

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:	Widnes Academy
School website address:	www.widnesacademy.co.uk
Type of school:	Primary School, including Nursery
Description of school:	Academy
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	145
% of children at the school with SEND:	36%
Date of last Ofsted:	March 2022
Awards that the school holds:	Healthy Schools, Active Award, Wellbeing award, School Games Silver Award
Accessibility information about the school:	The school is spread over 3 floors, with a lift to access the 3 main floors
Please provide a web link to	equality_policy.pdf (widnesacademy.co.uk)

your school's Accessibility Strategy			
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Autism training delivered 27 th February 2023 Termly SEND staff meetings to deliver training to staff about SEND and current issues.		
Documentation available: Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes	send_policy_2021.pdf (widnesacademy.co.uk)
	Safeguarding Policy	Yes	wa_safeguarding_and_child_protection_policy_22.23_1.docx (live.com)
	Behaviour Policy	Yes	behaviour_policy.pdf (widnesacademy.co.uk)
	Equality and Diversity	Yes	equality_policy.pdf (widnesacademy.co.uk)
	Pupil Premium Information	Yes	pupil_premium_strategy_2023-2024.docx (live.com)
	Complaints procedure	Yes	http://www.widnesacademy.co.uk/policies.html

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.	<p>When pupils 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 need will be in our school setting</p> <p>If you tell us you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.</p> <p>If your child does not appear to 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.</p> <p>We are child and family centred so you will be involved in all decision making about your child's support. When we assess SEND we discuss if</p>

	<p>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.</p> <p>We have activities to promote and monitor positive behaviour in the classroom.</p> <p>We use homework to repeat and practise activities that are new and present an achievable challenge.</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>Our school SENDCo attends termly training from Inclusive learning North and accesses their SEND forum termly.</p> <p>Each half term we attend Educational Psychologist Group consultations</p> <p>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, autism spectrum conditions, moderate / severe learning difficulties.</p> <p>We get support from local authority services and local special schools who provide outreach work</p> <p>We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</p> <p>We get 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 they need a period of therapy.</p> <p>We will hold multi-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 we each will do, 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.</p> <p>As part of the Wade Deacon Trust we also work with SENDCOs across the trust to share expertise and skills.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Access to ICT resources such as iPad and computers/laptops</p> <p>Prompt and reminder cards for organisation Symbols and visual prompts</p> <p>Use of specific supports as recommended by professionals (ie coloured overlays, adjustment of IWB, writing slopes)</p> <p>Visual timetables</p>

<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>Support from classroom assistants within class working on social stories to support children with Autism. We also source outreach work from Halton's autism team which 1:1 workers deliver to children Support from SENCO/specialist TA for small group or individual Additional school support from Halton for speech and language SEN service where required</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Intervention from speech and language therapist Delivery of personal speech and language programme</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Small group support in class for guided reading / writing Individual daily reading with/ to teaching assistant / teacher Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills Streamed Phonics across EYFS, KS1 Additional Phonics sessions in KS2 Use of structured handwriting support scheme Use of Lexia reading programme</p>
<p>Strategies to support the development of numeracy.</p>	<p>Small group support in class through guided teaching Pre-teaching maths sessions Withdrawal in a small group for 'catch up' maths activities Mastering number programme delivered in KS2 to develop maths fluency</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>All teaching staff have received training in delivering the curriculum from the view of a SEND child. Staff carefully design lessons so our children with SEND can access all areas of the curriculum. We prioritise interventions to take place in the lesson and within the same subject wherever possible. We ensure that SEND children have a broad and balanced curriculum offer and ensure they have access to all foundation lessons. Personalised and differentiated curriculum Small group support in class from classroom assistant or teacher 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources Specialist equipment Individual Support plans (educational, behaviour, pastoral)</p>

	Strategies put into place as provided 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.	Edukey is used to monitor children's individual learning plans, which parents are invited to contribute to. We use regular pupil progress meetings to monitor all children's progress and look at strategies to assist learning. For children working significantly below age related expectations we assess them using PIVATS. Interventions are monitored regularly to check effectiveness and to alter them as needed.
Strategies/support to develop independent learning.	Use of individual timetables and checklists 'Chunking' of activities Now and Next boards Small group work with TA to focus on gaining skills of independence Individual success criteria Visual prompts Fidget toys Balance cushions
Support /supervision at unstructured times of the day including personal care arrangements.	Auxiliary staff employed responsible for personal care for named pupils if required TA support during break times and lunch times Teacher on duty if required
Extended school provision available; before and after school, holidays etc.	All children can access the school's breakfast club, which they can book via the schools booking system. After school clubs are available for children to attend and these change termly.
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?	Planned support from teaching assistants or a designated teacher Parental contact to plan for suitable activities on trips and residential
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	We have an Elsa trained member of staff who delivers a range of interventions to promote emotional well-being and boost self-esteem in our pupils. We use CPOMS as a recording system to record any incidents reported and this is closely monitored to prevent bullying.
What strategies can be put in place to support behaviour management?	Use of the schools behaviour policy Individual Positive Behaviour monitoring Individual behaviour plans in place Social skills / behaviour group using social skills programme Reward system Support and intervention from outreach behaviour specialist if required. Strategies in place for unstructured times of the day e.g. alternative location for break time.

	TA in place offering SEMH support to identified children
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	Regular meetings with parents Transition plans for individual children Risk assessments completed Work with parent partnership Social stories and visual prompts for pupils Work through PSHE on managing and preparing for change Programme of visits Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.	We work closely alongside Woodview to support children's medical, physiotherapy and occupational therapy needs and support these therapy sessions within school and timetable extra therapy sessions throughout the school day. For children with medical needs we work closely with the specialists involved to ensure staff have appropriate training. To support children with speech and language we follow the programmes developed by Chatterbugs and work alongside their therapists. In addition to this we also access programmes and assessments from an independent Speech Therapist, Carloe Howes.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	We offer a termly drop in with the SENDCo for parents. In addition to this all learning plans are shared with the parents and we encourage all parents to participate in the review of these learning plans. We also actively seek support from local services to help parents of SEND children
How additional funding for SEND is used within the school with individual pupils.	We have 3 1:1 teaching assistants working in school with identified children supporting their individual needs.
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.	Specific interventions Additional enrichment opportunities Additional classes after school Subsidised trips/residentials/clubs PEP in place and monitored termly through meetings with carers and Virtual School
SENCO name/contact: Anna Myles	
Headteacher name/contact: Laura Kirchin	
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Completed by: Anna Myles	Date: 11.10.2023

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.