

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:	Weston Point Community Primary
School website address:	westonpoint.halton.sch.uk
Type of school:	Community Primary
Description of school:	One form entry primary years 1-6 with resource base
Does our school have resource base? Yes or No	Yes
If Yes please provide a brief description.	7 place provision for SEMH currently 9 on role
Number on roll:	112
% of children at the school with SEND:	29%
Date of last Ofsted:	July 2023
Awards that the school holds:	
Accessibility information about the school:	Under review
Please provide a web link to your school's Accessibility Strategy	Weston Point Community Primary School: Policies
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>All staff Team Teach Training 30.09.22 1 member of staff Ambitious About Inclusion All staff have had SEND coaching around EEF Big five 2023</p> <ul style="list-style-type: none"> • Graduated approach toolkit • Smart Targets <p>Team Teach INSET AET part 1 24.11</p> <p>Local offer 10.11.22</p> <ul style="list-style-type: none"> • 26.01.22- AET part 2 • whole staff Identifying SEND Needs (SENCO referral docs, NASEN sign up and local offer contacts/referral forms) <p>Online NASEN SEND CPD Unit Emotionally/Physically/Socially Safe Environments (PACE) Working Memory and Cognitive Load- Tuesday 07.03.23- All teachers QFT and Differentiation-</p>

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	<u>8739142</u> <u>(westonpoint.halton.sch.uk)</u>
		Safeguarding Policy	<u>8739139</u> <u>(westonpoint.halton.sch.uk)</u>
		Behaviour Policy	<u>8739140</u> <u>(westonpoint.halton.sch.uk)</u>
		Equality and Diversity	<u>8739143</u> <u>(westonpoint.halton.sch.uk)</u>
		Pupil Premium Information	
		Complaints procedure	<u>8739141</u> <u>(westonpoint.halton.sch.uk)</u>

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.	<ul style="list-style-type: none"> • All staff trained with identifying SEND and have a handbook • SEN concerns can be raised by staff and parents at any time during the school year. • There is a cause for concern register that is used to monitor low level need and medical needs. • The newly appointed SENCO plans to run training for both staff and parents around profiles of need and the provision in school that is designed to meet the identified needs of pupils within school. • When a pupil is added to the SEN register, a meeting with parents will take place to gather information about concerns and explain the graduated approach process so expectations are clear from the beginning.
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.	<ul style="list-style-type: none"> • SENCO and school work closely with all relevant outside agencies. • SENCO is new to post and will make contact with all support services to ensure that the correct advice and support is being provided to match the needs of the school. • PBSS have already worked closely with Resource Base. • School has also received WELCOMM training from Tracy Lynch @ Talk Halton and this will be rolled out across the school in Autumn Term 1. • Mental Health Team has supported school • EP supports specific children • Halton Local Offer

<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • The environment in the Resource Base and Reception have recently been significantly improved as was noted in the EYFS audit and visit from AMcN in summer term 2. Both environments now provide a stimulating environment that appropriately meets the diverse needs of both cohorts of children. • The base has a fully padded quiet room • ICT – I pads are available in all classes. • Sensory toys and equipment are available and are currently being audited to ensure they can be accessed by those pupils who need them. • We are doing training with staff on a quality first approach. • We
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • All identified pupils with social communication difficulties are on the school SEN register. • Staff have taken part in autism awareness training delivered by Ami McNamee. • New SENCO plans to implement the AET framework as a tool to both identify areas of development and also to measure specific progress and track impact. • All classrooms to have a workstation and training to be given to staff on how to use them effectively. • Sensory Circuits to be part of the interventions on offer to pupils who are identified by staff as needing input of this type.
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • EY have had Wave 1 of WELLCOM roll out training around the screening tool and interventions from Tracy Lynch @ Talk Halton. • WELLCOM training is due to be rolled out across both KS1&2, with a primary screening tool and interventions designed to plug the identified gaps. • All pupils with identified SALT have Chatterbug Plans in place with associated resources provided by therapists.
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Phonic based interventions are currently being put in place following an audit of SEN need throughout the

	<p>school. A new programme of phonics with full training for all school staff will take place this year.</p>
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Numeracy interventions are currently being put in place following an audit of SEN need throughout the school.
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Whole staff training on neuro diversity is planned. • Training is also planned on Quality First teaching, ASD friendly classrooms and how to personalise the curriculum to ensure individual pupils are able to have full access to the curriculum regardless of additional SEN need.
<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"> • The school have recently purchased BSquared to track the progress of pupils on SEN register and within the Resource Base. This should obtain a baseline to track progress from and ensure that all small steps of progress can be captured and celebrated. • The Boxall Profile will also be fully embedded for use across the school for pupils experiencing SEMH. Targets will be identified from the use of this diagnostic tool. • The AET will also provide a framework to track and monitor the progress of pupils with a social communication profile. • By implementing a thorough plan, do, review approach and ensuring that the SEN support plans within school are robust, SMART and rigorously reviewed, interventions that are not effective can be adapted and evaluated regularly. • Parents will be invited to termly review the progress of SEN pupils, with drop in surgeries and a programme of training being offered by SENCO.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Curriculum is under review and significant work is planned to look at how the curriculum is delivered to promote independence and engagement. • Training on cognition theory will take place and delivery of subjects will be chunked to avoid cognition overload. • Scaffolding and concrete resources as well as models and images are used to support.

<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Whole school behaviour policy is under review with a view to implementing a system that positively reinforces the shared values of the school and rewards pupils who demonstrate these values throughout the school day. This includes the creation of head boy/girl positions and prefects who work with staff to demonstrate how those values look and uphold standards by becoming role models for their peers. • School dinner hall processes to be reviewed to create a system that is inclusive to all and that provides a calm and structured approach to a pivotal part of the school day.
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>The school does not have extended provision</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>	<ul style="list-style-type: none"> • A programme of trips and visits in due to be implemented to compliment the curriculum on offer within school. This programme will enable pupils to share learning experiences outside of the school environment and instil a sense of community.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • 2 members of staff have received ELSA training. • ELSA approaches will become part of the interventions available for pupils who have been identified as presenting with a SEMH need. • Lego Therapy
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • The new revised Behaviour Policy will outline the system within school designed to support behaviour management across all key stages. This will be done as a collaborative piece of work involving all stakeholders.
<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"> • A transition programme will be in place by summer term 1 to focus on SEN pupils who are moving from our school to Key Stage 3. • A programme of transition will also be developed for pupils new to the Weston Point community and how they are adequately prepared for induction and arrival within our school community. • All existing pupils will be given the opportunity to experience their new classes in advance with adequate resources being allocated to the

	sharing of information between colleagues to ensure as seamless transition as possible.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • All training required to safely meet medical needs within school will be accessed to ensure staff can meet the requirements outlined within individual health care plans, e.g.: diabetes, etc. • Should a pupil with physical needs arrive at Weston Point, the relevant support needed will be in place and staff will liaise with the necessary professionals in order to implement support required.
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"> • As previously outlined, a programme of support will be on offer to parents of SEN pupils and this will be communicated to parents via the school's weekly newsletter and also on the school's website.
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Currently, 2 pupils with EHCPs within EYFS have additional funding and 2 TA's are used to ensure their needs are fully catered for. • This is regularly reviewed by school with support provided by LA.
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.	<ul style="list-style-type: none"> • There are currently no LAC pupils within school. •
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ANNUAL REVIEW 2023-2024	
Completed by: _____ Rachel Wild _____ Date: Sept 19th 2023	