

SEND Information Report 2023-2024

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:	Gorsewood Primary School
School website address:	https://www.gorsewood.halton.sch.uk/
Type of school:	Mainstream Primary School
Description of school:	<p>Gorsewood Primary School is situated on the Murdishaw Estate at the Eastern end of Runcorn New Town. It serves the former New Town Corporation Estate of Murdishaw and the private estates, Littlebourne Park, Borrows Bridge and Marina Village. Gorsewood Primary School is a single storey primary school built in 1978. In 1995 we had a two-classroom extension which provided large teaching areas. Within the building, we host an independently run pre-school which we have close links with.</p> <p>The school is smaller than the average-sized primary school. The school is set in attractive landscaped grounds, which include ponds, an outdoor classroom, forest school classroom, bird hide, amphitheatre and trim trail together with a gardening area with flowers, fruit and vegetables. This environment serves to provide an exciting resource for outdoor learning. There is also an accessible track to go around the school field. The school is one form entry, classes are taught in their year groups – Reception to Year 6. Each class has at least one support assistant in addition to the class teacher. We have several experienced support assistants who work across the year groups providing specific focused support to pupils. Here at Gorsewood we aim for all pupils to “Dream, Believe, Achieve”. Gorsewood is an inclusive school that supports, nurtures and challenges pupils to achieve their potential. Our wellbeing team includes the Headteacher, SENCO, Family Support Worker, School Counsellor, Nurture and ELSA support staff. In addition to our experienced teachers and classroom support assistants all work together with the wellbeing team to ensure every pupil is supported to achieve their potential. The school offers breakfast and after-school clubs every day. From the age of 6+ the school offers children an opportunity for residential education.</p>
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	

Number on roll:	183		
% of children at the school with SEND:	37.16%		
Date of last Ofsted:	May 2023 https://files.ofsted.gov.uk/v1/file/50222812		
Awards that the school holds:	School Games Platinum Award, ECM Quality Mark, Eco Schools Bronze Award, Activemark, Healthy Schools Award, Sport England Activemark Gold Award		
Accessibility information about the school:	DDA compliant doors and ramps, disabled toilet with changing facilities, ceiling track hoist and mobile hoists. Fully accessible building, website, newsletters. Drop and Go area at the front of school with a designated accessible parking space and dropped kerb to facilitate access. Prospective visits welcome.		
Please provide a web link to your school's Accessibility Strategy	https://www.gorsewood.halton.sch.uk/serve_file/104406		
Expertise and training of school-based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Whole School Autism Education Trust Training (Jan 2022) , AET Autism in Girls Training (Jan 2023), AET Autism and Anxiety (April 2022) Lexxia Training (Sept 2023) ADHD Foundation Reading and Writing Interventions for Neurodiverse Learners (Jun 2023), ADHD Foundation Girls, Young Women and ADHD (May 2023) ELSA Training (Mar 2023) ADHD Foundation Exploring the effective use of sensory circuits (Feb 2023) Team Teach Training (Jan 2023) ADHD Foundation Multi-Sensory Approaches (Jan 2023) Team of Life ELSA Training (Oct 2022) Understanding and Supporting ODD (Jun 2022) The Alphabet and ACE Spelling Dictionary (Apr 2022) What are Pre Literacy Skills (Sept 2022) Leading a Neurodiverse Classroom (Jun 2022) Writing SEND Support Plans and SMART Targets (Nov 2021) Improving Auditory and Visual Skills (2021) Delivering Literacy Intervention Lessons (Oct 2021) ACES (Jul 2021).		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and 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 been identified with 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.
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	<ul style="list-style-type: none"> • Transition meetings are held between staff of settings, SEND team, outside agencies and parents to ensure effective transfer of information and smooth transition for the child. • Programs of transition between school, pre-school, other schools, classes and Year 6 to high school take place as required. • If you tell us, you think your child has SEND we will discuss this with you and monitor progress. We will share with you what we find out and agree next steps with you as to how we can all help your child. • Throughout your child's time at Gorsewood, if your child does not appear to be making the same level of progress as their peers, we will undertake assessment in school and by using other professionals, 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 SEND 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, behaviour or pastoral support plans with pupils and families. • If your child exhibits challenging behaviour, we will work with you to develop strategies and a program of support to ensure consistency both at home and school.
<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>We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, autism spectrum conditions, learning difficulties, sensory, physical and social, emotional and mental health needs.</p> <ul style="list-style-type: none"> • We consult with specialist health teams for advice and support, e.g. epilepsy, diabetes, asthma, allergies, continence etc. • We get support from local authority services and local special schools who provide outreach. • We liaise with Woodview Child Development Centre for advice and support. • Speech and Language Therapist. • We liaise with Education Psychologists, Child Development Centre, Halton Mental Health Support Team and CAMHS receiving support, reports and advice. • 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

	<p>assessment if we believe they need a period of therapy.</p> <ul style="list-style-type: none"> • Data analysis and reports provided by the LA services and outside providers. • We hold internal meetings with relevant staff including SENCO and Family Support Worker to discuss appropriate interventions. • We will hold multi professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings we discuss 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 agree a review date to explore how well the pupil is progressing. This information is recorded to ensure accountability. <p>Social Care work with us when appropriate</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Specialist equipment to support the curriculum.</p> <ul style="list-style-type: none"> ▪ Individual Chromebooks ▪ Specialist software ▪ Coloured overlays <ul style="list-style-type: none"> • Large Continuous Provision Area for Reception and Year One pupils. • Communication Friendly Approach to displays and classrooms. <ul style="list-style-type: none"> ▪ Access to ICT resources such as interactive smart boards, iPad, iPod, laptop, visualiser ▪ Prompt and reminder cards for organisation • Symbols and visual prompts, e.g. visual timetable.
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Communication Friendly Spaces • Brain Break and Calm Down Areas • Intensive Interaction and Bucket Therapy Techniques. • AET Autism Training for all staff. • Support from Speech and Language Therapist and STAS Service.
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Wellcom</p> <ul style="list-style-type: none"> • Vocabulary rich curriculum. <ul style="list-style-type: none"> Delivery of personal speech and language programmes set by local provider • Support from classroom assistant within class • Support from SENCO/specialist TA for small group or • Individual Range of language resources and programme materials e.g. Talk Boost
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Small group support in class for guided reading/writing

	<ul style="list-style-type: none"> • Individual daily reading with teaching assistant/teacher • Intervention programmes aimed at developing reading/writing skills. • Initial dyslexia screening • Streaming for phonics using Read Write Inc. • Phonics based reading schemes. • Delivery of a planned SpLD programmes (Lexxia) • • Whole school scheme for phonics, comprehension, and handwriting – Read Write Inc.
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Interventions for 'catch up' maths activities using specific programmes • Out of hours booster groups • • Whole school approach – Mastery Maths
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Personalised and adapted curriculum • Small group support in class from classroom assistant and/or teacher. • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources. • Specialist equipment including changing facilities, disabled access toilets. • Individual plans (educational, behaviour, pastoral) • School/year group provision mapping. • Strategies put into place as provided by professionals/specialist services/outreach/ school nurse. • Staff trained in PECs and Makaton. • Staff trained in Emotion Coaching. • All staff have emergency first aid training, others have first aid at work, paediatric training and defibrillator training. • Half termly wellbeing team meetings
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"> • Observations • Target setting • Termly pupil progress meetings • Individual support plans, targets and review • Individual pastoral support plans written in conjunction with the parents and pupils. • Boxall Profiling • MAPs • External professionals undertaking assessment. • Regular review of targets with child/parents • Half termly wellbeing team meeting
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • Workstations

	<ul style="list-style-type: none"> • 'PSHCE' / personal development targets
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Breakfast club • Nurture room with Welcome room. • Individual pastoral support plans which specify break and lunchtime provision • Playtime buddy system • High staff supervision • Staff employed responsible for personal care for named pupils.
Extended school provision available; before and after school, holidays etc.	Breakfast club from 7.30, free from 8.30. After School Clubs held three times a week. Family Learning Clubs within the school day. Family events.
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?	Pupils are encouraged and supported to be included in activities outside the classroom as they are inside the classroom. i.e. trained adults, additional adults, equipment (e.g., portable ramps), planning, preparation and risk assessment.
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. • School Counsellor sessions • ELSA sessions • Indoor Calm Zone Lunchtime Club • PSHE lessons • Referral to CAMHS • Close working with the Mental Health Support Team • Nurture groups in place • Anti-bullying focus – pupils identify what it is – who to speak to and what to do about it.
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the school's behaviour policy • Individual behaviour plans in place • Social skills / behaviour group using social skills programme. • Daily behaviour record • 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 times • Referral to Community Paediatricians if necessary. • ELSA Support • Zones of Regulation • Team Teach techniques. • Social stories • Calming room

	<ul style="list-style-type: none"> • Restorative justice • Educational Psychology support when necessary.
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 • Photo voice program • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for • change • Programme of visits • One page profiles • Longer term links with secondary schools to increase familiarity • Residentials • Links with travel training. • Transition meetings • Meetings between staff
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 • 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 • Strategies for the use of personal medication
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"> • Each child has an identified mentor who they meet with and know to go to if they require support/advice. • For parents we offer a range of family learning opportunities. • Drop and Go' – Meet and greet, arrangements in the morning • School counsellor and family support worker available for parents • Home/school diaries • Celebration assemblies • Website and newsletters • School productions • Parent interviews held twice a year • Support Plan Meetings held three times a year. • Written reports to parents about progress of pupils each year • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs.

	<ul style="list-style-type: none"> • The school along with the Family Support Worker works • closely with the local authorities IWST team and will support families through a MAP. • School nurse drop in sessions • Parent workshops • Parent and child activities
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<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). • Additional support in classes. • 1 to 1 support to work individual targets • Pastoral support including behaviour support and emotional support • Individual resources where needed. • Lunchtime support and choice of eating areas (Chillzone) • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there may be additional funding allocated.
<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>	<ul style="list-style-type: none"> • Completion of PEPS • Attendance at PEP reviews • Attendance at Virtual School training sessions, networking and meetings • Specific interventions • Specific materials • Services including sports coaches, drama and specialist teachers • Support for parents and pupils from Family Support Worker, School Counsellor and Attendance Worker. • Enrichment activities including school trips, residential visits, sports fixtures, music festivals and events in school such as theatre company visits and themed workshop days. • Nurture sessions • iPads • Additional staffing
<p>SENCO name/contact: Mrs Christine Westwood senco.gorsewood@haltonlearning.net</p>	
<p>Headteacher name/contact: Miss Emma Jackson head.gorswood@haltonlearning.net</p>	
<p>ANNUAL REVIEW 2023-2024</p> <p>Completed by: Christine Westwood and Emma Jackson Date: October 2023</p>	