

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:	Pewithall Primary School
School website address:	www.pewithall.org.uk
General School Details:	
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 a 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:	14.55%
Date of last Ofsted:	31 st October-1 st November 2013
Awards that the school holds:	Sports Award Green Tree Gold Award Healthy Schools status Early Years Quality Mark
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. We work closely with Occupational Therapy Services to ensure that children have the correct equipment.
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	SENDCo has eighteen years of experience in this role. SENDco was appointed in September 2019 to cover maternity leave. This appointment became

<p>about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<p>permanent in July 2020. SENDco attends Local Authority Briefings and workshops 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>Three members of staff are ELSA qualified one practising Emotional Literacy Support Assistant is available three days per week. Two TAs use their ELSA qualifications to support children in their class.</p> <p>The SENDco is a Mental Health First Aider.</p> <p>Teachers and teaching assistants receive regular training. Most recent and 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 • Mental Health Awareness • Self-Harm • One member of staff has achieved Makaton Level 1 • One member of staff has attended online autism training • One member of staff has achieved SEN Level 2 • One member of staff has an ELKLAN qualification. <p>All staff in the school receive training to meet the needs of all 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>
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<p>Documentation available:</p>	<p>Are the following documents available on the schools website?</p>	<p>SEND Policy</p>	<p>Yes</p>
		<p>Safeguarding Policy</p>	<p>Yes</p>
	<p>If yes please insert the link to the documents page.</p>	<p>Behaviour Policy</p>	<p>Yes</p>
	<p>https://www.pewithall.org.uk/statutory-information</p>	<p>Equality and Diversity</p>	<p>Yes</p>
		<p>Pupil Premium Information</p>	<p>Yes</p>
		<p>Complaints procedure</p>	<p>Yes</p>

<p>Range of Provision and inclusion information:</p>	
<p>How we identify special educational learning needs as a school and how we seek the</p>	<p>We use the SEN Code of Practice to ensure that the needs of children with SEN are met.</p>

views, opinions and voice of pupils and their parents in planning to meet them.

There are four SEN categories,

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

We recognise that a child with SEN may have needs in more than one area.

All of our children's needs are considered on an individual basis and following an initial consultation with parents where we discuss concerns and put strategies in place to support the child. The impact of this support is reviewed.

In most cases, the next step is to actively seek advice from outside agencies. These include but are not limited to: Special Educational Needs Advisory and Assessment Team, Halton's Educational Psychology Service, Speech and Language Therapists, School Nurse, Family Support Workers and the team at Woodview that includes Community Paediatricians, Occupational Therapists, Physiotherapists and specialist nurses.

The advice we receive is then implemented to support the child SEN in the form of a support plan. The support is reviewed termly and in cases where children have an EHCP we aim to review every 6 weeks, so that progress can be discussed, and new targets set.

For children with EHCP we organise Annual Reviews and will organise Interim reviews by written request.

The triggers for SEN Support are that, despite receiving quality first teaching the child:

- Continues to make little or no progress in specific areas over one term.
- Continues to work below the expected standard.
- Continues to have difficulty in developing skills in the core curriculum.
- Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class.

	<ul style="list-style-type: none"> • Has sensory or physical needs, and requires additional specialist advice or visits by a specialist service • Has ongoing communication and or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning. <p>Slow progress and low attainment does not always mean a child has SEN.</p> <p>Interventions are planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCO and specialist teachers/agencies.</p> <p>All progress is monitored and tracked. This happens using observations, formative and summative assessments. Teachers and SLT hold termly Pupil Progress Meetings.</p> <p>When a child’s SEN needs can’t be met through SEN support, we will apply for an Education, Health and Care Plan.</p> <p>The SENDco initiates the Annual Review of children with EHCPs</p> <p>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> <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. For children with Autism we use the Autism Education Trusts Framework.</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 to support children with SEN. This includes making thorough and timely referrals to services that we feel are best suited to need. We refer children to the services previously mentioned. We may refer parents to nurture groups such as Triple P. We have a TA who offers parenting sessions in school on a need basis.</p> <p>We have support from SEND specialist teachers who support staff in putting interventions in place to support individuals. Teachers with the following</p>

	<p>specialisms are invited into school: visual and hearing impairment, speech and language, learning difficulties, behaviour difficulties, ASC and sensory issues.</p> <p>We work closely with outreach teams from specialist provisions for example the teams located at Brookfields School.</p> <p>In a very small number of cases we may refer children to the Positive Behaviour Support Service.</p> <p>We have support from a private Educational Psychologists who consults with parents of children with SEN and their teachers following a classroom observation.</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 child 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 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 child receives 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</p>

	<p>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 used to support pupils with autism and social communication difficulties?</p>	<p>We implement support plans that are created by Speech and Language Therapy Service Chatter-bug. We also collaborate with Jane Mullen Ltd to support our children with social and communication difficulties. Our teaching assistants deliver support plans. Teaching assistants who have built strong relationships with children may transfer to the next year group.</p> <p>We will access support for children with ASC or social communication difficulties from the Local Authority via Specialist Teacher for Autism Spectrum Condition, ASC Outreach from Brookfields or Specialist Advisor for Communication and Interaction (Speech Language and Communication Needs).</p> <p>Support staff integrate large movement breaks, sensory breaks and brain breaks for children with autism. Children are able to access soft landings in the morning and some will access specialist ELSA support.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Intervention from speech and language therapists and practitioners. All information is shared with parents and school staff.</p> <p>These interventions are then delivered by teaching assistants within school.</p> <p>The SENDCo liaises with Chatter-bugs to plan the best way to models and deliver support plans.</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>	<p>Lessons will be differentiated to meet the needs of individuals and small groups.</p> <p>Children receive small group support and on occasion one to one support to meet their needs.</p> <p>Small group support within the classroom.</p> <p>Additional reading or guided reading with TA</p> <p>Withdrawal into target groups for interventions including- precision teaching, reading, spelling and handwriting.</p>
<p>Strategies to support the development of numeracy.</p>	<p>We deliver Power Maths which is a mastery curriculum. Children with SEN are supported in class</p>

	<p>by a teacher or teaching assistant. They work at their pace and use pictorial models and concrete equipment to support learning. In some cases the work is chunked so that success can be achieved. Teachers identify children who may need additional support with a particular aspect of their learning. Teachers spend time 'catching up' with children who need it throughout the day.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>All children are provided with a differentiated curriculum. 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</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>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 Senior Leadership Team at termly Pupil Progress meetings 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>Soft data is also used to track pupils with emotional needs for example through observations, discussions, the Boxall Profile. We use the AET framework to track progress for some of our children with SEN.</p>
<p>Strategies/support to develop independent learning.</p>	<p>All children are encouraged to become independent learners. Pupils are encouraged to use visual supports, timetables, social stories, to do lists and success criteria. We will involve Occupational Therapists where appropriate to advise us.</p>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Some children are provided with a named teacher to offer support at playtimes and lunchtimes. Structured playtimes are in place for children who find the playground overwhelming. A small group of</p>

	<p>children will play together and will be led by a Teaching Assistant or Teacher.</p> <p>We have a buddy system and play leaders.</p> <p>Children with medical/care needs are supported by a trained member of staff.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>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.</p>
<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>	<p>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 assessments. 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 adhered to.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>We have three members of Staff who has completed Emotional, Literacy Support Training.</p> <p>Two years ago we launched, 'The Hive'. This is an area in school where children can access weekly ELSA intervention. Members of staff may refer children who may be having mental health difficulties. The ELSA also makes herself available for drop ins with parents and children.</p> <p>We are currently working with Halton Borough Council and we are using the Framework for Mental Health and resilience in schools to assess our Mental Health Provision.</p> <p>One members of staff is a Mental Health First Aider.</p> <p>We operate a Buddy System that supports our youngest pupils as they settle into school life. A Play Leader System runs at lunch times.</p> <p>We access counselling support from Barnardos or Kooth and referrals are made to CAMHs Team.</p> <p>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.</p> <p>Last year we have introduced My Happy Mind. https://myhappymind.org/</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>At Pewithall we are guided by our POSITIVE BEHAVIOUR POLICY</p> <p>We have three simple rules Be Ready, BE Respectful, Be Safe.</p>

	<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 children 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: 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. Children with SEN are given opportunities to explore their new classroom and meet the new teachers. Children are given a detailed transition booklet that has photographs and basic routines. This helps to reduce anxiety over the summer holidays.</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. SEN paperwork is uploaded onto CPOMS so that this can be transferred electronically of the new school uses CPOMS.</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 wherever 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 Fundraising events</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.

	<ul style="list-style-type: none"> • 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 (MAP /CIN meetings) • Meeting room available. • 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 Safeguarding leads works closely with the ICART early intervention team and will sign post parents to outside agencies and supports families through the MAP 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"> • The Designated Teacher who liaises with PEP Coordinators and Halton's Virtual Head. • Good communication between school and carers. • Termly PEP meetings with social care, carers and any other outside agencies. • DT Attends annual conferences • Referrals are made to relevant agencies • Applications for EHCP are made in consultation with Halton Virtual Schools where deemed appropriate. <ul style="list-style-type: none"> • PP plus is used for – • Some one to one teaching support • Support from outside agencies such as counselling services, educational psychology services • Educational trips, music lessons and after school clubs

	<ul style="list-style-type: none">• Additional resources
SENCO name/contact: Mrs S Strain	
Headteacher name/contact: Mr D.P Baugh	
ANNUAL REVIEW 2023-2024	
Completed by: Mrs. S Strain Date: Wednesday 6th September 2023	
Shared with Governors	

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.