

ANNUAL REVIEW

SEND Information Report 2019-2020

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:	Hale C.E (V.C) Primary School
School website address:	https://hale.haltonschools.info/
Type of school:	Primary
Description of school:	<p>We are a small 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. We are currently oversubscribed and have 187 pupils in the school</p>
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	187
% of children at the school with SEND:	17%
Date of last Ofsted:	2 nd March 2017
Awards that the school holds:	Healthy Schools Silver Schools Games Mark
Accessibility information about the school:	See accessibility policy on website - https://hale.haltonschools.info/
Please provide a web link to your school's Accessibility Strategy	https://hale.haltonschools.info/
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in	<p>SENCO currently training for SENCO Qualification.</p> <p>Whole staff training : Autism Awareness 2017 Team Teach 2017 Emergency First Aid (Annually)</p>

<p>relation to autism and include dates.</p>	<p>Defibrillator Training (Annually) Asthma and Allergy (Annually)</p> <p>Certain staff trained in:</p> <ul style="list-style-type: none"> • PECS Pyramid • TEACH • Makaton • Intensive Interactions • Musical Interactions • Visual Aids and Classroom Management • CAF Training • Early Bird (NAS) • Early Bird – Healthy Minds (NAS) • York Parenting Training • Sensory Integration • Sensory Diets • Make me a writer – for reluctant writers • Reading Recovery • Precision Teaching • First Class @Number • Success @ Arithmetic • First Class @ Writing • Maths Reasoning Support 2018 		
<p>Documentation available: A range of policies are available on our website https://hale.haltonschools.info/</p>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<p>SEND Policy</p>	<p>https://hale.haltonschools.info/</p>
		<p>Safeguarding Policy</p>	<p>https://hale.haltonschools.info/</p>
		<p>Behaviour Policy</p>	<p>https://hale.haltonschools.info/</p>
		<p>Equality and Diversity</p>	<p>https://hale.haltonschools.info/</p>
		<p>Pupil Premium Information</p>	<p>https://hale.haltonschools.info/</p>
		<p>Complaints procedure</p>	<p>https://hale.haltonschools.info/</p>

<p>Range of Provision and inclusion information:</p>	
<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>Pupils are identified as having SEN, and their needs assessed, through :</p> <ul style="list-style-type: none"> • Information passed on from Nursery/ Infant/Primary/previous schools; • EYFS profiles & baseline assessments, KS1 and KS2 results and progress data; • Phonics screening Y1 • Feedback from teaching staff and observations; • Limited progress being made. • Changes in the pupils behaviour or progress • Interventions not showing impact;

	<ul style="list-style-type: none"> • Referrals from parents • Pupil referrals <p>Parents and pupils are involved in the creation of Personal Support Plans through set termly meetings with class teachers. Pupil's interests and personal views are valued and parents supported in helping their child progress by having activities suggested in these plans that can be completed at home. We operate an open door policy where we welcome the views of parents and aim to consult with them openly about their child's needs. Pupils are encouraged to self-assess their own work and personal progress.</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>We aim to support the needs of our individual pupils in the best way possible. In order to do this we have access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice. For SEND purposes the relevant local authority is the one where the pupil lives not the Local Authority for the school.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> • Targeted support for individual and small groups of pupils in the classroom and during lunch and playtime • Named adult for pupils requiring additional support building and developing good relationships with peers • Reading / Maths Buddies • Older children buddies to Reception children • School Council • Pupil Voice • Classroom / General school environment made suitable for our pupils with visual impairments • Use of iPads / ICT equipment when needed
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>All staff have been trained in Autism Awareness and we facilitate our pupils through 1:1 support, personalised plans and social skills nurture groups. Identified pupils have a 'key' member of staff who is always available to offer additional support when required.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Pupils are referred to Chatterbugs Halton / Liverpool Speech and Language Support Team and personalised plans then generated are followed in</p>

	school. Dedicated speech and language time is given to identified pupils by support staff to follow these recommendations.
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Reading Recovery • Precision Teaching • First Class @ Writing • Small group phonic support • Chatter books groups • Target Readers
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • First Class @ Number • Success @ Arithmetic • Precision Teaching Maths Focus • Maths Reasoning Support Sessions KS1
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<p>The curriculum /learning environment may be adapted by :</p> <p>Groupings that target specific levels of progress;</p> <ul style="list-style-type: none"> • Differentiated resources and teaching styles; • Appropriate choices of texts and topics to suit the learner; • Access arrangements for tests and or examinations; • Additional adult support • Incorporating into planning advice from external agencies • Adaptations made for pupils with visual impairments
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.	<p>Pupil progress is closely monitored through both formative and summative assessments and teaching adapted in light of this. Termly pupil progress meetings are held with the SMT and PSP's monitored and reviewed regularly. Parents /carers and pupils are involved in the generation and review of these plans through dedicated meetings. Where provision needs to be extended, outside agencies may be contacted for further support where targets are set, acted upon and reviewed regularly. Intervention group impact is monitored and reviewed at the pupil progress meetings mentioned above.</p>
Strategies/support to develop independent learning.	<p>We encourage our pupils to become independent learners from an early age, beginning by setting small manageable tasks set for the individual with achievable targets. Resources used are appropriate and efforts rewarded in weekly achievement assemblies. The school runs a 5 R's programme across all the key stages where pupils are taught the skills needed to become independent, resourceful and resilient learners.</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>We have a healthy staff to pupil supervision ratio during the non-teaching times of the school day and trained first-aiders are always included. The needs</p>

	of individual pupils requiring personal care are outlined in risk assessments and named members of staff are in place. Structured lunchtimes are in place for children requiring support in developing self-regulation and forming good friendships.
Extended school provision available; before and after school, holidays etc.	We have an after school care provider operating from our premises both before and after school which has been rated 'Outstanding' by OFSTED (2019.) Pupils are assessed on entry and needs discussed with parents before care can begin.
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?	All pupils are included in all aspects of school life, including outdoor activities, including school trips. Where pupils present themselves with an additional need, they may be supported by a familiar TA and all staff are first aid trained and trained in the management of asthma and common allergies. Visits off site have high staff to pupil ratios and pupils are identified in the robust risk assessments prepared before a visit takes place. Where necessary, pupils may have 1:1 support. Each visit and pupil is risk assessed.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Where pupils may find themselves struggling with anxiety, we have a nurture group specifically designed to build confidence and communication within social situations. Quiet areas are designated for individual pupils to use when needed and in class routines reflect provision for their needs. Hale has a strong Christian ethos with an emphasis on friendship and caring. A 'Buddy System' runs from Rec through to Year 6 and pupils use the 'Buddy Bus Stop' on the school playground. Regular 'Anti-Bullying' sessions are held within the school year as is 'Compliments Day' and 'Friendship Flowers' are shared each week in assembly. Issues arising are dealt with swiftly and more concerning incidents recorded.
What strategies can be put in place to support behaviour management?	Here at Hale CEVC Primary School, we have a whole school behaviour management policy that is utilised and understood by all parties involved. Our 'Happy/Sad' tick chart forms the basis of behaviour rewards and sanctions. In addition to this, pupils may have their own individual short term plan to support their behaviour choices. These plans may feature as part of their PSP and are shared with parents and carers. Recommendations from outside agencies are included in the plans where appropriate.
How we support pupils in their transition into our school and when they leave us <i>and</i>	Pre School to Early Years <ul style="list-style-type: none"> • Liaison with preschool settings through

<p><i>in preparing for adulthood.</i></p>	<p>telephone conversations and visits if required</p> <ul style="list-style-type: none"> • Sharing of documentation – Profiles, support plans etc. <p>Transition to Secondary School</p> <ul style="list-style-type: none"> • Discussion with person responsible for co-ordinating transition to the secondary school • Discussions with SENCO are of secondary school. • Visits to secondary school <p>Children moving to another school</p> <ul style="list-style-type: none"> • Records transferred <p>Discussions with appropriate member/s of staff at new school.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<p>We utilise the OT/PT services available to the school through Woodview and ensure resources and recommendations made are followed up in sessions within school.</p> <p>We assess individual children’s requirements as they arise and aim to meet their needs using:</p> <ul style="list-style-type: none"> • Door widths to accommodate wheelchairs • Use of posture packs • Use of pencil grips as advised by OT’s • Increased use of ICT equipment • Visual impairment aids around the whole school environment.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.</p>	<p>Parents are supported through:</p> <ul style="list-style-type: none"> • Parent’s evenings • Meetings to discuss, produce and review support plans • Written report in the Summer term • Pupil’s voice during PSP generation <p>Parental discussion with outside agencies e.g. Educational Psychologist or with member of staff following assessments.</p>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>We don’t receive any additional funding for individual pupils but notional SEND funding for all pupils is used to support the deployment of staff to work with pupils in the following ways – precision teaching, support in class, small group interventions, pre-teaching, reading recovery, and social interaction groups. Resources are also acquired with notional SEND funding such as special grip pencils, wedges, additional reading, writing, maths resources, and resources for VI.</p>
<p>Arrangements for supporting pupils who are</p>	<p>Children who are looked after by the local authority</p>

<p>looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>have a PEP. Currently none of the PEP children are on the SEND register.</p>
<p>SENCO name/contact: Mrs Yvonne Buckley 0151 425 3023</p>	
<p>Headteacher name/contact: Mrs Marianne Mowatt 0151 425 3023</p>	
<p>ANNUAL REVIEW 2019-2020</p>	
<p>Completed by: Mrs Yvonne Buckley Date: _____ 2019</p>	

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.

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.