

NEW 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:	Halebank C of E Primary School
School website address:	https://www.halebank.halton.sch.uk/
Type of school:	Mixed age primary school
Description of school:	We are a smaller than average Church of England (VC) Primary School with 3 mixed age classes and 1 single aged class. All classes are taught by qualified and highly experienced teachers. We promote a caring and Christian ethos providing support for all children and adults.
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	92
% of children at the school with SEND:	28%
Date of last Ofsted:	24 th and 25 th September 2024
Awards that the school holds:	School Games Gold Award
Accessibility information about the school:	<ul style="list-style-type: none"> • The building is single level and accessible throughout. Access into all classrooms, hall, toilets and the outdoors is ground level and appropriate for use with wheelchairs and walking aids • There are disabled toilets and shower facilities, including the use of a hoist. • We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs • Breakfast and after school activity clubs are accessible to all children including those with SEND • School day trips and residential trips are accessible for children with SEND
Please provide a web link to your school's Accessibility Strategy	Halebank CofE Primary: Special Educational Needs
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"> • SENDCO has completed the NASENCO qualification December 2020 • All class teachers are experienced practitioners in providing quality first teaching to all pupils, including those with SEND • Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class e.g. from the Specialist Teachers for the visually impaired and ASC

	<ul style="list-style-type: none"> • TA has completed Eiklan speech and language training (5-11yrs) • SENDCO completed Eiklan speech and language training (5-11yrs) • TA has completed Eiklan speech and language for ASC • TA completed Lego Express Therapy, Toe by Toe and bereavement counselling • SENDCo attended training about The Engagement Model (October 2024) <p><u>Whole Staff training</u></p> <ul style="list-style-type: none"> • Making Sense of Autism training (September 2022) • ADHD training (November 2022) • Attachment training (November 2023) • Asthma and Allergy training • Working Memory Cognitive Load (February 2024)
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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	Halebank CofE Primary: Special Educational Needs
Safeguarding Policy	https://www.halebank.halton.sch.uk/page/special-educational-needs/145428
Behaviour Policy	https://www.halebank.halton.sch.uk/page/special-educational-needs/145428
Equality and Diversity	Halebank CofE Primary: Special Educational Needs
Pupil Premium Information	https://www.halebank.halton.sch.uk/page/special-educational-needs/145428
School Complaints Policy/Procedure NEW REQUIREMENT 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> .	https://www.halebank.halton.sch.uk/page/special-educational-needs/145428

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.	We believe in early identification of SEND. When entering the school in Reception every child's attainment is assessed using the Reception Baseline Assessment. If a child has already been identified as having SEND in his/her early years setting, the school SENDCo and Reception teacher will be fully involved in the child's transition to our setting, by attending meetings with the nursery/pre-school setting and parents, and arranging a transition package for the child's move into our Reception class.

Range of Provision and inclusion information:	
	<p>SEND may also be identified by more than one of the following:</p> <ul style="list-style-type: none"> • A child who is working below age related expectations despite receiving quality first teaching and appropriate group intervention • Scores on standardised tests carried out in school, ie non-verbal reasoning, spelling, reading, maths and working memory tests • Concerns raised by a teacher/teaching assistant and shared with the SENDCo • Concerns shared by parents • Assessment completed by a specialist professional, eg Educational Psychology Service. <p>Once a child's SEND is identified a Support Plan will be written by the class teacher and overseen by the SENDCo. The Support Plan will be reviewed each term with the child and parents whose own views on provision will be sought. Ways that parents can help at home will also be discussed. Parents will be invited to Support Plan reviews three times a year. A One page person profile is also prepared for the pupil which is shared with all staff members working with them.</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>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school. The SENDCo makes referrals to a range of other professionals to constantly improve provision for SEND pupils, including the following agencies:</p> <ul style="list-style-type: none"> • Speech and language therapists • Physiotherapy/occupational therapists • Educational Psychologists • Educational Welfare Officer • Halton's Children's Disability Service • Woodview CDC • School Health • CAMHS • Specialist Teachers Halton- SEND Team • Mental Health Support Team Halton- MHST • Health Improvement Team
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Writing slopes and wobble cushions • Variety of ICT equipment – laptops, iPads, notepads • Disabled toilet with shower, including hoist and a first aid bed • Fully accessible building for wheelchair users

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Individual workstations/safe spaces for identified children • Visual prompts and reminder cards for organisation (visual timetables, now/next cards) • Fidget Toys • Ear defenders • Zone of Regulation –spaces, displays, key rings and toolkit in use
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> • Boxall Profile- an individual plan is created which details strategies and resources to support individuals • Black Sheep resources are used with individuals to support pupils with social and communication difficulties around a variety of social situations in school/home • Social story games • Access to quiet/safe areas (in the classroom and around the school) when needed • Worship Warriors (group of KS2 children) to encourage play and communication at playtime and dinnertime • Advice from ASD specialist teacher Halton • Individual timetables and now/next cards
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • Small group and 1:1 support in lessons as and when required • Small group speech and language KS1 interventions delivered by Elklan trained support staff • Support for individual speech and language needs received by SALT (Chatterbug) • Wellcomm assessment and targeted strategies/resources from Big Book of Ideas • Colourful Semantics resources
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Quality first teaching across all key stages • Small group and 1:1 support in English lessons as required • Daily reading with teaching assistant / teacher • Phonic interventions • Writing interventions • Rapid phonics reading scheme • Y6 booster sessions to prepare for SATs • Identified target readers heard daily • Pathways to progress (writing intervention) • Reading fluency interventions
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Quality first teaching across all key stages • Small group and 1:1 support in numeracy lessons as required • Catch up Maths Sessions for identified children

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Whole school subscription to Numbots (KS1), TTRockstars (KS2) • Y6 booster sessions to prepare for SATs • STAR maths assessment • Freckle by Renaissance • Daily teaching of Mastering Number sessions • Maths resources/equipment (Numicon, dienes, PV counters, number lines, 100 squares, rekenreks)
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Quality first teaching across all key stages • Small group or 1:1 support in class • Pre teaching of new topics • Subject specific vocabulary given to children • Practical, hands on activities for identified children • Small group and 1:1 interventions delivered (3 afternoons a week) • Recommendations from specialist services delivered and monitored • Bespoke curriculum/timetable for identified children with complex needs • Additional adult support
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"> • Individual targets are set on a termly basis by class teachers and monitored by SENDCo. Targets are adapted if necessary before the end of term if necessary. • Support Plans reviewed each term. Pupil and parents invited and their views actively sought • Support Plans recommend ways that parents/carers can work towards targets at home – targets are shared with parents at termly meetings • SLT has a flexible approach towards provision and work with all staff to deliver the best provision for all SEND pupils dependent on needs and resources • 6 week intervention programmes which are monitored – baseline data and exit data • Collaborative pupil progress meetings with Head teacher, staff and SENDCo • School tracker on INSIGHT to monitor progress • GLD tracker for EYFS

Range of Provision and inclusion information:	
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Whole class visual timetables • Individual timetables for identified children • Visual prompts, including behaviour reminders, now and next cards, phonic mats and common exception word mats • Success criteria • Chunking/breaking down of activities • Movement breaks • Individual targets for learning and behaviour • Differentiated tasks • Workstations/safe spaces
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Playground equipment as requested by children • Worship Warriors (groups of KS2 children) to offer and support play for their peers • MDA's aware of the supported needed for identified children
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • Breakfast club 7:40-8:40am • Range of after school clubs for all children (Monday, Wednesday, Thursday and Friday) • Residential trips for Y2, Y3&4 and Y5&6
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"> • Complete risk assessment of venue (Evolve) • Additional TA/adult support • Visual prompts • Pre-tutoring to explain format of activity using visual aids • First aid kit • Medical needs • Peer support • Parents invited to attend
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Meet and greet time at start of day • Daily 'soft landings' for identified children • Visual timetables • PSHE lessons • SEAL interventions • Star of the week golden assembly • Daily collective worship • Workstation/safe space within the classroom • Weekly counselling service • Referrals to outside agencies; Mental Health Support Team – Halton, CAMHS • Regular 'check ins' for identified children • Fidget toys • Responsibilities around the school- subject ambassadors, librarians, worship warriors
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • School behaviour policy • Workstation/safe space • Success charts/recognition boards • Visual timetables

Range of Provision and inclusion information:	
	<ul style="list-style-type: none"> • Now/next cards • 1:1 behaviour support if needed • Analysis of Boxall profile • PIP and RIP (Praise in public, reprimand in private) • CARE (Children at Risk of Exclusion schedule) • Positive Handling Plan • Distraction techniques/ movement breaks • Catch my being good • Zones of Regulation areas in each classroom
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Information gathering meetings with parents, pre-school setting and LA as appropriate • Series of play sessions in the Summer term previous to YR children entering our school • YR teacher holds meeting with new parents before and after child starts in Reception class • YR teacher and TA to visit pre schools and homes to visit children • Y5/6 reviews identify areas of transition to High School that require extra support • Act on advice from specialised external agencies, eg speech and language service • Use of resources on Halton's Local Offer website, eg, transition booklets, parents information • Y6 teacher and SENDCo meet with Secondary School staff to discuss individual pupil with SEND • Small group transition work with SEND pupils • Halton Mental Health Team deliver pre and post transition visit sessions • Transition coffee morning with parents and pupils, meet the Secondary Staff
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Liaise with specialist teachers in visual and hearing impairments • Delivery of care plans written by different specialist agencies, eg continence, physiotherapy and occupational therapy • Annual whole staff training on a variety of medical needs, eg asthma and allergies • Liaison with a range of health professionals from Woodview Child Development Centre • Wobble cushion, writing slope • 4 members of staff First Aid trained
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"> • Termly reviews for SEND pupils held with both parents and pupil. Parents and pupil

Range of Provision and inclusion information:	
	<p>are always asked for their opinions and suggestions for improved provision</p> <ul style="list-style-type: none"> • Senior Leadership Team and class teachers are always happy to discuss provision with parents • Referrals to outside agencies always completed with parents • 2 Parents' Evening appointments annually • Written report in the Summer Term • Parental discussions with outside agencies <p>SEND Coffee Mornings</p>
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • To provide additional adults within the school staffing structure, who can deliver appropriate interventions and support for the pupils learning on a 1:1, small group basis or within the classroom situation • To purchase resources to support children with identified needs • Discretionary Top up Finding can be applied for, for children at risk of exclusion
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"> • Termly PEP meetings with social care, foster carer and pupil to monitor pupil's individual target and SEND • Designated teacher for CIC to attend regular training provided by Halton's virtual Head <p>Pupil premium may be used for:</p> <ul style="list-style-type: none"> • Interventions, 1:1, paired and/or group • Attendance at after school clubs • Residential trips
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<p>ANNUAL REVIEW 2024-2025 Completed by: Lorna Draper Date: 14th October 2024</p>	