ANNUAL REVIEW

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:	Woodside Primary School
School website address:	https://www.woodsideprimary.co.uk/
Type of school:	Community Primary School
Description of school:	This is a broadly average sized primary school. We have some mixed year group classes, Reception class, mixed 1/2 class, mixed 3/4, and a separate Year 5 and Year 6 class. We also have a 7 place unit resource base for pupils with social, emotional and behavioural needs • The proportion of pupils supported through SEN support is above the national average. • The proportion of pupils supported at school action or with an EHCP is average. • The school receives additional funding through the pupil premium for the majority of its pupils. • The school has a very small proportion of pupils from minority ethnic groups, and very few speak English as an additional language. • The school runs a range of after-school activities and a daily Breakfast Club provided by Magic Breakfast funding
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes Woodside also has a 7 place SEMH Unit Resource Base which provides academic and emotional support for children with social, emotional and mental health difficulties (SEMH). The Resource Base currently has 9 children, some of which spend some time within Mainstream classes. The resource base is ran by 1 teacher and supported by 1 teaching assistant and is planned for based on the children's individual learning needs and following the targets outlined in their Education, health and Care plan (EHCP).
Number on roll:	123

% of children at the school with SEND:	32%
Date of last Ofsted:	June 2022
Awards that the school holds:	Inclusion Quality Mark Science Quality Mark
Accessibility information about the school:	In compliance with Halton Borough Council's Access Policy Statement and the Customer Care Access Group Recommendations, Woodside Primary School is committed to: • Providing ongoing disability awareness training for all staff, including more intensive job specific disability training where required • Ensuring right of entry to any activity by providing enough suitably qualified persons trained in inclusion and integration • Providing information on the services available in accessible formats, including large print, audiotape, Braille and Irlen overlay, at no extra cost to the customer, on request • Providing specific equipment where appropriate aimed at ensuring the individual needs and requirements of disabled customers are met Continually seeking new ways to improve access to our services through consultation with our customers and through disability access groups in the community.
Please provide a web link to your school's Accessibility Strategy	https://www.woodsideprimary.co.uk/_files/ugd/2837dc_91b08d96ccd943d98537cb7d1e6665ca.pdf
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Mrs C Percival (SENCO) has gained the NASENCO qualification needed for Special Educational Needs Coordinator. All class teachers at Woodside Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications. Teachers and teaching assistants receive regular in-house training. This academic year relevant staff have been involved in: Safeguarding children Keeping children safe in education updates One Page Profiles Boxall profile Children in care workshops Speech and Language Mental Health First Aid SENCO workshops Educational Psychologist Consultations Managing Behaviour Using Visuals to Support Learning Planning for effective learning outcomes Effective differentiation ELSA Training

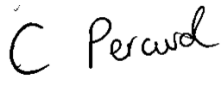|			
	Sensory integration training Supporting children with Autism Primary behaviour leads training Adapting remote education Specialist expertise for children requiring additional SEND support is secured through the SENDCO who uses local authority recognised agencies. The amount of input from these agencies can differ through the year depending on the needs of pupils.		
Document ation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	https://www.woodsideprimary.co.uk/_files/ugd/2837dc_b191630bc17144dcbce5fe26d1b945d9.pdf
		Safeguarding Policy	https://www.woodsideprimary.co.uk/_files/ugd/2837dc_44829e8c08fc4eb08dbf80bb19f46ff3.pdf
		Behaviour Policy	https://www.woodsideprimary.co.uk/_files/ugd/2837dc_70614cefe4da4bb0a37dc3655dac4099.pdf
		Equality and Diversity	https://www.woodsideprimary.co.uk/_files/ugd/2837dc_3e9d870d3f4e4dc682f21cf1b80d41e4.pdf
		Pupil Premium Information	https://www.woodsideprimary.co.uk/pil
		Complaints procedure	https://www.woodsideprimary.co.uk/_files/ugd/2837dc_49b7282a92f543299c53f2697c086ad3.pdf

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	When pupils have identified SEND before they join us, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting, acting on external advice. • If you tell us you think your child has SEN, we will discuss this with you to investigate it further. We will share with you what we observe and agree next steps with you as to how we can all help your child. • If your 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 and consent will always be sought prior to any referrals being made.

	• We are child and family centred so you will be involved in all decision making about your child's support. • When we assess SEN we discuss whether understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write Individual Support plans for pupils and share them with parents/carers. • We use homework to repeat and practise activities that are new and present an achievable challenge.
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.	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, moderate / severe learning difficulties. • We receive support from local authority services. • We receive support from occupational therapy and physiotherapy for pupils who require this input and specific resources via Woodview Child Development Centre. • We receive support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe your child requires a period of therapy. • We will hold multi-agency professional meetings with parents and the pupil, where necessary, to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what actions we each will take, agree a review date to explore how well the pupil is doing and whether we are making a difference, and what we will do next. This information is recorded to ensure accountability. • Our staff have a lot of experience with a variety of SEN4 4 • All classes have atleast two members of staff, a teacher and a TA. • TAs will deliver well planned interventions matching the children's needs every afternoon. • The Boxall profile will be used as a tool to assess and support with implementing strategies for children with social, emotional and behavioural difficulties.

	Contact details of regularly used external agencies: Chatterbug – 01928 511075 Woodview – 0151 495 5400 Educational Psychologist – 0151 511 8736 Should you require any other agencies, please contact the Halton SEN Team – 0303 333 3400.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as Ipad, notebook laptop, recording devices • Prompt and reminder cards as well as task planners for organisation • Symbols and visual prompts • Nurture space for children requiring 1-1 support
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	Mental Health First Aiders have been trained to support those who need it. • Intervention from speech and language therapists • Delivery of personal speech and language programme • Support from classroom assistant within class • Support from SENCO/specialist TA for small group or individual • Range of language resources and programme materials
What strategies/programmes/resources are available to speech and language difficulties?	Intervention from speech and language therapist on a 1-1 basis, focussing on targets from individual care plans • Delivery of personal speech and language programme • Support from classroom assistant within class • Support from SENCO/specialist TA for small group or individual • Range of language resources and programme materials eg. KS1 and KS2 TalkBoost programme • Use of resource base as a resource for whole school as appropriate.
Strategies to support the development of literacy (reading /writing).	• Small group support in class for guided reading / writing • Individual daily reading with the teaching assistant / teacher • Variety of reading schemes for all abilities • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Read,Write,Inc phonics programme, children grouped dependent on their academic need • Opportunities to record work orally • Task planners used • IDL programme

Strategies to support the development of numeracy.	Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes such as Numicon • Withdrawal by teaching assistant for 1:1 support • After school maths clubs • Use of specialist maths resources online for reinforcement6 5 • Online intervention programmes such as IDL, Mathletics
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant as necessary to facilitate access through support or modified resources • Specialist equipment • Individual support plans (educational, behaviour, pastoral) • Strategies put into place as advised by professionals / specialist services / outreach
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.	• Observations • PIVATs progress tracking • Target setting • Individual support plan targets and review • MAP • External professionals undertaking assessment • Regular review of targets with child / parents • Termly pupil progress meetings with teachers and head teacher
Strategies/support to develop independent learning.	• Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • Whole school behaviour policy/Awards for example class dojo
Support /supervision at unstructured times of the day including personal care arrangements.	• Named midday supervisor/TA at lunchtimes • Playtime buddy system • Provision of time-out room at break times • Head/Deputy daily dinnertime presence.
Extended school provision available; before and after school, holidays etc.	• We offer a range of after school clubs and a Breakfast Club from 8am • We offer a range of lunchtime and after school activities/ sports clubs for pupils of different ages,
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?	• Risk assessments identify SEND children and those needing specific support such as 1-1.

Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Planned support from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school book • Parental contact session weekly • Referral to CAMHS • ELSA groups after school • Individual support plan • Identified mentor • Open door policy • Value Of The Month eg Teamwork, Perseverance
What strategies can be put in place to support behaviour management?	• Use of the school's behaviour policy • Individual support plans in place • Social skills / behaviour group using social skills programme • Daily behaviour record • Time-out support • Reward system/house points • Support and intervention from outreach behaviour specialist • Strategies in place for unstructured times of the day e.g. alternative location for break time • Referral to PBS (Positive Behaviour Support Team) • Withdrawal for counselling as required • Staff trained in Prevent (anti-terrorism/radicalisation/extremism) Resource base used as a resource for whole school
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change Programme of visits • Longer term links with secondary schools to establish working relationships. • Moving up days in school
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required eg school health Staff training for managing particular medical needs eg asthma, allergies

Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	• Pupil's views are very important to us and we employ a designated SEN/Inclusion officer. • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy and we work in conjunction with Halton Family Learning team to deliver these. • The school will signpost appropriate groups and organisations to you which are relevant for your families needs. • The school works closely with the local and will support families through a MAP.
How additional funding for SEND is used within the school with individual pupils.	• 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 £10,000 per year. • If the assessment of a pupil's needs identifies something that is significantly different from what is usually available, there will be additional funding allocated. • Increased number of TAs • Specific interventions – IDL, Boxall nurture programmes • Speech and Language programmes - Talkboost • IPads • Provision of coaches for excursion
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.	Addition after school tutoring ELSA Mentoring sessions Specific interventions Whole school training to further develop pupil progress
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Headteacher name/contact: Richard Collings, head.woodside@halton.gov.uk	
ANNUAL REVIEW 2022-2023 **Completed by:** _C Percival_ Chelsea Percival **Date:** September 2022	

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.

	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.