

## SEN INFORMATION REPORT

### General School Details

School Name:	Hale C.E. (V.C) Primary School
School website address:	<a href="http://www.hale.halton.sch.uk">www.hale.halton.sch.uk</a>
Type of school	Primary
Description of school:	<p>We are a smaller than average CE (Controlled) Primary School. There are strong links with church and parish which contribute a valuable dimension to the Christian ethos of the school and enrich pupils' religious, spiritual, moral and social education. We have strong links with our local community through parents, staff and our governing body. The school plays an active part in local community events and collaborates willingly with local community groups.</p> <p>The school is 1 form entry, 7 classes and our standard admission number of 25.</p>
Does our school have a resource base? Yes or No	No
Number on roll:	171
% of children at the school with SEND:	17%
Date of last Ofsted	2 <sup>nd</sup> March 2017
Accessibility information about the school:	See accessibility policy on website - <a href="http://www.hale.halton.sch.uk">www.hale.halton.sch.uk</a>



<p>Expertise and training of school based staff about SEN</p>	<ul style="list-style-type: none"> <li>• Reading recovery teacher</li> <li>• Team teach</li> <li>• Support staff trained in precision teaching</li> <li>• Members of staff trained in First Class at Number and Success at Arithmetic</li> <li>• Members of staff trained in First Class at writing</li> <li>• Medical training of staff</li> </ul> <p>All staff emergency First Aid Trained  All staff trained to use defibrillator  3 members of staff full First Aid Trained  All staff trained in the use of Epipens, asthma, anaphylactic shock and epilepsy</p>		
<p>Documentation available:</p>	<p>A range of policies are available on our website (<a href="http://www.hale.halton.sch.uk">www.hale.halton.sch.uk</a>) including those starred</p>	<p>SEN policy</p>	<p>*</p>
		<p>Safeguarding policy</p>	<p>*</p>
		<p>Behaviour policy</p>	<p>*</p>
		<p>Equality &amp; Diversity</p>	<p>*</p>
		<p>Pupil Premium Information</p>	<p>*</p>
		<p>Complaint procedure</p>	<p>*</p>



<p>1. Kinds of Special Education needs that are provided at Hale CE VC Primary</p>	<p>We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> <li>• <b>Specialist Provision at Hale CE VC includes -</b></li> <li>• Reading Recovery</li> <li>• Precision Teaching</li> <li>• First Class at Number</li> <li>• Success at Arithmetic</li> <li>• First Class at writing</li> <li>• Small group SEAL support if required in response to emotional needs of pupils</li> </ul>
<p>2. Information about the school's Policies for identification and assessment of pupils with SEN</p>	<p>Pupils are identified as having SEN, and their needs assessed, through :</p> <ul style="list-style-type: none"> <li>• Information passed on from Nursery/ Infant/Primary/previous schools;</li> <li>• EYFS profiles &amp; baseline assessments, KS1 and KS2 results and progress data;</li> <li>• Phonics screening Y1</li> <li>• Feedback from teaching staff and observations;</li> <li>• Limited progress being made.</li> <li>• Changes in the pupils behaviour or progress</li> <li>• Interventions not showing impact;</li> <li>• Referrals from parents</li> <li>• Pupil referrals.</li> </ul>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p>Provision for SEN pupils includes :</p> <ul style="list-style-type: none"> <li>• Quality first teaching, with appropriate differentiation in place;</li> <li>• Extra adult support in classrooms where appropriate;</li> <li>• Reduced class sizes where appropriate;</li> <li>• Personalised provision through time limited programmes;</li> <li>• Personalised provision through adapted resources and interventions.</li> <li>• Specialist teaching e.g. Reading Recovery, First class at Number, Success at Arithmetic, First Class at Writing</li> <li>• Strategies and resources recommended by outside agencies. e.g. Speech and language / Educational Psychologists</li> <li>• Small group , One to one support.</li> </ul>

<p>3a Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN. Annual report to the Governing Body and SEN Information Report posted on Web site</p>
<p>3b. Arrangements for assessing &amp; reviewing pupils' progress towards outcomes, including opportunities available to work with parents &amp; pupils as part of this assessment and review</p>	<p>These arrangements include :</p> <ul style="list-style-type: none"> <li>❖ Continual monitoring of progress by class teachers</li> <li>❖ Pupil progress monitoring meetings with Headteacher</li> <li>❖ Data tracking for pupil progress</li> <li>❖ Personal Support plan and ECHP written and reviewed in consultation with parents and pupils;</li> <li>❖ Observations and follow up</li> <li>❖ Parents meetings.</li> <li>❖ Annual reports to parents</li> </ul>
<p>3d. How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> <li>❖ Groupings that target specific levels of progress;</li> <li>❖ Differentiated resources and teaching styles;</li> <li>❖ Appropriate choices of texts and topics to suit the learner;</li> <li>❖ Access arrangements for tests and or examinations;</li> <li>❖ Additional adult support</li> <li>❖ Incorporating into planning advice from external agencies</li> </ul>
<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> <li>❖ groupings that target specific levels of progress;</li> <li>❖ differentiated resources and teaching styles;</li> <li>❖ appropriate choices of texts and topics to suit the learner;</li> <li>❖ access arrangements for tests and or examinations;</li> <li>❖ additional adult support.</li> </ul>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> <li>• Targeted support for individual and small groups of pupils in the classroom and during lunch and playtime</li> <li>• Named adult for pupils requiring additional support building and developing good relationships with peers</li> <li>• Reading / Maths Buddies</li> <li>• Older children buddies to Reception children</li> <li>• School Council</li> <li>• Pupil Voice</li> </ul>
<p>4 In relation to Mainstream Schools and maintained nursery schools, the Name and contact details of SEN Co-ordinator</p>	<p>Headteacher - Mrs M Mowatt Telephone No - 0151 425 3023  SENCO - Mrs S Mew</p>

Name and contact details of SEN Governor	<p>Telephone No - 0151 425 3023</p> <p>SEN Governor - Mr M Fry Telephone No - 0151 425 3023</p>
5 Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.	<p>Audit of staff expertise in SEN undertaken annually</p> <ul style="list-style-type: none"> <li>• Effective use of adult support for Literacy and Mathematics</li> <li>• Team teach</li> <li>• Support staff trained in Precision Teaching</li> <li>• Members of Staff trained in First Class at Number, Success at Arithmetic and First class at Writing</li> <li>• Reading Recovery teacher</li>   <li>• Medical training of Staff All staff emergency First Aid Trained All staff trained in the use of defibrillator 3 members of staff full First Aid trained All staff trained in the use of Epipens, asthma, anaphylactic shock and epilepsy</li> </ul> <p>Specialist expertise engaged from external services - Educational Psychologist support, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, School medical team,</p>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	<p>We assess individual children's requirements as they arise.</p> <p>Facilities at present include:</p> <ul style="list-style-type: none"> <li>• Door widths to accommodate wheelchairs</li> <li>• Use of posture packs</li> <li>• Use of pencil grips as advised by OT's</li> <li>• Increased use of ICT equipment</li> </ul>
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child	<ul style="list-style-type: none"> <li>• Parent's evenings</li> <li>• Meetings to discuss, produce and review support plans</li> <li>• Written report in the Summer term</li> <li>• Parental discussion with outside agencies e.g. Educational Psychologist or with member of staff following assessments</li> </ul>
8. The arrangements for consulting young	<ul style="list-style-type: none"> <li>• Children's views discussed and recorded on Support plans as appropriate to age of pupil</li> </ul>



<p>people with special educational needs about, and involving them in, their education.</p>	<ul style="list-style-type: none"> <li>• Pupil self-assessment of progress and individual tasks</li> </ul>
<p>9. 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.</p>	<ul style="list-style-type: none"> <li>• The normal arrangements for the treatment of complaints at Hale CE VC Primary School are used for complaints about provision made for special educational needs.</li> <li>• We encourage parents to discuss their concerns with class teacher, Head teacher or SENCO to resolve the issue before making the complaint formal to the Chair of the governing body.</li> </ul>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<ul style="list-style-type: none"> <li>• Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice</li> </ul>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<ul style="list-style-type: none"> <li>• Halton SENDIAS (Special Educational Needs &amp; Disability Information and Advice Service)</li> <li>• Telephone: 0151 511 7733</li> <li>• Email: <a href="mailto:parentpartnership@halton.gov.uk">parentpartnership@halton.gov.uk</a></li> <li>• Web: <a href="http://www.haltonparentpartnership.co.uk">www.haltonparentpartnership.co.uk</a></li> </ul>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Pre School to Early Years</p> <ul style="list-style-type: none"> <li>• Liaison with preschool settings through telephone conversations and visits if required</li> <li>• Sharing of documentation - Profiles, support plans etc.</li> </ul> <p>Transition to Secondary School</p> <ul style="list-style-type: none"> <li>• Discussion with person responsible for co-ordinating transition to the secondary school</li> <li>• Discussions with SENCO are of secondary school.</li> <li>• Visits to secondary school</li> </ul> <p>Children moving to another school</p> <ul style="list-style-type: none"> <li>• Records transferred</li> <li>• Discussions with appropriate member/s of staff at new school</li> </ul>
<p>13. Information on where the local authority's local offer is published.</p>	<p>The authorities Local Offer is published on Halton Borough Council website  Web: <a href="http://www.halton.gov.uk">www.halton.gov.uk</a> - Education and Families - Special Educational Needs and Disabilities Local Offer</p>