

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:	Murdishaw West Community Primary School
School website address:	https://www.mwcp.co.uk/
Type of school:	Primary
Description of school:	One-form entry mainstream community primary school
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	124
% of children at the school with SEND:	33.87%
Date of last Ofsted:	7 th March 2023
Awards that the school holds:	International School Award Eco-Schools Award Stonewall School Champion Bronze Award Halton Healthy School Standard School Games Gold Award 5 Ways to Wellbeing Award
Accessibility information about the school:	Our building is single-storey so is wheelchair friendly and has a disability accessible (wheelchair friendly) toilet. We are committed to meeting the needs of all children regardless of any SEND requirements they may have.
Please provide a web link to your school's Accessibility Strategy	https://www.mwcp.co.uk/policies
Expertise and training of school-based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	All members of staff are given the opportunity to attend a wide range of training courses run by the local authority and a range of outside training related to SEND, including speech and language training courses and courses catering for specific learning difficulties. We also invite representatives from other agencies into the school to provide training on INSET days and during staff meetings. Welfare staff are included in training opportunities and have received training relating to behaviour management and SEND, including: Safeguarding training Sensory processing

	Making sense of autism Good Autism practice Attachment and Trauma Emotion Coaching Mental Health First Aid		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page. https://www.mwcp.co.uk/policies	SEND Policy	√
		Safeguarding Policy	√
		Behaviour Policy	√
		Equality and Diversity	√
		Pupil Premium Information	√
		Complaints procedure	√

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>	<ul style="list-style-type: none"> • When pupils have been identified with SEND before they start at Murdishaw West School, we work with staff who already know them and use the information they already have available to identify the support that they will need in our school setting. • If a parent or carer makes their child's class teacher or the school SENCo aware that they think their child has SEND, or a member of school staff has any concerns, we will discuss this with them and investigate. We will share with parents / carers what we find out and agree on the next steps with them as to how we can help the child. Depending on the outcomes, we may add the child to our monitoring list or to our SEND list. • If a child does not appear to be making the same level of progress as other children of their age, we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages of assessment. • We are child and family centered so parents and carers will be involved in all decision making about their 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 parents and carers so that we are all helping the child in the same way. • We will write SEN Support Plans or individual behaviour plans (IBP) with input from pupils and parents / carers. • Those children who have an SEN Support Plan, IBP or Education Health and Care Plan in place are invited to termly review meetings

	<p>along with parents, and those with EHC Plans also have an annual review meeting.</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>	<ul style="list-style-type: none"> • 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, behaviour related difficulties, autistic spectrum conditions, and moderate / severe learning difficulties. • We have a SEND area known as the 'Quiet Area' that can be used for small group work and a place for calming sessions. • We are able to access support from local authority services and local special schools who provide outreach, including Brookfields Outreach. • Support can be requested from occupational therapy, physiotherapy, orthoptist clinic, counselling services, CAMHS and paediatricians for pupils who require input and specific resources or further assessment. • Specialist and professional agencies such as Speech and Language therapists come to the school to train our staff and advise on strategies and programmes. We are also able to refer pupils for a block of speech therapy if required. • If a child is experiencing behavioural difficulties, we are able to refer them to the Positive Behaviour Support Service (PBSS) if they have a specific diagnosis (ASC / social communication difficulties), who will support school and parents and put a Pastoral Support Plan (PSP) in place. • Assessment and advice available from the Educational Psychology team. • School staff hold multi-agency or 'MAP' meetings with parents and the pupil where necessary / appropriate to review progress. At these meetings the following types of discussions will take place: <ul style="list-style-type: none"> -what we 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 what each agencies responsibilities and actions will be -agree a review date to explore how well the pupil is doing, whether we are making a difference, and what needs to be done next – this information is recorded to ensure accountability. • We employ a counsellor who carries out blocks of half-hour sessions for pupils with social, emotional and mental health needs.

	<p>The Halton Local Offer can be accessed by clicking on the following link: http://localoffer.haltonchildrenstrust.co.uk/</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment is available to support the curriculum or to provide intervention - we use programmes such as IDL Cloud for dyslexic learners and also use the IDL Numeracy programme which can help to pinpoint and support with any maths difficulties. • Individual workspaces can be provided when required. • Access to ICT resources such as Ipads and laptops. • Prompt and reminder cards for organisation are frequently used, along with a range of visual prompts. • Online reading and phonics programmes in place such as Essential Letters and Sounds and Accelerated Reader. • All classes have SeeSaw and are able to add individual posts. • Children have access to Spelling Shed and Maths Shed accounts and Times Tables Rock Stars accounts to encourage them to improve their knowledge, working at their own pace and level.
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Intervention from Speech and Language therapists (Chatterbug). • Wellcomm Early Years programme used to carry out initial screenings in Reception to baseline and identify children with Speech and Language difficulties. • Wellcomm Primary programme is also used to assess all KS1 and KS2 children annually to baseline and identify any Speech and Language difficulties higher up the school. • Delivery of personal speech and language programmes, WellComm interventions and social skills groups such as 'Socially Speaking' and 'Talktime'. • Support from classroom assistants within class or through interventions. • Support from SENCo for small groups and individuals identified with specific needs. • Range of language resources and programme materials available for use. • Resources such as social stories and comic strip conversations often used to help support children with social and communication difficulties. • Lego therapy-based intervention.

<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • ELSA interventions. • Intervention from Speech and Language therapists. • Wellcomm programme used to carry out screenings in Reception and Wellcomm Primary programme now also used to assess all KS1 and KS2 children annually to baseline and identify any Speech and Language difficulties higher up the school. • Delivery of personal speech and language programmes, WellComm interventions and social skills groups such as 'Socially Speaking' and 'Talktime'. • Support from classroom assistants within class or through interventions. • Range of language resources and programme materials available for use. • ELSA interventions.
<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 and writing. • Individual daily reading with a teaching assistant or class teacher for as many children as possible, but in particular 'target' readers. • When appropriate, children have access to the Accelerated Reading programme • Reading schemes for struggling readers. • Essential Letters and Sounds intervention groups. • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills such as Accelerated Acceleratewrite, Toe by Toe, The Five Minute Box and Beat Dyslexia. • Launch the Lifeboat and The Word Wasp interventions used for children with spelling difficulties as well as school-wide programme Spelling Shed. • Delivery of planned individual programmes where necessary by trained teaching assistants or SENCo. • Pathways to Write approach to writing. • Pathways to Read approach to reading.
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Small group support in class through guided teaching. • Withdrawal in a small group for 'catch up' maths activities using specific programmes such as IDL Numeracy and The Number Box. • Withdrawal by teaching assistant or SENCo for 1:1 support. • Use of practical resources encouraged. • Daily fluency maths lessons through Mastering Number. • Times Tables Rock Stars used across KS1 and

<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>KS2.</p> <ul style="list-style-type: none"> • Personalised and differentiated curriculum. • Small group support in class from classroom assistant or teacher. • 1:1 support in the classroom from a teaching assistant where necessary to facilitate access through support or modified resources. • Specialist equipment made available, as recommended by outside professionals e.g. coloured paper for children with visual difficulties, pencil grips and weights, cushions and wedges to improve posture and handwriting. • Individual plans (e.g. educational, behavioural, pastoral). • Whole school provision mapping. • Strategies put into place as provided or advised by professionals / specialist services / outreach. • All staff have received mindfulness and mental health awareness training. The school has achieved the '5 ways to wellbeing' award. Mental Health First Aider has been trained to support those who need it.
<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>	<ul style="list-style-type: none"> • Observations are carried out regularly by members of the Senior Leadership Team (SLT), SENCo and representatives from external agencies. • PIVATS are used to assess small steps of progress. • Target setting is carried out during termly pupil progress meetings. • SEND support plan targets set and reviewed termly. • Use of individual pastoral support plans. • Through target setting and evaluations at MAP meetings. • In-depth assessments are carried out by external agencies if required. • Close monitoring of the progress of children attending intervention groups through termly assessment. • Review of targets with parents / carers and the child if appropriate during Parent's Evenings. • Termly meetings between class teachers and SENCo to discuss progress and next steps for children on the SEND register.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Use of individual timetables and checklists. • 'Chunking' of activities. • Individual or differentiated success criteria through the use of context labels. • Visual prompts used such as 'Now and Next' task cards.

	<ul style="list-style-type: none"> • Mixed ability groupings and use of talking partners. • Ask three before me. • DIRT time (dedicated improvement and reflection time). • Purple pens of power for checking and editing. • Engagement and motivation through children's individual interests. • Self-assessment. • Peer assessment. • Feedback in books.
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes. • Midday supervisors receive regular training to help them to make provision for pupils with SEND. • Individual pastoral support plans which specify break and lunchtime provision where necessary. • Playtime buddy / mentoring system and use of play leaders. • Named staff responsible for personal care for particular pupils and care plans in place for medical / self-care needs.
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • Breakfast club • Wide range of after school / break time activities for pupils of different ages run by a mixture of outside agency and school staff, including football, basketball, Science, art, rounders, singing, forest school and boardgames.
<p>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>	<ul style="list-style-type: none"> • Children to be given one-to-one support where necessary. • Individual risk assessments are completed, where necessary, so that teachers can provide adequate support and ensure that everything is accessible for each child. • SEND support plans in place.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned support from teaching assistant. • Parental contact daily through home-school book. • Use of Boxall Profiles to assess children's pastoral needs and find strategies to support them. • Reward systems based on pastoral targets. • Referral to CAMHS / use of strategies such as stress scales. • Referral to counselling services (we also employ a counsellor to carry out blocks of sessions within school). • Referral to Mental Health Support Team.

	<ul style="list-style-type: none"> • Individual support plans. • Identified adult to provide support / mentoring e.g. regular check-ins and morning greeting. • Use of interventions such as Kid Skills. • Use of SCARF resources. • ELSA interventions. • Work undertaken during anti-bullying week to increase awareness.
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the school's behaviour policy. • Individual behaviour / pastoral support plans in place, where necessary. • Social skills / behaviour group using social skills programmes. • ELSA interventions. • Use of daily behaviour records such as ABC charts where necessary (also now recorded on CPOMS computer system). • Time-out support. • Soft landings. • Quiet Area. • Reward systems. • Support and intervention from outreach behaviour specialists. • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times. • Referral to Positive Behaviour Support Service* • Positive handling plans in place where necessary and all staff trained in safe handling techniques through Team Teach. • Individual Risk Assessments. • Use of stress scales. • Use of SBT and C documents to identify, track and evidence. <p>* requires a diagnosis e.g. ASC</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>	<ul style="list-style-type: none"> • Transition to secondary schools co-ordinated by SENCo and Year 6 teacher. • SENCo and Year 6 teacher to carry out transition meetings with staff from secondary schools. • Transition from pre-school / nursery settings coordinated by SENCo and Foundation class teacher. • SENCo and Foundation class teacher to carry out transition meetings with staff from pre-school / nursery settings – individual meetings also carried out, where necessary. • Regular meetings with parents. • Transition plans for individual children, where necessary. • Referral for 'Travel Training' to be made, if required.

	<ul style="list-style-type: none"> • Risk assessments completed. • Social stories and visual prompts for children. • Transition books are made for transition through school and for transition to high school. • Work through PSHE and social skills groups on managing and preparing for change. • Programme of visits, with extra visits arranged, if required. • Longer term links with secondary schools to increase familiarity.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team. • Assessment and individual programmes. • Specialist resources e.g. Move and Sit cushions, pencil grips, tangle toys. • Delivery of planned intervention by trained member of school staff or external agency representative. • Close liaison with medical staff where required and good links with school nurses and pediatrician. • Staff training regularly updated for managing particular medical needs. • Up-to-date care plans in place. • All staff made aware of children with specific medical needs. • Sensory boxes compiled where necessary.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Pupils' wishes and feelings are collected as part of the MAP process, along with the views of parents / carers. • The views of parents / carers and children are sought during the Education Health and Care plan review process annually, and through SEND Support Plan reviews termly. • The school's SENCo is available for meetings with parents on a regular basis – appointments can be arranged at the school reception desk. • The school will signpost appropriate groups and organisations which are relevant for families' needs, and complete or support with referral documents if necessary. • Parents / carers invited into school for coffee mornings, 'celebrate and stay' assemblies, class assemblies and stay and play sessions. • School events organised regularly such as Summer Fair, Christmas Fair, Sports Day. • Views of parents / carers sought regularly through social media. • Parent questionnaires • Parents can be referred to courses such as Triple P and Stepping Stones to help them to meet the specific needs of their child with SEND.

<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. The local authority may contribute if the cost of meeting an individual's needs is more than £6,000 per year. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there is an opportunity for an application for additional funding, although this is usually short-term and only available in certain circumstances. <p><u>Additional funding may be used for:</u></p> <ul style="list-style-type: none"> • One to one support. • Specialist training. • Observing good practice/ training from a resource base where needed. • Access to sports clubs. • Interventions / resources. • Additional sessions with Educational Psychologist service. <p><u>Outside agency support</u> Children at SEND Support level will access support based on needs through school SEND budget and additionally through Pupil Premium, if they are in receipt of Free School Meals. Children identified as needing an EHC (Educational Health Care Plan) will sometimes receive additional funding. How this will be used will be discussed in termly and annual review meetings. Children in Care, who are in receipt of Pupil Premium+, will have an identified plan of how additional funding will be accessed and used as part of a PEP (Personal Education Plan).</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>Child In Care Designated Teacher (Mrs Julie Phillips) attends regular training to ensure that the needs of any looked after children are met, including ensuring that an up to date PEP (personal education plan) is in place. For looked after children with additional needs, Pupil Premium Plus may be applied for in order to provide more specialised resources.</p> <p><u>Uses for pupil premium funding include:</u></p> <ul style="list-style-type: none"> • To purchase specific interventions and resources to meet the needs of an individual or group of pupils. • To purchase Ipads / laptops which will benefit all pupils. • To pay for additional staffing. • To pay for staff training. • To pay for screening programmes such as Wellcomm and IDL Literacy, Numeracy and Dyscalculia Screener, which help us to

	<p>identify SEND.</p> <ul style="list-style-type: none"> • To pay for additional experiences for our children, such as specialist teachers to come in to teach music and Physical Education. • To pay for intervention programmes such as IDL Literacy and IDL Numeracy.
<p>SENCO name/contact: Miss Collette Sarsfield – senco@murdishawwest.co.uk</p>	
<p>Headteacher name/contact: Mrs Vanessa Edwards – head.murdishawwest@haltonlearning.net</p>	
<p>ANNUAL REVIEW 2023-2024 Completed by: Collette Sarsfield Date: 29th September 2023</p>	