

Astmoor Primary School

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:	Astmoor Primary School
School website address:	www.astmoorprimaryschool.co.uk
Type of school:	Mainstream primary school with maintained Nursery
Description of school:	A smaller-than-average one-form entry primary school with a high percentage of children entitled to free school meals.
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	127
% of children at the school with SEND:	24%
Date of last Ofsted:	4 th May 2017
Awards that the school holds:	Halton Healthy School Standard, Quality Inclusion Mark. International Schools Award (intermediate level) School Games Award (silver).
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	Please see access Policy.
Expertise and training of school based staff about SEND. (CPD details)	SENco holds Certificate 4 Speech and Language Champions 4 members of staff with Level 1 BSL Independent Speech and Language Consultant employed by the school one day per term and the NHS facility used on all new cases. Art therapist employed by the school 1 day per week.

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	X
		Safeguarding Policy	X
		Behaviour Policy	X
		Equality and Diversity	X
		Pupil Premium Information	X
		Complaints procedure	X

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.	<ul style="list-style-type: none"> • When pupils have identified SEND before they start at Astmoor Primary school, we work with professionals 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 SEND, 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 SEND 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 education plans (IEP) or individual behaviour plans (IBP) with input from pupils and parents/carers. • We use homework to repeat and practise activities that are new and present an achievable challenge.
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	<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

support services and voluntary sector organisations.

communication, visual hearing impairment, behaviour related difficulties, autistic spectrum conditions, and moderate/severe learning difficulties.

- We have our own Art Psychotherapist on a weekly basis who provides therapy that uses art as a tool to help express emotions & work through problems.
- We have our own Speech & Language Consultant on a term basis, who is immediately able to assess an individual, cut out the waiting time and produce strategies and programmes for them, advising staff on appropriate training and blocks of teaching.
- 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 such as Barnardo's, CAMHS and paediatricians for pupils who require input and specific resources or further assessment.
- If a child is experiencing behavioural difficulties and may be at risk of exclusion, we are able to refer them to the Behaviour service, who will support school and parents. 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 often in partnership with other agencies.
- 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 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.
 - 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>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • We currently follow the DB Primary syllabus. • Specialist equipment is available to support the curriculum or to provide intervention – we use programmes such as Purple Mash, 2Simple and 2D primary. • Individual work spaces can be provided when required. • Access to ICT resources such as I pads and laptops. • Prompts and reminder cards for organisation are frequently used, along with a range of visual prompts • All classes have a class blog and are able to add individual posts. • All classes have access to the schools Twitter account and are able to add individual posts.
<p>What strategies/programmes/resources are available to support speech and language and communication including social skills?</p>	<ul style="list-style-type: none"> • Termly Intervention from our own Speech and Language therapist. • Delivery of personal speech and language programmes and social skills groups produced by our in-house consultant and delivered by our Champions. • 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. • Resources such as social stories and comic strip conversations often used to help support children with social and communication difficulties.
<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 with teaching assistant or class teacher for ‘target’ readers. • Reading schemes for struggling readers. • Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills such as Toe by Toe, Hornet and Teodorescu Handwriting rescue. • Delivery of planned individual programmes where necessary by trained teaching assistants. • Year 6 booster sessions carried out to prepare for SATS.
<p>Strategies to support the development of</p>	<ul style="list-style-type: none"> • Small group support in class through guided

<p>numeracy.</p>	<p>teaching.</p> <ul style="list-style-type: none"> ● Withdrawal in a small group for 'catch up' maths activities using specific programmes such as Plus 1, The Power of 2 and Overcoming Barriers. ● Withdrawal by teaching assistant or 1:1 support. ● Use of specialist maths resources, including online materials, for reinforcement. ● Year 6 booster sessions carried out to prepare for SATS.
<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. ● 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. ● Individual education plan targets and termly reviews. ● Through target setting and evaluations at CAF meetings. ● Group EP consultation meetings every term. ● 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 timetable and checklists. ● 'Chunking' of activities. ● Individual or differentiated success criteria. ● Visual prompts used such as 'Now and Next' task cards.

<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Named staff members and midday supervisors responsible for individual groups of children. Encouraging activities during lunch time with a timetabled hall time for lunch. (Craft Room, Computer Room, EY Outdoor Provision, Large Playground with individual resource bags) • Lunchtime provision for children who have earned credits for good behaviour and are able to access electronic games within the foyer. • Named staff responsible for personal care for particular pupils and care plans in place for medical needs.
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • We offer a breakfast club • We also run a range of after school activities for pupils of different ages. • Table Tennis Club. • Speed stacking Club. • Netball Club. • Multi Skill Sports Club. • Lego Club. • Football Club.
<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"> • Regular meetings with parents. • Transition plans for individual children. • Risk assessments completed. • Close links with Halton Transition lead. • Work with parent partnerships. • Social stories and visual prompts for children. • Transition books made for transition to high school with the appropriate chosen High Schools. • 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>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned sessions from Our Art Psychotherapist, therapy that uses Art as a tool to help express emotions & work through problems. • Planned support from teaching assistant. • Parental contact daily through home-school book. • Reward systems based on pastoral targets. • Referral to CAMHS. • Referral to counselling services such as

	<p>Barnardo's.</p> <ul style="list-style-type: none"> • Individual support plans. • Identified adult to provide support/mentoring. • Use of SEALs resource's for PSHCE.
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • All staff have a high level of understanding of attachment disorders and the impact they can have for a child. • All staff trained to use 'Emotion Coaching' techniques. • Use of the schools behaviour policy – "Its good to be green". • Individual behaviour/pastoral support plans in place where necessary. • Social skills/behaviour group using social skills programmes. • Daily behaviour records. • Time-out support – • 'Its good to be green' - 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 Behaviour Team service of CAMHS.
<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. • Regular meetings with parents. • Transition plans for individual children. • Risk assessments completed. • Close links with Halton Transition lead. • Work with parent partnerships. • Social stories and visual prompts for children. • Transition books made for transition to high school with the appropriate chosen High Schools. • Work through PSHCE and social skill groups on managing and preparing for change.

	<ul style="list-style-type: none"> • Programme of visits, with extra visits arranged if required. • 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's 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. • Staff training regularly updated for managing particular medical needs. • Up-to-date care plans in place.
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"> • Our family support worker collects pupils' wishes and feelings as part of the CAF process, (and other welfare meetings) along with the views of parents/carers. • Family Support Worker can offer help to parents for travelling to appointments for their children. • The views of parents/carers and children are sought during the Enhanced Provision and Education Health Care Plan review process annually. • 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 family's needs, and complete or support you with referral documents if necessary. • The school works closely with the local authorities CART team and will support families through the CAF process if required.
How additional funding for SEND is used within the school with 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 pupil's 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

	<p>year.</p> <ul style="list-style-type: none"> • 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.
<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"> • To purchase specific interventions and resources to meet the needs of an individual or group of pupils. • To pay for our own Speech & Language Consultant. • To pay for our own Art Psychotherapist. • To pay for our own Family Support Worker. • To pay for additional time from our Educational Psychologist. • To pay for Year 6 Booster Groups. • To purchase I pads which will benefit all pupils. • To pay for additional staffing. • To pay for staff training. • To pay for additional experiences for our children, such as specialist teachers to come in to teach music and Physical Education.
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Headteacher name/contact	Louisa Aldridge
Completed by:	<p>ANNUAL REVIEW 2018-19</p> <p>Date: September 2018</p>

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.