

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:

- | | |
|---|----------------------------------|
| 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:	Lunt's Heath Primary School														
School website address:	www.luntsheathprimary.co.uk														
Type of school:	Mainstream, community														
Description of school:	Two form entry														
Does our school have resource base? Yes or No	No														
If Yes please provide a brief description.															
Number on roll:	416														
% of children at the school with SEND:	8.4%														
Date of last Ofsted:	July 2014														
Awards that the school holds:	Inclusion mark														
Accessibility information about the school:	Fully accessible, ramps and assisted doors throughout school														
Please provide a web link to your school's Accessibility Strategy	https://www.luntsheathprimary.co.uk/page/school-policies/12833														
Expertise and training of school-based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	ELSA and Solution Focused trained staff SENCO – NASEN Qualified. Has supported staff and children with their own developments.														
Documentation available:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Are the following documents available on the schools website?</td> <td style="width: 25%; padding: 5px;">SEND Policy</td> <td style="width: 25%; padding: 5px;">x</td> </tr> <tr> <td rowspan="5" style="padding: 5px;">If yes please insert the link to the documents page.</td> <td style="padding: 5px;">Safeguarding Policy</td> <td style="padding: 5px;">x</td> </tr> <tr> <td style="padding: 5px;">Behaviour Policy</td> <td style="padding: 5px;">x</td> </tr> <tr> <td style="padding: 5px;">Equality and Diversity</td> <td style="padding: 5px;">x</td> </tr> <tr> <td style="padding: 5px;">Pupil Premium Information</td> <td style="padding: 5px;">x</td> </tr> <tr> <td style="padding: 5px;">Complaints procedure</td> <td style="padding: 5px;">x</td> </tr> </table>	Are the following documents available on the schools website?	SEND Policy	x	If yes please insert the link to the documents page.	Safeguarding Policy	x	Behaviour Policy	x	Equality and Diversity	x	Pupil Premium Information	x	Complaints procedure	x
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	Pupil Premium Information	x													
	Complaints procedure	x													

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.

Identifying and addressing special educational learning needs (SEND) at Lunt's Heath is a crucial aspect of ensuring that all the children receive appropriate support and an inclusive education. The following steps are taken to identify SEND and seek the views, opinions, and voices of pupils and their parents in planning to meet these needs:

Early Identification:

We regularly assess children's progress and development to identify any signs of SEND. This assessment encompasses academic, social, emotional, and behavioural aspects. We consider information from teachers, parents, and other professionals who work with the child, as well as the child's own input through pupil voice.

Inclusive Practices:

At Lunt's Heath we foster a culture of inclusion and adaptive practices within the school. This involves providing high-quality teaching that responds to the diverse needs of all children.

Consultation with Teachers:

Staff at Lunt's Heath play a pivotal role in identifying SEND. We encourage teachers to report concerns and observations regarding children's learning difficulties or behavioural challenges.

Screening and Assessment:

Standardised screening tools and assessments are used to identify children with specific learning difficulties or disabilities. Through a collaborative approach with educational psychologists and specialists, we conduct comprehensive assessments when necessary.

Parental Involvement:

Early help is a key feature of our support at Lunt's Heath. We actively involve parents by holding regular meetings to discuss their concerns and observations regarding their child's development. We value the difference it makes to create a welcoming and approachable environment where parents feel comfortable sharing their insights.

Pupil Input:

It is important that we provide children with a voice in the identification process, especially older children. This allows them to provide valuable insights into their own challenges and needs. Methods such as one-on-one meetings, questionnaires, or student councils are used to gather their input.

	<p><u>Feedback Mechanisms:</u> We continuously seek input on the effectiveness of support services and interventions at Lunt's Heath. By encouraging open communication we are able to address concerns promptly.</p> <p><u>Training and Professional Development:</u> Continuous training and professional development for teachers and staff is used to improve their ability to identify and support students with SEND. When needed, we will seek external support from local authorities, educational specialists, and support organisations.</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>Meeting the needs of children with SEND often requires collaboration with a range of specialist services, external expertise, and organisations. Through an effective Assess, Plan, Do, Review system at Lunt's Heath, we are able to identify the necessary extra support needed and work together with these entities to meet SEND effectively. For example:</p> <p><u>Health Services:</u> School Nurse: We collaborate with school nurses to address children's health-related needs, administer medication, and provide training to school staff on managing medical conditions.</p> <p>Occupational Therapists and Physiotherapists: Consultation with these specialists is used to support children with physical disabilities or motor skills challenges.</p> <p>Speech and Language Therapists: We work closely with speech therapists to help children with communication disorders and speech difficulties.</p> <p><u>Social Care Services:</u> Local Authority Social Workers: We collaborate with social workers to address the social and emotional needs of children who may require additional support due to family or personal circumstances.</p> <p>Child and Adolescent Mental Health Services (CAMHS): We value the importance of working closely with CAMHS professionals to provide mental health support for children with emotional and behavioural difficulties.</p> <p><u>Local Authority Support Services:</u> Educational Psychologists: Regular consultation with educational psychologists allows the school to assess and support children with complex learning needs or emotional challenges.</p>

	<p>Halton SEN Service: School accesses specialist teachers and advisors who are able to provide advice, support and training around their area of specialism, allowing support for the following areas of need:</p> <ul style="list-style-type: none"> • Cognition and learning • Communication and interaction • Deafness and hearing loss (sensory and physical) • Physical and medical • Vision impairment (sensory and physical) <p><u>External Experts and Consultants:</u> Special Education Consultants: We seek the expertise of external consultants who specialise in SEND to provide training, guidance, and assessments.</p> <p><u>Voluntary Sector Organisations</u> Parent and Carer Organisations: Lunt's Heath connects with parent and carer organisations to build a support network and share information on best practices.</p> <p><u>Shared Resources and Training:</u> Lunt's Heath work in collaboration with other schools in the area to facilitate training and resources that can enhance staff expertise in supporting children with SEND.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Creating a supportive environment at Lunt's Heath involves a comprehensive approach that encompasses various aspects of the school environment, teaching practices, and support systems.</p> <p><u>Inclusive School Culture:</u> At Lunt's Heath we foster an inclusive school culture where every child is valued, respected, and included regardless of their abilities or disabilities. We promote tolerance, empathy, and acceptance among children and staff through assemblies, and discussions.</p> <p><u>Identification and assessment of SEND:</u> We have implemented a robust system for identifying and assessing students with SEND, including regular screenings and assessments. By collaborating with parents and external professionals we are able to provide comprehensive evaluations that allow SNED children to make progress.</p> <p><u>Pupil Passports:</u> Pupil passports are developed and regularly reviewed for children with SEND, outlining specific goals, strategies, and accommodations tailored to their needs. We value the importance of involving parents and children in the passport</p>

	<p>development process to ensure their input is considered.</p> <p><u>High-Quality Teaching and Adaptation:</u> A bespoke training package is in place to develop our teachers in adapting their teaching methods and materials to accommodate various learning styles and abilities. We offer ongoing professional development to enhance teachers' skills in supporting children with SEND.</p> <p><u>Accessible Facilities:</u> Lunt's Heath facilities are physically accessible, with ramps and accessible bathrooms for children with mobility impairments.</p> <p><u>Policies:</u> Policies are carefully planned and implemented at Lunt's Heath to ensure the safety and well-being of all children, including those with SEND.</p> <p><u>Peer Support and Awareness:</u> Lunt's Heath regularly promotes disability awareness programs and peer support initiatives to create a more inclusive and understanding school community.</p> <p><u>Accessible Hardware and Software:</u> Lunt's Heath ensures that the school's ICT hardware, including computers, tablets, and assistive devices, is accessible and adaptable to meet individual needs. We invest in a range of software programs and apps that cater to different learning styles and disabilities. This includes screen readers, voice recognition software, and text-to-speech tools.</p> <p><u>Training and Professional Development:</u> Regular training and ongoing professional development is utilised at Lunt's Heath so teachers and support staff are able to effectively integrate adaptations for children with SEND into lessons. Through the National College training scheme, staff are able to stay up to date with the latest assistive technologies and accessibility features for children with SEND.</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p><u>Pupil Passports</u> Developing and reviewing passports tailored to the specific needs of each child with autism or social communication difficulties ensures that goals, strategies, and accommodations are outlined to both child and parents/carers.</p> <p><u>Social skills</u> Social skills training programs are implemented to help children with autism develop and practice appropriate social behaviours. This includes role-playing and structured social interactions.</p> <p><u>Communication Support:</u> Speech and language support is provided through Read Write Inc interventions across</p>

	<p>KS1 and KS2. In early years, support is provided through the Wellcomm screening to address communication challenges.</p> <p><u>Visual Supports:</u> Visual supports are used to help children with autism understand and follow routines, rules, and expectations.</p> <p><u>Sensory Supports:</u> Lunt’s Heath provides a sensory-friendly environment and we offer sensory breaks for children who may have sensory sensitivities or seek sensory input. Sensory tools like fidget toys or noise-canceling headphones are used to support children further.</p> <p><u>Structured Environment:</u> Clear routines and structured environments are established at Lunt’s Heath to minimise anxiety and help children with autism feel more secure.</p> <p><u>Collaboration with Parents:</u> Lunt’s Heath actively involves parents in the development and implementation of support strategies. Parents can provide valuable insights into their child's strengths and challenges.</p> <p><u>Training for Staff:</u> Ongoing training and professional development for teachers and support staff is used to enhance their understanding of autism and evidence-based strategies.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p><u>Visual Supports:</u> Visual supports, including visual schedules and visual cues, are used at Lunt’s Heath to assist children in understanding and following instructions or routines.</p> <p><u>Phonological Awareness Programs:</u> Read Write Inc is used at Lunt’s Heath to target the development of early literacy skills, including phonemic awareness, phonics, and reading comprehension.</p> <p><u>Language and Literacy Interventions:</u> Evidence-based programs, such as Freshstart, help children with language difficulties improve their vocabulary, comprehension, and verbal reasoning skills.</p> <p><u>Multisensory Approaches:</u> In collaboration with external agencies, we offer multisensory approaches that engage multiple senses in the learning process. These approaches are particularly beneficial for children with dyslexia or reading difficulties and include programs such as Beat Dyslexia or Nussy.</p> <p><u>Collaboration with Classroom Teachers:</u> At Lunt’s Heath we ensure that we incorporate speech and language support into the general curriculum. Teachers use strategies like visual</p>

	<p>aids, modified instructions, and adapted materials to support children in the classroom.</p> <p><u>Professional Development:</u> Lunt's Heath offers ongoing professional development for teachers and support staff to enhance their knowledge of speech and language difficulties and effective strategies.</p> <p><u>Regular Progress Monitoring:</u> Through rigorous progress monitoring, we continuously assess and monitor children's progress to ensure that interventions are effective. This enables us to adjust strategies as needed based on progress data.</p> <p><u>Assistive Technology:</u> We utilise speech-to-text and text-to-speech software, voice recognition technology, and other assistive technology tools to support children's communication and learning.</p> <p><u>Parent and Caregiver Involvement:</u> It is important that we involve parents and caregivers in the intervention process. We provide them with resources, strategies, and guidance on how to support their child's speech and language development at home.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p><u>Reading Aloud:</u> Lunt's Heath has developed a reading culture throughout the school. We believe that reading aloud to children regularly exposes them to language, vocabulary, and different writing styles.</p> <p><u>Phonemic Awareness:</u> We help children develop phonemic awareness by engaging in activities that focus on the sounds of language, such as rhyming games, sound matching, and blending exercises.</p> <p><u>Phonics Instruction:</u> Through our Read Write Inc programme we provide explicit phonics instruction to teach children the relationships between letters and sounds. This helps them decode words and read fluently.</p> <p><u>Interactive Word Walls:</u> Word walls are used effectively at Lunt's Heath to display key vocabulary words, to allow word recognition, and word meaning discussions.</p>
<p>Strategies to support the development of numeracy.</p>	<p><u>Maths Mastery Approach:</u> Through our Maths No Problem Scheme we follow a Maths Mastery Approach. This promotes presenting learning in small steps to not overwhelm the pupils. Every child can access the learning and the concepts are fully embedded before moving on.</p>

The problems given in the Maths no problem scheme are 'low threshold, high ceiling' activities that enable all pupils to access the learning. Exploring the problem through discussion, and coming up with the equation as a class, means children are more likely to access the Maths. The teacher circulates the room, assessing learning and asking questions to support learners. Through ongoing assessment during the lesson, the teacher will then work with a focus group, who are struggling to provide further support. Teachers over-teach' concepts, especially the core areas of:

- Number and place value
- The four operations
- Multiplication and division facts

Concrete, Pictorial, Abstract Approach

The scheme begins with a concrete and pictorial approach where the children use a range of resources and manipulatives to access and explore a problem that is meaningful and which children can relate to. There will be some key representations from the calculation policy, which the children will meet time and again so are familiar with. Stem sentences are created to describe the representation and helps the children move to working in the abstract.

Personalised Learning

Based on assessment and understanding of individual children's needs, pupils will access the scheme at their level of understanding and cognition. This may consist of the children completing the scheme of a prior year group, delivered by a teacher.

Assessment and marking:

Teachers make formative assessments during lessons and through detailed marking, allow the class to advance at the same time. They use assessment GAP analysis to inform pre-teaching of concepts, addressing gaps in Fluency sessions and planning interventions to plug gaps in core knowledge to ensure that the whole class can progress together. These are based on an audit of each child's needs as opposed to one regular intervention group.

Classroom Organisation:

The children are sat in planned mixed ability places enabling them to support each other through discussion. In a class of 30 the organisation is of a 15-child ability gap so that this is consistent across the whole class. However, flexible grouping is also operated within lessons to support learners based on their understanding of the objective. Each group has

	<p>access to a Mathematics toolkit to support their learning.</p> <p><u>Interventions:</u> Evidence-based programs, such as Power of Two, Number Stacks, and NTS Shine materials, are used to help children with dyscalculia or difficulties in mathematics are used.</p> <p><u>Interactive Word Walls:</u> Maths working walls are used effectively to display key vocabulary, fluency, mathematical thinking, representation and structure, variation and coherence, which the children use to support their learning in lessons.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p><u>Adapted Instruction:</u> Instruction is adapted at Lunt’s Heath by varying teaching methods, materials, and assessments to accommodate diverse learning styles and abilities within the classroom.</p> <p><u>Flexible Grouping:</u> Flexible grouping strategies are used to allow children to work in small groups, one-on-one with the teacher, or independently based on their readiness and ability levels.</p> <p><u>Visual Supports:</u> Visual supports are utilised to help children with communication, organisation, and understanding of content.</p> <p><u>Multi-Sensory Learning:</u> At Lunt’s Heath we engage children in multi-sensory learning experiences, which can be particularly effective for children with diverse learning needs. Hands-on activities, manipulatives, and technology is used regularly to support learning.</p> <p><u>Clear Instructions and Expectations:</u> Staff are trained to provide clear and concise instructions and repeat them if needed. We use visual cues and written instructions in addition to verbal communication.</p> <p><u>Extra Time and Breaks:</u> We identify children who have processing difficulties or attention issues and provide extra time for work or assessments. Short brain breaks are utilised during tasks to help children with attention and focus.</p> <p><u>Specialist Support:</u> We work closely with special education teachers, speech therapists, occupational therapists, and other specialists to provide additional support and expertise.</p> <p><u>Behavioural Support Plans:</u> When needed, we develop and implement behaviour support plans for children who may exhibit challenging behaviours.</p>

	<p><u>Modifications to Curriculum Content:</u> Staff are able to modify the curriculum content to align with the child's ability level while maintaining the essential learning objectives. We focus on essential skills and concepts, adapting the depth and complexity of content as needed.</p> <p><u>Regular Progress Monitoring:</u> At Lunt's Heath, we continuously monitor and assess children's progress, adjusting instructional approaches and accommodations as required.</p>
<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><u>Set Clear Learning Outcomes:</u> We begin by establishing clear, specific, and measurable learning outcomes or objectives for each child. These outcomes align with curriculum standards and the child's individual needs.</p> <p><u>Baseline Assessment:</u> We conduct baseline assessments or pre-assessments to determine the starting point of each child's knowledge and skills in relation to the targeted outcomes.</p> <p><u>Formative Assessment:</u> We implement ongoing formative assessment strategies throughout the teaching and learning process. These assessments provide feedback during instruction to inform teaching decisions.</p> <p><u>Regular Progress Monitoring:</u> We continuously monitor children's progress toward their targeted outcomes. Regular assessment data is collected and analysed. Various assessment methods are used such as standardised tests and teacher-created assessments.</p> <p><u>Data Analysis:</u> Assessment data is analysed to identify trends and patterns in children's performance. We use this data to identify children who need additional support.</p>
<p>Strategies/support to develop independent learning.</p>	<p>Fostering independent learning is a valuable skill that empowers children to take control of their education and become lifelong learners. Here are strategies and supports to help develop independent learning at Lunt's Heath:</p> <p><u>Simplified Language and Instructions:</u> We use clear and concise language in both written and verbal instructions. Tasks are broken down into manageable steps to make them more understandable.</p>

Support /supervision at unstructured times of the day including personal care arrangements.	MDAs fully trained, with OPAL – Outdoor Play and Learning – to encourage play based lunchtime sessions.
Extended school provision available; before and after school, holidays etc.	School hosts a private provider who delivers before and after school provision. We also have an extensive range of after school clubs, free of charge, delivered by staff. Paid after school provision is available and accessible for all children.
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?	<p><u>Individualised Planning:</u> We start by conducting individualised planning for students with SEND. We assess their specific needs, abilities, and preferences regarding participation in activities.</p> <p><u>Collaboration with Special Education Professionals:</u> We work closely with special education teachers, therapists, and support staff to develop strategies and accommodations that facilitate inclusion for each child.</p> <p><u>Parent and Caregiver Involvement:</u> We engage parents and caregivers in the planning process, gathering their insights and then discussing any concerns or necessary supports.</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p><u>ELSA (Emotional Literacy Support)</u> ELSA is used to support children, as well as a solution focused approach.</p> <p>All staff are trained to ensure that children are supported in all aspects of their learning.</p>
What strategies can be put in place to support behaviour management?	<p>Supporting children to make the correct choices.</p> <p>Giving children the opportunity to use restorative justice practice to ensure there is little or no repetition.</p>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<p><u>PSHE Curriculum (Jigsaw)</u> School has an extensive PSHE curriculum which focusses on the next steps in life. This is taught whole class, with children given the time and understanding to ensure that their own paths are unique.</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<p>School has a full range of external services that we use, primarily through the HHS – Halton Healthy Schools Offer and local NHS services.</p> <p>We also buy separate staff and children’s insurance through SAS Advisory Services.</p>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.	School has a full range of external services that we use, primarily through the HHS – Halton Healthy Schools Offer and local NHS services.

	We also buy separate staff and children's insurance through SAS Advisory Services.
How additional funding for SEND is used within the school with individual pupils.	Through interventions, both academic and social, as well as physical support where required.
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.	Dedicated teacher i/c LAC Children, with iPad devices, 1:1 tuition by a qualified teacher and support for trips and visits where required.
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Headteacher name/contact: Dave Paton - head@luntsheath.halton.sch.uk	
ANNUAL REVIEW 2023-2024	
Completed by: _____ Date: _____	