

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:

- | | |
|---|----------------------------------|
| 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:	Halebank C of E Primary School
School website address:	https://halebank-halton.secure-dbprimary.com/halton/primary/halebank
Type of school:	Church of England Voluntary Controlled
Description of school:	We are a smaller than average Primary School with four mixed age classes. All classes are taught by qualified and highly experienced teachers.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	98
% of children at the school with SEND:	13.72%
Date of last Ofsted:	July 2017
Awards that the school holds:	Healthy Schools Active Mark 2007 Arts Mark
Accessibility information about the school:	<ul style="list-style-type: none"> The building is accessible as it is single level throughout. Access into all classrooms, hall, toilets and the outdoors is ground level and appropriate for use with wheelchairs and walking aids. There are disabled toilets and shower facilities, including the use of a hoist. We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. Breakfast and after school activity clubs are accessible to all children including those with SEND. School day trips and residential trips are accessible for children with SEND.
Please provide a web link to your school's Accessibility Strategy	https://halebank-halton.secure-dbprimary.com/halton/primary/halebank

<p>Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<ul style="list-style-type: none"> • SENDCO is currently undertaking NASENCO at Liverpool Hope University– September 2019 • All class teachers are experienced practitioners in providing quality first teaching to all pupils, including those with SEND. • Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class e.g. from the Specialist Teachers for the visually impaired and ASC. • TA has completed Elklan speech and language training (5-11yrs) • SENDCO completed Elklan speech and language training (5-11yrs) • TA has completed Elklan speech and language for ASC • TA completed Lego Express Therapy, Toe by Toe and bereavement counselling. 													
<p>Documentation available:</p>	<table border="1"> <tr> <td data-bbox="502 638 1037 1131" rowspan="6"> <p>Are the following documents available on the schools website? https://halebank-halton.secure-dbprimary.com/halton/primary/halebank/site/pages/schoolinformation/policies/statutorypolicies https://halebank-halton.secure-dbprimary.com/halton/primary/halebank/site/pages/schoolinformation/policies/pupilpremium If yes please insert the link to the documents page.</p> </td> <td data-bbox="1045 638 1388 683">SEND Policy</td> <td data-bbox="1396 638 1468 683">Yes</td> </tr> <tr> <td data-bbox="1045 683 1388 728">Safeguarding Policy</td> <td data-bbox="1396 683 1468 728">Yes</td> </tr> <tr> <td data-bbox="1045 728 1388 772">Behaviour Policy</td> <td data-bbox="1396 728 1468 772">Yes</td> </tr> <tr> <td data-bbox="1045 772 1388 817">Equality and Diversity</td> <td data-bbox="1396 772 1468 817">Yes</td> </tr> <tr> <td data-bbox="1045 817 1388 884">Pupil Premium Information</td> <td data-bbox="1396 817 1468 884">Yes</td> </tr> <tr> <td data-bbox="1045 884 1388 1131">Complaints procedure</td> <td data-bbox="1396 884 1468 1131">Yes</td> </tr> </table>	<p>Are the following documents available on the schools website? https://halebank-halton.secure-dbprimary.com/halton/primary/halebank/site/pages/schoolinformation/policies/statutorypolicies https://halebank-halton.secure-dbprimary.com/halton/primary/halebank/site/pages/schoolinformation/policies/pupilpremium If yes please insert the link to the documents page.</p>	SEND Policy	Yes	Safeguarding Policy	Yes	Behaviour Policy	Yes	Equality and Diversity	Yes	Pupil Premium Information	Yes	Complaints procedure	Yes
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	Pupil Premium Information		Yes											
	Complaints procedure	Yes												

Range of Provision and inclusion information:	
<p>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.</p>	<p>We believe in early identification of SEND. When entering the school in Reception every child's attainment is assessed using the NFER baseline assessment. If a child has already been identified as having SEND in his/her early years setting, the school SENDCo and Reception teacher will be fully involved in the child's transition to our setting, by attending meetings with the nursery/pre-school setting and parents, and arranging a transition package for the child's move into our Reception class. SEND may also be identified by more than one of the following:</p> <ul style="list-style-type: none"> • A child who is working below age related expectations despite receiving quality first teaching and appropriate group intervention • Scores on standardised tests carried out in school, ie non-verbal reasoning, spelling, reading and working memory tests • Concerns raised by a teacher/teaching assistant and shared with the SENDCo • Concerns shared by parents • Assessment completed by a specialist professional, eg Educational Psychology Service.

	<p>Once a child's SEND is identified a Pupil Support Plan (PSP) will be written by the class teacher and overseen by the SENDCo. The PSP will be reviewed each term with the child and parents whose own views on provision will be sought. Ways that parents can help at home will also be discussed. Parents will be invited to PSP reviews three times a year.</p>
<p>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.</p>	<p>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school.</p> <p>The SENDCo makes referrals to a range of other professionals to constantly improve provision for SEND pupils, including the following agencies:</p> <ul style="list-style-type: none"> - Speech and language therapists - Physiotherapy/occupational therapists - Educational psychologists - Educational Welfare - Halton's Children's Disability Service - Woodview CDC - School health - CAMHS
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Writing slopes • Move 'n sit cushions • Stabilo ergonomic handwriting pens • Variety of ICT equipment – laptop, ipads, notepads, SEN software and programs, eg Cogmed • Disabled toilet and shower, including hoist • Fully accessible building for wheelchair users • Individual work spaces can be provided when required. • Visual prompts and reminder cards for organisation are frequently used (visual timetables, now/next cards)
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • SENDCO is regularly consulted regarding individuals - strategies and plans are shared with staff and included into Personal Support Plans, which are regularly reviewed with pupils and parents/carers • Black Sheep resources are used with individuals to support pupils with social and communication difficulties around a variety of social situations in school/home • Access to quiet/safe areas when needed
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Quality first teaching across all key stages • Small group and 1:1 support in lessons as and when required • Small group speech and language KS1 interventions delivered by Elklan trained support staff

	<ul style="list-style-type: none"> • Whole school support and advice received from Communicate and Together Trust • Support for individual speech and language needs received by Chatterbug
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Quality first teaching across all key stages • Small group and 1:1 support in literacy lessons as required • Daily reading with teaching assistant / teacher • KS2 reading comprehension intervention • Pre-tutoring of guided reading texts • Phonic intervention • Y6 booster sessions to prepare for SATs • Identified target readers heard daily
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Quality first teaching across all key stages • Small group and 1:1 support in numeracy lessons as required • Catch up Maths Sessions for identified children • Whole school subscription to Sum Dog, TTRockstars and other websites for children to reinforce maths skills at home • Y6 booster sessions to prepare for SATs
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Quality first teaching across all key stages • Small group or 1:1 support in class • Specialist equipment • Range of group and 1:1 interventions delivered • Recommendations from specialist services delivered and monitored
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"> • Individual targets are set on a termly basis by class teachers and monitored by SENDCo. Targets are adapted if necessary before the end of term if necessary. • Pupil Support Plans reviewed each term. Pupil and parents invited and their views actively sought • Observations of individual pupils take place regularly by SLT and external agencies undertaking assessment • Pupil Support Plans recommend ways that parents/carers can work towards targets at home • SLT has a flexible approach towards provision and work with all staff to deliver the best provision for all SEND pupils dependent on needs and resources • SENDCo analyses pre and post intervention data.
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Visual timetables • Visual prompts, including behaviour reminders, now and next cards, alphabet and word mats • Success criteria • Individual targets for learning and behaviour

Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Pupil Support Plans specify break and lunchtime provision • Playtime activities bag • Year 5 and 6 are 'buddies' with Reception and Y1 • MDA have received training from Behaviour Support Team - September 2019
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • Range of after school activity clubs for all pupils • Breakfast club • Residential trips for Y5/6
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"> • Complete risk assessment of venue • Additional TA/adult support • Visual prompts • Pre-tutoring to explain format of activity using visual aids • First aid kit • Medical needs • Peer support
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Meet and greet time at start of day • Visual timetables • Use of home/school books • PSHE lessons • Star of the week golden assembly • Celebration book in each class • Daily collective worship
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • School behaviour policy • Pupil Support Plans for pupils identified with social, emotional and mental health SEND • Cool off corner as needed • Success charts • Visual timetables • Now/next cards • Intervention support from behaviour support agencies • 1:1 behaviour support if needed • Analysis of Boxall profile
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"> • Information gathering meetings with parents, pre-school setting and LA as appropriate • Series of play sessions in the Summer term previous to YR children entering our school • YR teacher holds meeting with new parents before and after child starts in Reception class • Y5/6 reviews identify areas of transition to High School that require extra support • Act on advice from specialised external agencies, eg speech and language service • Use of resources on Halton's Local Offer website, eg, transition booklets, parents information • Y6 teacher and SENDCo meet with Secondary School staff to discuss individual pupil with SEND

	<ul style="list-style-type: none"> • Small group transition work with SEND pupils.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Liaise with specialist teachers in visual and hearing impairments • Specialist workers from Brookfield Outreach Service for mobility needs • Delivery of care plans written by different specialist agencies, eg continence, physiotherapy and occupational therapy • Regular whole staff training on a variety of medical needs, eg asthma, allergies and epilepsy • Liaison with a range of health professionals from Woodview Child Development Centre
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"> • Termly reviews for SEND pupils held with both parents and pupil. Parents and pupil are always asked for their opinions and suggestions for improved provision • Referral forms to outside agencies always completed with parents • Senior Leadership Team and class teachers are always happy to discuss provision with parents • We work with external agencies, eg Disabled Children's Service, to support families who require a CAF • Encourage parents to meet specialist agencies to discuss child's SEND as appropriate, eg Educational Psychology Service
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • School's SEND budget is used to fund provision for pupils with a range of special educational needs and disability. It may be used to provide extra support in class, deliver group interventions or buy specialist equipment • More significant special educational needs and disability may require 1:1 support
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"> • Termly PEP meetings with social care, foster carer and pupil to monitor pupil's individual target and SEND • Designated teacher for CIC to attend regular training provided by Halton's virtual Head <p>Pupil premium may be used for:</p> <ul style="list-style-type: none"> • Interventions, 1:1, paired and/or group • Attendance at after school clubs • Residential trips
SENCO name/contact: Mrs Lorna Draper senco.halebank@halton.gov.uk	
Headteacher name/contact: Mr Richard Harley head.halebank@halton.gov.uk	
ANNUAL REVIEW 2019-2020	
Completed by: Mrs L Draper	Date: October 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.

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.
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