

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 Primary School
School website address:	https://www.weston.halton.sch.uk/
Type of school:	Mainstream Primary School
Description of school:	Primary School from Ages 4 to 11 years old
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	201
% of children at the school with SEND:	16
Date of last Ofsted:	September 2023
Awards that the school holds:	
Accessibility information about the school:	<p>There are two disabled parking spaces in the car park. The front entrance to the school is suitable for wheelchair access. The main playground is wheelchair accessible via a ramp. There is 1 disabled toilet within the building. The curriculum is differentiated appropriately to ensure all children have full access. We work closely with a number of outside agencies such as paediatric continence, physiotherapy and occupational therapy in order to support children with a range of needs.</p> <p>A small number of children use specialist equipment in school.</p>
Please provide a web link to your school's Accessibility Strategy	https://www.weston.halton.sch.uk/
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>Mrs Laura Simpson has the achieved the post-graduate certificate for Special Educational Needs.</p> <p>All class teachers at Weston 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 training. Recent training for staff has included:</p>

	<p>*Safeguarding children *One Page Profiles (looked after children) *Young Carers Awareness *Speech and Language *Good Practice Guide for EYFS *ELSA *Working Memory *Mindfulness *Mental Health *Good Autism Practice *SIMs for SEN *SENDCO workshops *Educational Psychologist Consultations *Managing Behaviour *GLD Meetings *Team Teach *Nurture Group Network Training *Nurture cluster meetings *One on One Peer abuse</p> <p>Current training offer via The National College is ongoing.</p>														
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<table border="1"> <tr> <td data-bbox="879 943 1193 987">SEND Policy</td> <td data-bbox="1193 943 1482 987">X</td> </tr> <tr> <td data-bbox="879 987 1193 1061">Safeguarding Policy</td> <td data-bbox="1193 987 1482 1061">X</td> </tr> <tr> <td data-bbox="879 1061 1193 1106">Behaviour Policy</td> <td data-bbox="1193 1061 1482 1106">X</td> </tr> <tr> <td data-bbox="879 1106 1193 1180">Equality and Diversity</td> <td data-bbox="1193 1106 1482 1180">X</td> </tr> <tr> <td data-bbox="879 1180 1193 1254">Pupil Premium Information</td> <td data-bbox="1193 1180 1482 1254">X</td> </tr> <tr> <td data-bbox="879 1254 1193 1328">Complaints procedure</td> <td data-bbox="1193 1254 1482 1328">x</td> </tr> </table>	SEND Policy	X	Safeguarding Policy	X	Behaviour Policy	X	Equality and Diversity	X	Pupil Premium Information	X	Complaints procedure	x	
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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>	<p>We recognise that some of our children have a wider range of needs than others and these can be summarised into or more of the following categories:</p> <ol style="list-style-type: none"> 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties 4. Sensory and Physical Needs <p>All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND</p>

	<p>including: family, health professionals and social care teams. As a school, we actively sought advice from many outside bodies. These include, but are not limited to: Halton’s educational psychologist team, school nursing service, family support workers, special educational needs advisory and assessment team and speech and language therapists. The advice we receive is then followed in order to support the provision of children with SEND.</p> <p>Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is:</p> <ul style="list-style-type: none"> *Noticeably different when compared to their peers who started from the same baseline * Significantly slower than their peers * Creating a gap between them and their peers *Requiring them to have additional support. <p>Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCO and specialist teachers/agencies.</p> <p>All pupils’ progress is monitored and tracked. This happens through the use of observations, formative and summative assessments, personalised support plans and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENDCO and then outside agencies. In exceptional cases, children may receive an individual Education, Health and Care Plan.</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. 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. This informs whether extra support is required. As a school, we</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"> • Physiotherapists • SALT • Outreach support from special schools • CAMHS services • Counselling services • Early Help Locality Teams • Social Care • RISE Education Services • Members of Local Authority SEND team • Educational Psychologists • Speech Therapists Communicate • Occupational Therapists

	<ul style="list-style-type: none"> • Advanced Solutions • School Nursing Service
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>A range of specialist equipment is available to support children in a range of ways such as coloured overlays, ear defenders, specialist writing boards, pencil grips</p> <ul style="list-style-type: none"> • Specialist equipment is available to support the curriculum or to provide intervention – we use programmes such as, 2Simple, Chatty Words and 2D primary, Nessy • We have access to a number of laptops and Ipads <p>All classes have interactive white boards</p> <p>*Specialist chairs for children with complex physical needs</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> *Autism friendly environments *support plans and one page profiles *communication boards introduced in EYFS and KS1 • Delivery of personal speech and language programmes and social skills <ul style="list-style-type: none"> • Support from classroom assistants within class or through interventions. • 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. <ul style="list-style-type: none"> • Access to specialist teachers at Local Authority
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> *Referrals to Communicate SALT *Wellcomm Language Screening from EYFS with follow up interventions *Use of in house assessment materials-TALC *Communication boards *Additional adult support *Support from CDSSG for DS children *Alternative recording methods
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> *Robust Early Reading Curriculum using Read Write Inc Phonics *Regular assessment and monitoring of phonics/reading *Structured plan of support in Key Stage 2 for children requiring additional reading support *Individual daily reading with teaching assistant or class teacher for ‘target’ readers. • Reading schemes for struggling readers using phonically matched books <ul style="list-style-type: none"> • Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills such as Toe by Toe, Hornet and Teodorescu Handwriting rescue. • Delivery of planned individual programmes where necessary by trained teaching assistants. • Year 6 booster sessions carried out to prepare for SATS. 5

	<ul style="list-style-type: none"> • SNIP Literacy Programme • Precision Teaching • Coloured overlays
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Small group support in class through guided teaching. *Maths No Problem Curriculum *Fluency Bee KS1 and Maths Fluency KS2 daily • Withdrawal in a small group for ‘catch up’ maths activities using pre and post teaching *Withdrawal by teaching assistant or 1:1 support. *Use of specialist maths resources, including online materials, for reinforcement. *Year 6 booster sessions carried out to prepare for SATS
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<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. Individual plans (e.g. Educational, behavioural, pastoral) *Whole school provision mapping. *Strategies put into place as provided or advised by professionals/specialist services/outreach. *Adapted programmes for outdoor residential activities *Inclusion folders monitored and updated to reflect changing needs *Implementation of support plans monitored by SENCO *SENCO to signpost for CPD
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.	<ul style="list-style-type: none"> *Observations are carried out regularly by members of the Senior Leadership Team (SLT), SENDCo and representatives from external agencies. *Individual Education/Behaviour Plans used termly to set targets and plan actions. They are shared with children and parents/carers. They are reviewed and outcomes are shared with parents/carers * Through target setting and evaluations at MAP meetings. * Group EP consultation meetings every term. *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 SEN list
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> *Use of individual timetable and checklists. ‘Chunking’ of activities. *Individual or differentiated success criteria. * Visual prompts used such as ‘Now and Next’ task cards *Involving children in target setting and support plan updates

<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> *Staggered breaks and lunch times to ensure a calmer environment *Additional staff at breaks and lunches *Use of equipment and guidance to facilitate effective games *Intimate care policy in place and facilities/equipment available to key staff members for intimate care procedures
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> *breakfast and afterschool club New Shoots provided daily and holidays *Additional after school clubs provided by a range of providers-Three Bears Cookery, Fencing, Ukulele *In school music offer-choir, Rock Steady and guitar lessons
<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>Regular meetings with parents.</p> <ul style="list-style-type: none"> *Transition plans for individual children and extended transition plans when required. *Modified plans of activities are used if needed to ensure inclusive participation for all <ul style="list-style-type: none"> *Use of additional adults to support *Risk assessments completed for individual children Social stories and visual prompts for children. To support with transitions at all levels. *Transition books made for transition to high school with the appropriate chosen High Schools. *Work through PSHE and social skills groups on managing and preparing for change *x2 visits per year including residential visits at key points. *Additional adults on visits where required and additional risk assessments carried out.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> * Carefully planned curriculum which develops opportunities to learn about well-being and mental health *2X ELSA trained staff members *ELSA and nurture principles incorporated across school and timetabled *Robust PSHE curriculum Jigsaw *Consistency and routine paramount in all classrooms *Focus days for well being *Team Building days half termly *Restorative practice as part of behaviour policy
<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>Transition to secondary schools co-ordinated by SENDCo and Year 6 teacher.</p> <ul style="list-style-type: none"> *Transition afternoons for all children in final half term *Regular meetings with parents. *Transition plans for individual children that may need additional support *Social stories and visual prompts for children. *Work through PSHE and social skills

	<ul style="list-style-type: none"> • Additional visits to high school • Early EHCP reviews for Y6 children • Travel training for children that may require it
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> *Intervention from physiotherapy/occupational therapy team. *Assessment and individual programmes. Specialist's 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. *Staff training regularly updated for managing particular medical needs. * Up-to-date care plans in place.
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"> *Open door policy *Focus on communication and involvement from Reception onwards *Use of Seesaw for feedback and commentary on learning *Use of Seesaw in Reception to share learning *Regular meetings *Spring written report *parent meetings for specific subjects *provision from Halton Health Improvement Team
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> *Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupil's needs through this, including additional support and equipment. *Currently, if the assessment of a pupils needs identifies something that is significantly different to what is usually available, there may be additional funding allocated.
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"> *Personal Education Plans written and monitored by HT and DSL informed by the class teachers *PP allocated to support specific priority areas, personalised equipment, interventions, enhancements to the curriculum, subsidising materials, equipment for individuals visits and club attendance.
SENCO name/contact: Laura Simpson	
Headteacher name/contact:Helen Pitt	
Completed by:___ L Simpson_____ Date: _____January_____ 2024	