

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:

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| 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:	Halebank C of E Primary School
School website address:	https://www.halebank.halton.sch.uk/
Type of school:	Primary
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 If Yes please provide a brief description.	No
Number on roll:	101
% of children at the school with SEND:	30%
Date of last Ofsted:	October 2023
Awards that the school holds:	Sports Mark Bronze
Accessibility information about the school:	<ul style="list-style-type: none"> • The building is accessible as it is single level 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	https://www.halebank.halton.sch.uk/page/special-educational-needs-and-disabilities/58796
Expertise and training of school based staff about SEND. (CPD details)	<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.

Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> 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. TA has completed Elklan speech and language training (5-11yrs) SENDCO completed Elklan speech and language training (5-11yrs) TA has completed Elklan speech and language for ASC TA completed Lego Express Therapy, Toe by Toe and bereavement counselling. <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 (pending November 2023) Asthma and Allergy training 		
Documentation available:	Are the following documents available on the schools website?	SEND Policy	https://www.halebank.halton.sch.uk/page/special-educational-needs-and-disabilities/58796
		Safeguarding Policy	https://www.halebank.halton.sch.uk/page/safeguarding/58767
		Behaviour Policy	https://www.halebank.halton.sch.uk/page/policies/58797
	If yes please insert the link to the documents page.	Equality and Diversity	https://www.halebank.halton.sch.uk/page/special-educational-needs-and-disabilities/58796
		Pupil Premium Information	https://www.halebank.halton.sch.uk/page/pupil-premium/58793
		Complaints procedure	https://www.halebank.halton.sch.uk/page/policies/58797

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>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. 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

	<ul style="list-style-type: none"> 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 1 page person profile is also prepared for the pupil which is shared with all staff members working with them.</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>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school.</p> <p>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
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Writing slopes • Stabilo ergonomic handwriting pens • Variety of ICT equipment – laptops, iPads, notepads • Disabled toilet and shower, including hoist • Fully accessible building for wheelchair users • Individual workstations/safe spaces can be provided when required. • Visual prompts and reminder cards for organisation (visual timetables, now/next cards) • Fidget Toys • 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

	<p>communication difficulties around a variety of social situations in school/home</p> <ul style="list-style-type: none"> • Social story games • Access to quiet/safe areas (in the classroom and around the school) when needed • 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 EYFS/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 resource
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 intervention • Writing interventions • Rapid phonics reading scheme • Y6 booster sessions to prepare for SATs • Identified target readers heard daily
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 • Whole school subscription to Numbots (KS1), TTRockstars (KS2) • Y6 booster sessions to prepare for SATs • STAR maths assessment • Freckle by Renaissance
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 • Specialist equipment • 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

	<ul style="list-style-type: none"> • Additional adult support
<p>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).</p> <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<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 • 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 • Collaborative pupil progress meetings with Head teacher, staff and SENDCo • We use our school tracker on INSIGHT to monitor progress
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Visual timetables • Visual prompts, including behaviour reminders, now and next cards, phonic mats and common exception word mats • Success criteria • Chunking/breaking down of activities • 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"> • Support Plans specify break and lunchtime provision • MDA have received training from Behaviour Support Team - September 2019 • Playtime/dinner trolley of equipment • Extra members of staff outside to offer support to those children identified
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • Breakfast club 7:40-8:40am • After school clubs 3 times a week • 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
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
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 • Now/next cards • 1:1 behaviour support if needed • Analysis of Boxall profile • PIP and RIP (Praise in public, reprimand in private) • All staff follow the school behaviour script • CARE (Children at Risk of Exclusion schedule) • Positive Handling Plan • Distraction techniques • 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 • 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

	<ul style="list-style-type: none"> • 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. • Y6 children to visit the Secondary School in the summer term
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 • Specialist workers from Brookfield Outreach Service for mobility needs • 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 • 5 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 are always asked for their opinions and suggestions for improved provision • 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 • SEND Coffee Mornings
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

<p>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.</p>	<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
<p>SENCO name/contact: Mrs Lorna Draper 0151 425 5798</p>	
<p>Headteacher name/contact: Mrs Claire Warner 0151 425 5798</p>	
<p>ANNUAL REVIEW 2023-2024</p> <p>Completed by: Mrs Lorna Draper Date: October 2023</p>	