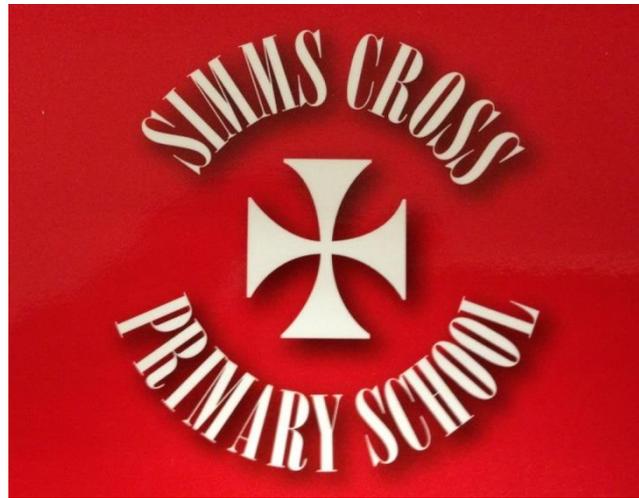


# Simms Cross Primary School



## **SEND Information Report**

**Adopted by Governors: October 2020**

**Chair of Governors: Mrs A Forsyth**

**Headteacher: Mrs N Kearney**

**Review Date: October 2021**

## **Our Vision**

*At Simms Cross Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our school family is valued and respected.*

At the heart of all we do are our children. Our school is a safe environment where everyone is valued equally and encouraged to achieve their full potential as part of a community, loving, learning and growing together as a school family.

We are an average-sized Primary School and we admit pupils from age 4 to 11. In addition to this we have nursery class with provision for 26 children. Simms Cross also has a 14 place Resource Base for children aged 4 to 11 with a diagnosis of Autistic Spectrum Condition. Our school provides caring support for all children, including our vulnerable pupils and for those who have disabilities or special educational needs. Our caring and competent staff ensure that all pupils are fully included in everything on offer. They work well with outside agencies to ensure that support is targeted appropriately for children and families who require it. Our Ofsted report is linked below.

<https://reports.ofsted.gov.uk/provider/21/111228>

### **1. The kinds of SEN for which provision is made**

At Simms Cross Primary School we create and support appropriate provision for a range of special educational needs and disabilities. These needs are met at a school level (SEN Support) or through an Education Health and Care Plan as appropriate. Currently we are supporting children with a range of different needs, including: Speech and Language needs, Autism Spectrum Conditions (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Learning Difficulties, Hearing Impairments, Physical Disabilities and children with Social, Emotional and Mental Health difficulties. There are many other kinds of special educational needs and disabilities which we can cater for and we are always ready to access training and advice to support us in meeting these needs as appropriate.

### **2. Information about policies for identification and assessment of pupils with SEN**

We will know if a child needs extra help if:

- a parent, teacher, staff member or child raises their concerns
- limited progress is being made
- attainment is well below age-related expectation following standardised assessments
- there are changes in well-being, social and emotional health or progress

If Simms Cross Primary School feels that a child has Special Educational Needs:

- a meeting will be arranged with parents/carers to discuss the concerns and the support being put in place
- the child's name will be added to the school SEND monitoring list
- appropriate support will be provided by the class teacher and this will be monitored by the SENCO

### **3. Information about provision for children with SEN (with or without an Education Health and Care Plan)**

The admission arrangements for pupils with or without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs – all families follow the normal school admissions procedures. Admission to the Resource Base is allocated by Halton Local Authority Provision and Placement Panel.

#### **(a) How the school evaluates provision**

At Simms Cross Primary School we assess and review the progress of all children termly. Individual Support Plans are reviewed termly by class teachers and these are evaluated through identification of small steps of progress. As appropriate, our curriculum, learning environments and activities are adapted to meet the needs of our pupils with Special Educational Needs and Disabilities (including those with social and emotional health needs).

#### **(b) Arrangements for assessing and reviewing progress**

Underpinning ALL our provision in school is the graduated approach cycle of Assess, Plan, Do, Review. Pupil Progress meetings provide regular opportunities for the class teachers, members of the Senior Leadership Team and the SENCO to review progress. Learning Walks and Classroom observations also provide opportunities for further evaluation and guidance. Individual Support Plans/SEND Support Plans are reviewed with parents, staff and pupils and any necessary adjustments are planned for and implemented.

#### **(c) Approach to teaching children with SEN**

We are an inclusive school and strive to ensure that children with SEND are able to engage in all activities that are available to children who do not have SEND by making reasonable adjustments to the curriculum and the school environment. Priority is given to enabling pupil independence through differentiation and personalised approaches to teaching and learning as appropriate. The quality of every teacher's provision for pupils with SEND is assured through observation, learning walks, robust monitoring and review and ensuring 'quality first teaching' as a minimum.

#### **(d) How school adapts curriculum and learning environment**

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. All class teachers evaluate their own teaching and make changes and adapt planning wherever they feel it is necessary, this may include implementing a personalised curriculum for individuals in their class.

#### **(e) Additional support available**

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the school SEND policy. Top Up Funding (High Needs Funding) is available on application from the Local Authority. High Needs Funding is requested for pupils who have the most significant needs and require support to enable them to access mainstream provision successfully. In addition to this the school receives funds to provide staffing and resources for the Resource Base provision.

#### **(f) Enabling pupils to participate in activities**

We are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about how to overcome these. We always endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs. At Simms Cross Primary School we employ all possible efforts to make reasonable adjustments to the school environment to meet the needs of pupils with additional needs. We make arrangements for children with SEND to take part in school trips, including the residential visits in KS2. Parents are consulted to ensure that all of the child's needs are planned and provided for. Children with SEND can, if they wish, take part in any of the extra-curricular activities available in the school, usually supported by a familiar member or staff.

#### **(g) Support for improving emotional, mental and social development of pupils with SEN**

At Simms Cross Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (e.g. PSHE or Circle Time) and indirect teaching (every conversation adults have with children throughout the day). Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. The SENCO may, under the consent of the parent, feel it is appropriate to coordinate additional support through access to a mentor, time with member of SLT or management team, an external referral to CAHMS (Child and Adolescent Mental Health Service), or access to a therapeutic intervention. Some pupils may benefit from additional support through specific emotional and mental health strategies, such as the use of social stories and safe spaces.

#### **4. Name and contact details of SENCO**

The **Special Educational Needs Co-ordinator (SENCO)** at Simms Cross Primary School is **Miss Gillian Rowland**  
Appointments can be made either in person, or by contacting:

Telephone: 0151 424 5031

Email: [growland@simmscross.org.uk](mailto:growland@simmscross.org.uk)

#### **5. Expertise including training of staff and seeking of specialist expertise**

Part of the SENCO's role in school is to support class teachers and teaching assistants in teaching children with SEND. The school is committed to the professional development of all staff to improve the teaching and learning of children including those with SEN/D, this involves whole school training on SEND issues. In the academic year 2017-2018 staff received training in a range of areas: training relating to new Statutory Guidance and Legislation (particularly focusing on the Graduated Approach), Precision teaching/SAFMEDS, SpLD/IDL Support. The SENCO is currently enrolled on the NASENCo award.

At Simms Cross Primary School we work in partnership with a range of professionals in order to support children with SEND. Currently, directly funded by the school:

- Additional Educational Psychology Service input to provide a higher level of service to the school

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service
- Specialist Teachers for children with Autism
- Speech and Language Therapy (provided by Health but funded by the Local Authority)

Provided and paid for by the Health Service (Bridgewater NHS Trust) but delivered in school:

- School Nurse
- Occupational Therapy

In addition the SENCO can make referrals to:

- Halton SEN service including Specialist teachers for Autism Spectrum Condition, Communication and Interaction, Visual Impairment, Hearing Impairment and Cognition and Learning
- ASC Outreach from Brookfields
- The Child and Adolescent Mental Health Service (CAMHS)
- Social Care services / Early Help Team
- Woodview Child development Centre

## **6. Equipment and facilities secured for pupils with SEND**

At Simms Cross Primary School we strongly believe in fulfilling our statutory requirement to be an inclusive school. We follow the New National Curriculum and think very carefully about how we can adapt this and our learning environments appropriately for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, (both internal and external) and the strategies described in Education, Health and Care Plans.

- We ensure that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND.
- Access arrangements are made by the Phase Three Leader in conjunction with the SENCO for children with SEND who take part in Standard Attainments Tests (SATs) in Year 6.
- Support is provided for children with SEND who require it at break times and other unstructured times.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek to find additional funding. For highly specialist communication equipment the school will seek the advice of relevant professionals.

## **7. Arrangements for consulting and involving parents**

- All parents of pupils at Simms Cross Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- As part of our normal teaching arrangements, all pupils will access some additional teaching/support to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

- Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- The SENCO will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs.

### **8. Arrangements for consulting with our young people with SEN**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. We value the opinions of our children about their learning needs and use this information to best support their progress.

### **9. How complaints are dealt with**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the Headteacher, who will be able to provide advice on formal procedures for complaint. We encourage parents to discuss their concerns with the class teacher, SENCO, Senior Leadership Team or Headteacher to resolve the issue before making a formal complaint to the Chair of the Governing Body (Mrs A. Forsyth). Our complaints procedure, available from the School Office sets out the steps for making a complaint in more detail.

### **10. How the governing body involves outside bodies, LA, Health and Voluntary agencies**

We work closely and have strong partnerships with other agencies who are involved in meeting the needs of pupils with SEND and in supporting the families of such pupils. We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We will always seek to involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite support. Parents will always be involved in any decision to involve specialists. Some of the agencies we work alongside and seek advice from include:

- Educational Psychology Service (EPS)
- Specialist Autism Teachers
- Speech and Language Support Service
- Occupational Therapy
- Child & adolescent mental health service (CAMHS)
- School Nursing Team
- Social Care
- Children and Families First Team

### **11. Contact details of support services that may help parents**

If you have spoken to school and still have concerns, the following agencies may be able to offer support:

Cheshire Autism Practical Support (CHAPS) – offer support to children and families with Autism and/or Asperger Syndrome:

<http://www.cheshireautism.org.uk/>

**HAFS** is a family run charity who help the whole families affected by **autism** in Halton. **HAFS** provide a wealth of key support services to the whole family:

<https://hafs.org.uk/>

**Halton SEND Partnership** provides support on a range of SEND issues:

<http://haltonparentpartnership.co.uk/>

## **12. Arrangements for supporting children through transition**

At Simms Cross Primary School we understand that transitions can be difficult for a child with SEN and steps are taken to ensure that any transition is as smooth as possible.

- If a child is moving to another school, relevant staff:
  - will contact the new school's SENCO to ensure a comprehensive hand over. - will ensure all records are passed on as soon as possible.
  - will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with an EHC Plan
- When moving classes in school:
  - Information, including Individual Support Plans, will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place.
  - Visits to the new classroom and facilities will be made
  - If beneficial, a social story book, transition book or photo album will be created.

*In addition, for children in Year 6 with an EHC plan we will:*

- Hold the Annual Review in Year 5 at the end of the Autumn Term or beginning of the Spring Term to plan for your child's needs in secondary school.
- Hold a Transition meeting in Year 5 Summer Term to discuss your preferred secondary school choices.
- Hold the Annual Review in Year 6 in the Autumn term.

## **13. Information on where the local authority's local offer is published**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to families of children that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. In Halton we have a wide range of services to help support our parents, carers or any other adults with responsibility for caring for a child. Halton's Local Offer provides a great deal of information about available support for families including those with SEND

<https://localoffer.haltonchildrenstrust.co.uk/>