

Astmoor Primary School SEND Information Report 2024-2025

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 2015, Regulation 51, Schedule 1](#).

General School Details:	
School Name:	Astmoor Primary School
School website address:	www.astmoorprimaryschool.co.uk
Type of school:	Mainstream Primary School
Description of school:	Astmoor Primary School is a smaller than average primary school in the heart of Castlefields community in Runcorn. We have a strong reputation for our inclusive approaches and work hard to meet the diverse needs of all children. Most children are white British heritage. We have a high proportion of children entitled to Free School Meals.
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes Astmoor Primary School has 2 SEMH Resource Bases: <ul style="list-style-type: none"> • Foundation Stage and KS1 Base • KS2 Base
Number on roll:	137
% of children at the school with SEND:	34%
Date of last Ofsted:	September 2019
Awards that the school holds:	Inclusion Quality Mark Halton Healthy School Standard International Schools Award (intermediate level) School Games Award (bronze)
Accessibility information about the school:	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. A number of children use specialist equipment in school.
Please provide a web link to your school's Accessibility Strategy	www.astmoorprimaryschool.co.uk
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> • 4 members of staff with Level 1 BSL • Independent Speech and Language Consultant employed by the school

	<ul style="list-style-type: none"> • 1 member of staff experienced in paediatric manual handling • All Base staff are Team Teach Trained • Individual teachers have attended the following SEND training recently: <ul style="list-style-type: none"> ○ Girls and autism ○ PODD (Pragmatic Organisational Dynamic Display) training ○ Adverce Childhood Experiences ○ Senior Mental Health Officer training • Specific SEND training undertaken by whole team recently includes: <ul style="list-style-type: none"> ○ Children with sensory processing difficulties ○ Children with cognition and learning difficulties ○ Autism (AET Professional Development Programme)
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School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	x website
Safeguarding Policy	x website
Behaviour Policy	x website
Equality and Diversity	x website
Pupil Premium Information	x website
<p>School Complaints Policy/Procedure</p> <p>NEW REQUIREMENT</p> <p>Policy must specify <i>'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'</i>.</p>	<p>In the first instance, any concerns relating to SEND should be brought to the attention of the SENDCo (Mrs Aldridge) who will endeavour to listen and understand the concern in order to find a solution. In rare cases in which no agreement can be found, parents will be advised to follow the school complaints procedure which is available on the school website.</p> <p>Parents and carers are also advised to make contact with Halton SENDIASS Service: https://sendiasshalton.co.uk 0151 511 7733</p>

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>	<ul style="list-style-type: none"> • When pupils have identified SEND before they start at Astmoor Primary school, we work with professionals who already know them and use the information they already have available to identify the support that they will need in our school setting. • If you tell your child's class teacher or the school SENDCo that you think your child has SEND, or a member of school staff has any concerns, we will

Range of Provision and inclusion information:	
	<p>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 help your child.</p> <ul style="list-style-type: none"> • 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 use the support of other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • 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 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 education plans (IEP) or individual behaviour plans (IBP) with input from pupils and parents/carers. • We use homework to repeat and practise activities that are new and present an achievable challenge.
<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>We work with a wide range of external professionals and organisations including but not limited to:</p> <ul style="list-style-type: none"> • Physiotherapists • Draw and Talk Therapy • Lego Therapy • Art Therapy • Outreach support from special schools • CAMHS services • Counselling services • Full Time Family Support Worker • Early Help Locality Teams • Social Care • RISE Education Services • Members of Local Authority SEND team • Educational Psychologists • NHS commissioned Speech Therapists (COMMUNICATE) • Speech and Language therapist commissioned by school (Chatty Learning) • Occupational Therapists • Advanced Solutions coffee mornings and signposting • THRIVE

Range of Provision and inclusion information:	
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • 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, specialist cutlery • Specialist equipment is available to support the curriculum or to provide intervention – we use programmes such as Purple Mash, 2Simple, Chatty Words and 2D primary. • We have access to a number of laptops and Ipads • All classes have interactive white boards • Specialist chairs for children with complex physical needs
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Access to a private Speech and Language therapist who can assess and advise promptly. • Delivery of personal speech and language programmes and social skills groups produced by our in-house consultant and delivered by our Teaching Assistants • Support from classroom assistants within class or through interventions. • Identified specialist teacher who delivers many S+L programmes • 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. • A number of programmes to support children who speak English as an additional language such as EALIP and Racing to English • Access to a specialist service for children who have English as an additional language (MEAS)
<p>What strategies/programmes/resources are available to support speech and language difficulties?</p>	<ul style="list-style-type: none"> • Access to a private Speech and Language therapist who can assess and advise promptly. • Delivery of personal speech and language programmes and social skills groups produced by our in-house consultant and delivered by our Teaching Assistants • Support from classroom assistants within class or through interventions. • Dedicated specialist teacher who delivers many S+L programmes • Range of language resources and programme materials available for use. • Resources such as social stories and comic strip conversations often used to help support

Range of Provision and inclusion information:	
	<p>children with social and communication difficulties.</p> <ul style="list-style-type: none"> • A number of programmes to support children who speak English as an additional language such as EALIP and Racing to English • Access to a specialist service for children who have English as an additional language (MEAS)
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • 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 • 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. • Read Write Inc – Fresh Start programme for children in Year 5/6 • Year 6 booster sessions carried out to prepare for SATS. • Launch the Lifeboat – series 1-10 used to support children in KS2 • SNIP Literacy Programme • 5 minute Literacy Box • Precision Teaching • Coloured overlays • 1-1 Keep up support • Pencil grips, triangular writing implements • Coloured paper for children with visual processing difficulties
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Small group support in class through guided teaching. • Additional support in a small group for 'catch up' maths activities using specific programmes such as Plus 1, The Power of 2 and Overcoming Barriers. • Targeted 1:1 support. • Use of specialist maths resources, including online materials, for reinforcement. • Year 6 booster sessions carried out to prepare for SATS.

Range of Provision and inclusion information:	
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
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 register.
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. • Visual Timetables
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Carefully planned and structured lunchtimes for all children • High level of lunchtime supervision including members of SLT • All children have 20 minutes of indoor provision, 20 minutes of outdoor provision and 20 minutes in the dining hall • Individual plans for children that require higher level of adult support at lunchtime

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Intimate Care Policy that ensures children with additional continence needs are treated with dignity and respect • Staggered playtimes (morning) in order to limit number of children outside • Trained playleaders (Year 5/6)
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer a breakfast club from 8am each day where children can have a free breakfast. Entry is charged at £1 per day • We also run a range of after school activities for pupils of different ages. These can vary from term to term but may include for example: <ul style="list-style-type: none"> • Table Tennis Club • Netball Club • Art Club • Choir Club • Lego Club • Football Club • The Acorn Nursery (situated next door to our school) provides extended care after school and during school holidays
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?	<ul style="list-style-type: none"> • Regular meetings with parents. • 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 • 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 PSHCE and social skills groups on managing and preparing for change. • Programme of visits, with extra visits arranged if required.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • September 2024 we are embarking on whole school THRIVE training and which includes 2 lead practitioners within the school • Carefully planned curriculum which develops opportunities to learn about well-being and mental health • New PSHE curriculum implemented September 2024

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Dedicated well-being day every half term allowing children to have a break from the usual timetables and focus on things specifically to support well-being • Full time Family Support Worker who works closely with teachers to develop support plans for children. • Family Support Worker trained in Mental Health First Aid and Bereavement Support Strategies • Draw and Talk Therapy • Reward systems based on pastoral targets. • Referral to CAMHS • Referral to counselling services such as Barnardo's • Individual support plans • Identified adult to provide support/mentoring • Astmoor Primary School Inclusion Promise • Half termly consultations with Halton Mental Health Team – leading to case work for identified children • Referrals to Nightstop for anger management
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • September 2024 we are embarking on whole school THRIVE training and which includes 2 lead practitioners within the school • Headteacher with high level of knowledge and experience. • All staff have a high level of understanding of attachment disorders and the impact of early trauma • 'Emotion Coaching' techniques. • Use of the schools behaviour policy • Boxall profiling to inform planning • Individual behaviour/pastoral support plans in place where necessary. • Social skills/behaviour group using social skills programmes. • Daily behaviour records. • Time-out support • Art Therapy • Support and intervention from outreach behaviour specialists. • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times. • Referral to RISE Education service or CAMHS.

Range of Provision and inclusion information:	
<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"> • Transition to secondary schools co-ordinated by SENDCo and Year 6 teacher. • Weekly 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. • Transition books made for transition to high school with the appropriate chosen High Schools. • Work through PSHE and social skills • Additional visits to high school facilitated by Family Support Worker • Early EHCP reviews for Y6 children • Travel training for children that may require it • We provide social stories to all new reception children to aid their school start • Timely sharing of information between schools and organisations • Support for parents with applications for transport (Resource Base children)
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<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.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Full time Family Support Worker employed by the school who can support children and families with a wide range of things • Our family support worker collects pupils' wishes and feelings as part of the MAP process, (and other welfare meetings) along with the views of parents/carers. • Family Support Worker can offer help to parents for travelling to appointments for their children. • The views of parents/carers and children are sought during the Education Health Care Plan review process annually. • The school's SENDCo and family support worker make themselves available for meetings with

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	<p>parents on a regular basis –appointments can be arranged at the school reception desk.</p> <ul style="list-style-type: none"> • Members of Senior Leadership Team present outside school every day allowing opportunities for conversations to take place • The school will signpost appropriate groups and organisations to you which are relevant for your family’s needs, and complete or support you with referral documents if necessary. • The school works closely with the local authorities ICART team and will support families through the MAP process if required
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"> • Children in Care have Personal Education Plans that are carefully written by the Deputy Headteacher • During the last academic year, all our Personal Education Plans (PEPS) for children in Care were rated gold/green standard by the Virtual School • Additional needs for Children in Care are sometimes addressed through 1-1 tuition • Children in Care can access the school family support worker and speech and language therapist • Art Therapy is used as a way of supporting our Children in Care
SENCO name/contact: Louisa Aldridge	
Headteacher name/contact: Louisa Aldridge	
ANNUAL REVIEW 2024-2025	
Completed by:	Louisa Aldridge
	Date: September 2024