

ANNUAL REVIEW

SEND Information Report 2019-2020

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:	Castle View Primary School				
School website address:	www.castleviewprimaryschool.co.uk				
Type of school:	Community Primary				
Description of school:	Primary School with Nursery				
Does our school have resource base? Yes or No If Yes please provide a brief description.	no				
Number on roll:	143				
% of children at the school with SEND:	0% with statements 0% with enhanced provision 14% (20 children) with additional support				
Date of last Ofsted:	May 2017				
Awards that the school holds:	Healthy school status 2019				
Accessibility information about the school:	Wheelchair access to all areas				
Please provide a web link to your school's Accessibility Strategy	http://www.castleviewprimaryschool.co.uk/policies-downloads/ https://castleviewprimaryschool.haltonschools.info/wp-content/uploads/2019/04/Accessibility-Policy-Oct-18.pdf				
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> 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 SEND co-ordinator attends Halton SEND team training. Group consultation model to support pupil needs Speech and Language training for EYFS staff Support to staff when writing support plans/developing strategies to use with children from co-ordinator and additional professionals Attachment training by EP for all staff Social communication training for support staff and SENDco Training with cluster school SENDCo 				
Documentation available:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">SEND Policy</td> <td style="width: 40%;">yes</td> </tr> <tr> <td>Safeguarding Policy</td> <td>Yes</td> </tr> </table>	SEND Policy	yes	Safeguarding Policy	Yes
SEND Policy	yes				
Safeguarding Policy	Yes				

	Are the following documents available on the schools website? If yes please insert the link to the documents page.	Behaviour Policy	Yes
		Equality and Diversity	Single Equality Policy
		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.	<ul style="list-style-type: none"> • 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 • If you tell us you think your child has SEN we will discuss this with you and investigate. The first point of contact for parents is the class teacher, who can then seek further advice from the SENco. 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 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 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 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
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"> • 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 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.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as Ipad, IPod, laptop, visualiser

	<ul style="list-style-type: none"> • Prompt and reminder cards for organisation • Symbols and visual prompts and timetables <p>All teaching spaces offer a continuous range of provision where resources/equipment are duplicated if needed for small group work.</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	
What strategies/programmes/resources are available to speech and language 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 <p>Speech and language training provided to EYFS staff</p>
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 • Withdrawal into target groups and 1:1 for intervention programmes aimed at developing reading / writing skills • Delivery of a planned SpLD programme by a skilled teaching assistant
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/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 • 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) • Time spent in a year group more appropriate to the needs of the child • School / year group provision mapping • Strategies put into place as provided by professionals / specialist services / outreach
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"> • 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 <p>Plan, do, review cycles in line with Halton SEND policy.</p>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Individual work stations if needed • Visual prompt • 'PSHCE' / personal development targets

Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Individual work stations if needed. • Named midday supervisor at lunchtimes (all midday staff received training on how to support behaviour at lunch times) • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • Auxiliary staff employed responsible for personal care for named pupils
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages, • Signposting parents through the local offer to activities available during the school holidays.
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"> • All pupils have access to school trips 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 maintained for all pupils
Strategies used to reduce anxiety, prevent bullying, 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 book • Parental contact session weekly • Referral to CAMHS • Nurture groups in place • Individual pastoral support plan • Identified mentor • Social stories used/Wishes and feelings booklet
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the schools behaviour policy • 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 • 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"> • Transition co-ordinator in school • Regular 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 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

	<ul style="list-style-type: none"> • 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"> • Pupil's views are very important to us and we employ a designated pupil advocate. • Through child centred meetings, support plans are created with pupils and parents • The school has links with a number of youth organisations including Halton Speak Out. • 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 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"> • 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 the notional budgets. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, an application for additional funding will be made. (This EHC will need to reflect the new code of practice once it becomes statutory).
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 • Use of professionals to work with pupils based on specific talents such as the arts • Whole school training to further develop pupil progress
SENCO name/contact: Stephanie Abell- 01928 563970	
Headteacher name/contact: Hannah Melarangi- 01928 563970	
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Completed by: _____ Stephanie Abell Date: 11th September 2019	

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.
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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.