: none"> • Named midday supervisor/TA at lunchtimes • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • Provision of time-out room at break times • Head/Deputy daily dinnertime presence.
Extended school provision available; before and after school	<ul style="list-style-type: none"> • We offer a range of after school clubs and a breakfast club from 8am • We offer a range of lunchtime and after school activities/sports clubs for pupils of different ages,
Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring.	<ul style="list-style-type: none"> • Planned support from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school log book whenever appropriate • Parental contact session weekly • Referral to CAMHS • Nurture groups in place

	<ul style="list-style-type: none"> • Individual pastoral support plan • Identified mentor • Open door policy • Value Of The Month eg Teamwork, Perseverance
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the school's behaviour policy • Individual behaviour plans in place • Social skills / behaviour group using social skills programme • Daily behaviour record • Time-out support • Reward system/house points • 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 • Advice from PBS (Positive Behaviour Support Team) • Key worker identified • Withdrawal for counselling as required • Staff trained in Prevent (anti terrorism/radicalisation/extremism) • Resource base used as a resource for whole school.
How we support pupils in their transition into our school and when they leave us.	<ul style="list-style-type: none"> • Meetings with parents • 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 establish working relationships. • Moving up days in school
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 eg school health, Chestnut Lodge • Staff training for managing particular medical needs eg asthma, allergies
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"> • Pupil's views are very important to us and we employ a designated SEN/Inclusion officer. • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy and we work in conjunction with Halton Family Learning team to deliver these. • We hold regular coffee mornings in school. • The school will signpost appropriate groups and organisations to you which are relevant for your families needs. • The school works closely with the Children and Young

	Persons directorate and will support families through the CAF process.		
How additional funding for SEN is used within the school for individual pupils.	<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. • If the assessment of a pupil's needs identifies something that is significantly different from what is usually available, there will be additional funding allocated. 		
Examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • Increased number of TAs • Specific interventions • School attendance officer • Speech and Language programmes • iPads • Provision of coaches for excursions • Music lessons 		
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Head teacher name / contact	Richard Collings		
Completed by:	R Collings C Murray	Date:	12/9/18