

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:	Pewithall Primary School
School website address:	www.pewithall.org.uk
Type of school:	Mainstream Primary School
Description of school:	Pewithall is an average sized primary school. It is a non -denominational school with 213 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 provision for learners with a range of special needs and disabilities. The school is located in The Heath ward. Parents of the school are very supportive and the school has a good reputation in the local community.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	213
% of children at the school with SEND:	13%
Date of last Ofsted:	31 st October-1 st November 2013
Awards that the school holds:	Green Tree Gold Award Healthy Schools status
Accessibility information about the school:	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.
Please provide a web link to your school's Accessibility Strategy	https://www.pewithall.org.uk/statutory-information
Expertise and training of school based staff about SEND. (CPD details)	The SENDCo 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. SENDCo is currently on maternity leave September 19.

<p>Please comment specifically in relation to autism and include dates.</p>	<p>For the interim period an experienced SENDCo was appointed on 4th September 2019. SENDCo is currently attending SENDCO Training via Ged & Mary Murphy which will run throughout the year. She is also attending Local Authority Training to keep up to date with any legislative changes in SEND.</p> <p>All class teachers at Pewithall Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications.</p> <p>One member of staff has recently completed the Emotional Literacy Support Assistants Programme</p> <p>Two members of Staff are attending Mental Health First Aid Training this year.</p> <p>Teachers and teaching assistants receive regular training. Last academic year relevant staff have been involved in:</p> <ul style="list-style-type: none"> • ASC Awareness Training • Attachment & Developmental Trauma Training • Safeguarding children • One Page Profiles (looked after children) • Child Bereavement Training • Asthma and Allergy Training • The Danger of the Single Story • Flipping Your Lid • ELSA Training • Managing Behaviour (Behaviour Consultant Jason Baggala) • Educational Psychologist Consultations <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 ASC, dyslexia, visual impairments, social communication etc. The SENDCo regularly updates staff on SEND information.</p>														
<p>Documentation available:</p>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page. https://www.pewithall.org.uk/statutory-information</p>	<table border="1"> <tr> <td>SEND Policy</td> <td>Yes</td> </tr> <tr> <td>Safeguarding Policy</td> <td>Yes</td> </tr> <tr> <td>Behaviour Policy</td> <td>Yes</td> </tr> <tr> <td>Equality and Diversity</td> <td>Yes</td> </tr> <tr> <td>Pupil Premium Information</td> <td>Yes</td> </tr> <tr> <td>Complaints procedure</td> <td>Yes</td> </tr> </table>	SEND Policy	Yes	Safeguarding Policy	Yes	Behaviour Policy	Yes	Equality and Diversity	Yes	Pupil Premium Information	Yes	Complaints procedure	Yes	
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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 recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories:</p> <ol style="list-style-type: none"> 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties

4. Sensory and Physical Needs

All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND including: family, health professionals and social care teams.

As a school, we actively seek advice from many outside bodies. These include, but are not limited to: Halton's educational psychologist, school nurse, family support workers, special educational needs advisory and assessment team and speech and language therapists. The advice we receive is then followed in order to support the provision of children with SEND.

Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, are:

- Noticeably different when compared to their peers who started from the same baseline.
- Significantly slower than their peers.
- Creating a gap between them and their peers.
- Requiring them to have additional support.

Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCO and specialist teachers/agencies.

All pupils' progress is monitored and tracked. This happens through the use of observations, formative and summative assessments and regular review meetings with parents/carers.

This information is then used to identify whether further support is needed from the SENDCO and then outside agencies. In exceptional cases, children may receive an individual Education, Health and Care Plan.

Interventions are implemented and reviewed by teaching staff (then passed onto the SENDCO) on a half-termly basis to ensure they are allowing SEND children to progress.

	<p>Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This informs whether extra support is required.</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>The SENDCO consults with many local authority services in order to meet the needs of teaching staff, children and families.</p> <p>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.</p> <p>We work with outreach teams from specialist provisions for example the teams located at Brookfields School.</p> <p>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.</p> <p>We work with social care teams and early intervention teams within Halton to meet individual needs.</p> <p>Multi agency meetings are held to share information, set targets following the plan, do, review cycle.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to access the curriculum more easily. Teaching assistants will be allocated to work with a pupil on a 1:1 basis or with a small group.</p> <p>For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with the Staff member trained in the Administration of Medicines and parents/carers to guide staff on how to manage certain needs.</p> <p>Some of our children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a</p>

	<p>child within school, this would be addressed at these meetings.</p> <p>If a child's needs go beyond the school's expertise, advice will be sought from Halton. This may include additional funding or an Educational, Health and Care Plan (EHCP).</p> <p>If a pupil obtains additional funding, they will continue to be educated at Pewithall Primary School. If an EHCP is given, Halton would look at their facilities within the borough and decide on the most appropriate school to support the child – this may be at Pewithall Primary School or at a specialist school.</p> <p>Contact details of regularly used external agencies: Chatterbug – 01928 511075 Woodview – 0151 495 5400 Educational Psychologist TD Psychologylimited</p> <p>Should you require any other agencies, please contact the Halton SEN Team – 0303 333 3400.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</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 SENDCo 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 and handwriting.
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Lessons are differentiated to meet the needs of individual learners and small groups. • Small group support in class through guided teaching • Withdrawal in a small group for 'catch-up' maths activities

	<ul style="list-style-type: none"> • Withdrawal by teaching assistant (or class teacher) for 1:1 support • Use of specialist maths resources online (for reinforcement) • Withdrawal into target groups for intervention programmes aimed at developing numeracy skills
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • All children are provided with a differentiated curriculum. • Additional interventions found on the Provision maps. • Strategies put in place suggested by professional agencies. • Small group-work within class (through guided teaching) • Specialist equipment and modified resources • Withdrawal by a teaching assistant for 1:1 support • Specialist teacher to deliver weekly PE afterschool clubs • Weekly lessons with specialist French teacher
<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>	<p>As a school, we track children’s progress from Reception to Year 6 using a range of formative and summative assessments including observations and NFER tests. Children who are not progressing with the rest of their cohort are identified. Teachers then discuss individual children with the SENDCO and next steps are put into place. This could include:</p> <ul style="list-style-type: none"> • Consultation with Parent/ Carer • Intervention groups • Referral to Outside Agencies • Assessments from outside agencies • Consultation with the local authority’s Educational Psychologist • Request for an Educational, Health and Care Plan <p>Pupil progress meetings are held termly in school and interventions in place are reviewed. Pupils are observed, targets set and reviewed, and the plan do review approach is adopted. Review meetings with parents are held and information is shared. Where appropriate external agencies are invited to support pupil reviews and target setting.</p> <p>Soft data is also used to track pupils with emotional needs for example through observations, discussions, the Boxall Profile. Regular reviews of provision maps these are used as working documents.</p>

Strategies/support to develop independent learning.	All children are encouraged to become independent learners. Pupils are encouraged to use visual supports, timetables, social stories, to do lists and success criteria.
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. When children have a medical/care need need a trained member of staff will tend to the child's needs throughout the day and during lunch time and break time.
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 to ensure all pupils access educational visits and residential. Teachers consult closely with parents/ carers and organisers to share concerns, decide a plan of action and complete necessary risk assessment. This will always involve a pre-visit trip. When required a member of staff who knows the child well will attend the school visit/ residential. Adult to child ratios will always be considered.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Social, Emotional and Mental Health: We have one member of Staff who has completed Emotional, Literacy Support Training. Two members of staff will attend Mental Health First Aiders later this term to support those children who need it. Some children are provided with a named midday assistant (ELSA trained) to offer support. We operate a Buddy System that supports our youngest pupils as they settle in to school life. A Play Leader System runs at lunch times. We access counselling support from Barnardos or Kooth and referrals are made to CAMHs Team. We remind our children that their health and wellbeing is the most important thing and remind them and their parents at termly consultations about how they should share any worries with an adult they can trust.
What strategies can be put in place to support behaviour management?	At Pewithall we are guided by our POSITIVE BEHAVIOUR POLICY We have three simple rules Be Ready, BE Respectful, Be Safe.

	<p>We frequently praise our children in public and only reprimand in private, promoting an ethos of mutual respect.</p> <p>We celebrate success and achievement in class and as a whole school. We have a behaviour pathway that we follow to remind, warn, sanction and restore.</p> <p>Some children exhibit behaviours based on adverse childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. We will access support from the Behaviour Support Team when we need further advice, support or strategies.</p>
<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>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.</p> <p>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.</p> <p>A plan do review approach is adopted. If necessary discussions will be held with parents, carers, teacher and SENDCO to discuss a child's strengths and difficulties and possible strategies to be put in place to support the child's next steps. These strategies will be shared with parents and reviewed by the parents, carers, teacher and SENDCO and if it is felt a child has an SEN necessary additional specialist services may then be involved for additional support. This is outlined in the schools SEND policy.</p> <p>New Starters:</p> <p>Before children start in Reception, the class teacher sets up meetings with previous settings to discuss the needs of individual pupils. In addition to this, the class teacher may also arrange for a meeting at the child's house with parents/carers. If a child is entering the school with complex needs, relevant training and risk assessments will be carried out. We hold transition meeting at school with parents and relevant professionals.</p> <p>Transitioning Through Key Stages:</p>

	<p>At Pewithall Primary School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCO may be present for the meeting.</p> <p>Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. We aim to plan visits if the school is in the borough and it is appropriate to the needs of the child. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education.</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>	<p>As a school, we offer regular opportunities for parents to come into school. These include: Termly Parents’ Evenings Annual Curriculum Evenings Open Days Maths and Literacy Workshops</p> <p>We also have a range of facilities and resources open to parents:</p> <ul style="list-style-type: none"> • Opportunities for parents to learn how to support their child’s learning – Curriculum Evenings, Knowledge Organisers and our school website. • The school will signpost parents to appropriate groups and organisations that are relevant. • Pewithall Primary School works closely with Halton iCART and the family support team. We will support families through formal and informal processes (CAF/CIN meetings) • Meeting room available.

	<ul style="list-style-type: none"> • Pupil voice is highly valued. We have an active school council, road safety officers and eco-warriors. • Targets are shared with children and parents and reviewed at parental consultations. • The head teacher provides weekly reading questions and apps on newsletters. • The SENDCo 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"> • Close links with the LA and Virtual Head. • 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 • Support from outside agencies such as counselling services • Funded educational trips, music lessons and after school clubs.
<p>SENDCO name/contact: Mrs Suzanne O'Neill/ Mrs Sue Strain (September 2019) Pewithall School 01928 576139</p>	
<p>Headteacher name/contact: Mr David Baugh Pewithall School 01928 576139</p>	
<p>ANNUAL REVIEW 2019-2020 Completed by: Sue Strain Date: 17th October 2019</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.
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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.