

ANNUAL REVIEW - September 2018 **Coverage 2018- 2019**

SEND Information Report

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:	
School Name:	Pewithall Primary School
School website address:	www.pewithall.org.uk
Type of school:	Maintained Primary School
Description of school:	Pewithall is an average sized primary school. It is a non denominational school with 214 pupils on roll. We are one form entry school with 7 classes with a standard admission number of 30 children. The school is committed to inclusion and makes good



	<p>provision for learners with a range of special needs and disabilities.</p> <p>The school is located in The Heath ward.</p> <p>Parents of the school are very supportive and the school has a good reputation in the local community.</p>			
<p>Does our school have resource base? Yes or No</p> <p>If Yes please provide a brief description.</p>	<p>NO</p> 			
Number on roll:	214			
% of children at the school with SEND:	7.5% (To be updated September 2019)			
Date of last Ofsted:	31 st October-1 st November 2013			
Awards that the school holds:	Green Tree Gold Award Healthy Schools status			
<p>Accessibility information about the school:</p> <p>School's Accessibility Strategy.</p>	<p>Pewithall School is on one level with uncluttered corridors throughout. There is a dedicated disabled parking bay in the school car park. All exterior doors have ramp access. There is a disabled toilet at the front of the school by the main entrance.</p>			
Expertise and training of school based staff about SEND. (CPD details)	<p>The SENCo has received the accreditation in special educational needs coordination and attends Local Authority Briefings to keep up to date with any legislative changes in SEND.</p> <p>All staff in the school receive training to meet the needs of all of the children attending the school at any point in time. This may include ASD, dyslexia, visual impairments, social communication etc. The SENCo regularly updates staff on SEND information.</p>			
Documentation available:	<table border="1"> <tr> <td>Are the following documents available</td> <td>SEND policy</td> <td>YES</td> </tr> </table>	Are the following documents available	SEND policy	YES
Are the following documents available	SEND policy	YES		



	on the schools website?	Safeguarding Policy	YES
	Link to the documents page.	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 seek the views, opinions and voice of pupils and their parents in planning to meet them.

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 SEND will be in our school setting. We will hold a Transition Meeting where an action plan is drawn up to plan a robust transition period. Special educational learning needs are identified following the graduated approach outlined in the Code of Practice. A plan do review approach is adopted. Whereby children are provided with quality first teaching including differentiation and progress is then considered. If necessary discussions will be held with parents, carers, teacher and SENCO to discuss a child's strengths and difficulties and possible strategies to be put in place to support the child's next steps. A SEN



	<p>Support plan may be put in place. This will then be reviewed by the parents, carers, teacher and SENCO and if it is felt a child has a SEN necessary additional specialist services may then be involved for additional support. This is outlined in the schools SEND policy.</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>The SENCO consults with many local authority services in order to meet the needs of teaching staff, children and families.</p> <ul style="list-style-type: none"> • We have support from SEND specialist teachers who support staff in putting interventions in place to support individuals. Teachers with the following specialisms are invited into school-visual and hearing impairment, speech and language, learning difficulties, behaviour difficulties, ASD and sensory issues. • We work with outreach teams from specialist provisions for example the teams located at Brookfields School. • We have support from Educational psychologists to work with staff, individual pupils and families. • We work with the school nurses, community paediatrics, occupational therapy, physiotherapists and a range of health care professionals to support pupils. • We work with social care teams and early intervention teams



	<p>within Halton to meet individual needs.</p> <ul style="list-style-type: none"> • Multi agency meetings are held to share information, set targets following the plan, do, review cycle.
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>We use a range of specialist equipment to support learning including visual supports, symbols, prompts, check lists and timetables.</p> <p>Children have access to ICT such as laptops, I pads, visualisers and voice recording cards.</p>
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<p>There will be intervention from speech and language therapists and assistants, this information is shared with parents and school staff. These interventions are then delivered by teaching assistants within school.</p> <p>The SENCo meets termly with speech and language services to plan support or training for staff and pupils.</p> <p>We have a range of resources and materials provided by speech and language therapists.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Lessons will be differentiated to meet the needs of individuals and small groups. Children receive small group support and on occasion one to one support to meet their needs. • Small group support within the classroom. • Additional reading or guided reading with TA • Withdrawal into target groups for interventions including- precision teaching, reading, spelling,



	handwriting and Booster groups for writing.
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Lessons will be differentiated to meet the needs of individuals and small groups. Children receive small group support and on occasion one to one support to meet their needs. • Small group support within the classroom. • Additional practise of skills-times table revision. • Withdrawal into target groups for interventions including- precision teaching and Booster groups for maths.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • All children are provided with a differentiated curriculum. • Children maybe supported in small groups • Children may be supported on a one to one basis by a TA • Children maybe provided with modified resources and specialist equipment. • SEN support plans • Strategies put in place suggested by professional agencies.
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	Pupil progress meetings are held termly in school and interventions in place are reviewed. Pupils are observed, targets set, SEN support plans drawn up and the plan do review approach is adopted. Review meetings with parents are held and information is shared. Where appropriate external agencies are invited



how we evaluate their overall effectiveness.	to support pupil reviews and target setting.
Strategies/support to develop independent learning.	All children are encouraged to become independent learners. Pupils are encouraged to use visual supports, timetables, to do lists and success criteria's.
Support /supervision at unstructured times of the day including personal care arrangements.	Some children are provided with a named midday assistant to offer support. We have a buddy system and play leaders and individuals have support strategies for lunchtime for example a busy book.
Extended school provision available; before and after school, holidays etc.	After school clubs are led by class teachers or sports specialists. We do not have a breakfast or attached linked club. Local link clubs collect children from our school each day.
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?	Provision will be made for all pupils to access all areas of the curriculum by <ul style="list-style-type: none"> • Teachers holding a pre trip visit and completing any necessary risk assessments • Parents will be consulted to share any concerns they may have. • Adult to child ratios will be considered.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	We have adopted elements of the SEALs curriculum and individuality is celebrated throughout school. We also have- <ul style="list-style-type: none"> • Buddy system • Planned support from TAs • Open lines of communication with parents, teacher, TA and SENCO • Referrals to CAMHs team



	<ul style="list-style-type: none"> • Provide counselling from Barnardo's or Kooth
<p>What strategies can be put in place to support behaviour management?</p>	<p>Positive behaviour management strategies are used throughout the school outlined in our behaviour management policy in addition to this-</p> <ul style="list-style-type: none"> • Individual targets for behaviour using record cards • Strategies and interventions for unstructured times of the day for example busy books. • Social skills groups • Reward systems • Time out
<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 meetings are held and transition plans drawn up for individuals including planned visits and the preparation of resources such as social stories.</p> <p>We will work closely with outside agencies such as transition leads, specialist teachers and SENCo's at local nurseries and secondary schools. We have developed longer term links with The Heath school starting in lower key stage 2. We hold careers days where children are encouraged to think about their dreams and aspirations.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<p>We work in partnership with health care professionals where ever necessary. We liaise closely with community practitioners to ensure that individual needs are met and that our staff are trained appropriately.</p> <p>Interventions are put in place and specialist resources provided.</p>



<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Pupil voice is highly valued. We have an active school council, road safety officers and eco-warriors. • Parents are invited to curriculum evenings and regular maths and literacy workshops to support their child's learning. • The head teacher provides weekly reading questions and apps on newsletters. • The SENCo works closely with the ICART early intervention team and will sign post parents to outside agencies and supports families through the CAF process.
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>The school's SEND budget is allocated to meet the needs of children with SEND. The budget is used-</p> <ul style="list-style-type: none"> • For specialist resources • Specialist support from outside agencies for example educational psychologists, counsellors etc. • Training for staff • Additional support for children from a TA. • Interventions provided by TAs <p>The school may apply to the local authority for additional funding to support individual needs.</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>Looked after children are supported by-</p> <ul style="list-style-type: none"> • Good communication between school and carers. • Termly PEP meetings with social care, carers and any other outside agencies. • PP plus is used for – • One to one teaching support



	<ul style="list-style-type: none"> • Support from outside agencies such as counselling services • Funded educational trips, music lessons and after school clubs.
SENDCO name/contact	Mrs Suzanne O'Neill/ Mrs Sue Strain (September 2019) Pewithall School 01928 576139
Headteacher name/contact	Mr David Baugh Pewithall School 01928 576139
Completed by: Mrs Suzanne O'Neill	Date: 3rd June 2019



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.

