



Halewood C of E Primary School

SEND Information Report

Date of report: October 2024
 SENDCo: Mrs S. Catt
 SEND Governor: C. Welsby
 Contact: 0151 487 5673 halewood@ldst.org.uk
 The local offer can be found on the schools website www.halewoodcofe.co.uk or
 alternatively found on the Knowsley Family Information Service website
<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

There are many abbreviations that may be used throughout the report. Here is a glossary for most of the terms used.

<u>Abbreviation</u>	<u>Meaning</u>
Targeted Support	Children who are receiving intervention to support their learning
SEN Support	Children who have identified learning needs. These children are often known to external agencies for support and assessments.
EHCP	An Education Health Care Plan is a legal document that may be applied for to the Local Authority if a child has a specific learning need which needs to be written into a plan.
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan. Each child on SEN Support has a personal provision plan to help them achieve specific targets and make good progress in school.
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
VI	Visually Impaired
SIS	Sensory Impaired Service
SENDCo	Special Educational Needs and Disabilities Co-ordinator
TA	Teaching Assistant
Neurodevelopmental Pathway	A referral system that will assess a child for ASC or ADHD.

What are special educational needs (SEND) or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**
- Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School Approach

Halewood C of E Primary School creates a positive SEND culture where all staff have a responsibility for each child with SEND and work together in the best interests of the child. High quality teaching is evident throughout the whole school (both in our classrooms and during intervention sessions) as teaching and learning is personalised to ensure all children make progress. This report will demonstrate the approach to SEND that we as a whole school have adopted in our everyday practice. Our school SEND approach benefits all children within our school and is applicable to all pupils including those looked after by the local authority.

Our school adopts the graduated approach cycle:

Assess – Information of a child is gathered from a range of sources (observations, termly assessments, school tracking of progress and discussions with parents).

Plan – The information gathered is used to agree the primary need for a child and appropriate support put in place. Some adjustments might include: changes to the classroom environment, differentiation and interventions.

Do – All of the additional support and interventions must be carried out consistently over a number of weeks. It is essential that links are made between the learning in class and interventions. During this time, there is on-going communication between class teachers, class TAs and the school SENDCo. Named interventions will be given to parents along with the name of the member of staff who will be responsible for the intervention.

Review – The impact of the support is reviewed. Discussions with parents and the child help to inform the next steps. Next steps may be further adjustments to be made, interventions continue with a different focus, or referrals to external agencies for further support.



This approach ensures we can have early identification of SEND, assess a child's needs effectively, plan how we can best meet their needs and most importantly review the impact we are having on a child and their progress and plan for further reasonable adjustments necessary in order to help the child.

1. The kinds of special education al needs for which provision is made at the school.



The SEND Code of Practice 2014 lays out four main areas of SEND. Children with SEND needs will generally fit into one or more of these areas. Below are the four areas and the provision in place at our school:

1. Communication and Interaction

Provision for this area includes *talk time* intervention sessions. We have many *speech and language* interventions across both key stages in school. Our staff model good language, communication and interaction skills to our children. As soon as staff identify a speech and language need that is not improving, children are placed into an intervention with clear targets to this specific area of need. Speech and language checklists are completed regularly to also help monitor progress more closely and they will help to create the child's targets. Each plan lasts for around 6 weeks and then is reviewed. Once this cycle has been completed 3 times and there is limited progress a referral to speech and language will be made. If advice is given from speech and language therapists we will follow up on their advice and allocate time for these children to work on their given targets. At times children may have communication and interaction difficulties if they are on the ASC spectrum. If school feel this is the case a child will have a 'Pupil Passport' which outlines the detail of the support and adjustments that are required for the child. After closely monitoring the child and on-going communication with parents, a possible referral will be made to the neurodevelopmental pathway.

Staff have completed training on *Elklan*, *BLAST*, *Hear My Voice*, *Talking Tins* and *Makaton* to help us meet the needs of those children with communication difficulties. Staff use a range of strategies to help children including: now and next boards, pictures and symbols, PECS and dual-coded visual timetables.

2. Cognition and Learning

A huge variety of intervention programmes are used to support children in the development of phonics, reading, writing and maths. Some interventions follow set programmes bought into school and others focus on targets set by class teachers that are similar to the learning in class. A lot of training is given to our staff who lead interventions to ensure that they have a bank of ideas and outstanding subject knowledge in order to deliver high quality intervention sessions. We have daily morning learning clubs, where children come to school at 8:20am and have a twenty-minute intervention before the school day starts. These sessions can also be used as a pre-teaching session so that the children feel more confident and are able to access the lesson. As a school we have created our own 'teaching toolkit' which underpins the pedagogy of our teaching in both

the core and non-core subjects. This also creates a consistent teaching approach across the curriculum which supports SEND children's learning and retention. Our non-core 'Opening Worlds' curriculum captivates the children and encourages them to want to learn. The lessons are chunked with some reading of high-quality texts and independent activities. Every lesson follows the same structure and is heavily focussed on vocabulary and retention of key language and facts. It is a repetitive curriculum which helps children with a cognition and learning barrier to thrive. Our whole school teaching and learning focuses on retention over a long period of time and a lot of revisiting and over-learning teaching styles are used which help those children with cognition and learning difficulties. We have undertaken the MITA (Maximising Impact of Teaching Assistant) training course as a whole school which has ensured that teaching assistants are deployed effectively within lessons to support children and their learning as well as giving the best strategies to support our children alongside developing independent learners.

3. Social, Emotional and Mental Health Difficulties

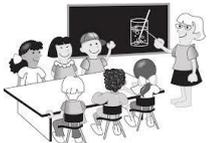
The school has a learning mentor who works alongside children who have social, emotional and mental health difficulties. The learning mentor has had training from a CAMHS worker and uses a variety of resources and games to help our children talk about their feelings and wishes. They learn strategies to help them to become more resilient and resourceful when an issue does arise. Social stories are used with many of our children who have social difficulties. Children are referred to our learning mentor by a class teacher as and when an issue arises. When required we will make referrals to the relevant agencies to draw upon their knowledge and expertise.

4. Sensory and/or Physical Needs

There are many interventions that take place to help our children with sensory needs. Some children have a personalised timetable, which ensures they are given the mini breaks when required. If school need to identify what sensory needs a child has the 'Seedling Programme' will be followed and then a referral to occupational therapy will be completed. Occupational Therapy will offer advice and provide a sensory diet that school can follow. Children with sensory needs are given the opportunity throughout the day to have these needs met. Sensory activities will vary from child to child and can include: weighted backpack, rope activities, balancing activities, climbing wall, bubble blowing, crawling, jumping, peanut ball bouncing and stretching exercises. Reasonable adjustments are made to help our children with physical, visual and hearing

	<p>impairments around the school. The school currently has close links with the impairment service.</p> <p>As of September 2024, we have 17 children on targeted support, 23 children on SEND Support, 6 children with an Education Health Care Plan.</p>
<p>2. Information, in relation to the school's policies for the identification and assessment of pupils with SEND.</p>	<p>Our school strives to identify children with special educational needs as early as possible. The earlier their needs are met, barriers to learning can be broken down and progress can be made.</p> <p>Ways in which we identify SEND:</p> <ul style="list-style-type: none"> • Information passed on from nursery during transition to our school. • Termly formative assessments. • On-going summative assessments by the class teacher. • Observations by the class teacher and SENDCo. • Interventions having limited impact on a child's progress. • Information gathered from parents. • Referrals to external agencies when required and their specialist assessments. <p>All pupils are rigorously tracked in order to inform our planning and teaching. If there are any concerns regarding progress or if any child requires extra support, then this is identified by staff at the earliest opportunity and swiftly acted upon. Teachers will complete a 'Cause for Concern' form and then a meeting with the class teacher, SENDCo and parents will be arranged to discuss the concerns and next steps.</p> <p>If you are concerned about any area of your child's development, please speak to your child's class teacher in the first instance. They may be able to provide you with further information about what the school can provide.</p>
<p>3. (a) how the school evaluates the effectiveness of its provision for pupils of SEND;</p> 	<p>Termly assessments are carried out and each class teacher analyses their data. A termly pupil progress meeting is held for each class. This is an opportunity for the class teacher, teaching assistant, SENDCo and Head teacher to discuss every child in detail and the progress they have made. Any children who have made limited progress interventions and next steps will be agreed for the following term.</p> <p>We have internal processes for monitoring quality of provision. These include: learning walks, lesson observations, intervention observations, pupil interviews, book looks, pupil progress meetings and data analysis.</p>
<p>(b) the school's arrangements for assessing and reviewing the progress of</p>	<p>As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of children. More specifically this means: planning which involves discussing in-depth the nature of the problem that your child may be experiencing and what specific support can be put in place. The doing aspect involves the school and any other agency (if required) carrying out</p>

<p>pupils with SEND;</p> 	<p>an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.</p> <p>Some examples of the assessing and reviewing process include:</p> <ul style="list-style-type: none"> ❖ Termly data tracking to ensure pupil progress. ❖ Observations of children. ❖ Regular discussions between class teacher and SENDCo. ❖ Two Parents Evening meetings a year and an end of year written report. Additional meetings planned for children with EHCP's ❖ Parents able to ring and book an appointment to discuss any concerns. ❖ Reviews of children's 'Pupil Passports' takes place annually ❖ Annual ECHP reviews. ❖ Play Plans are reviewed every six weeks through discussions with parents. ❖ Teachers will arrange meetings with parents as and when they need to feedback from intervention programmes. ❖ Assessment toolkit tracker to identify the small gaps for SEND pupils that need closing. ❖ Monthly inclusion meetings. <p>The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern, their class teacher and/or the SENDCo will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss the pathways to more specialist support/provision.</p>
<p>(c)the school's approach to teaching pupils with SEND;</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • High quality teaching; • GTA deployed effectively during lessons; • Personalised provision through time limited programmes; • Personalised provision through adapted resources and interventions (1-1 or small group work) • Multi-Sensory teaching methods used to engage and support with memory; • Interventions carried out by TA and class teachers; • Personalised timetable and/or curriculum where required and agreed with parents; • Peer support and opportunities for networking where appropriate; • Specialist equipment/resources and reasonable adjustments made to suit the child's needs; • Class teachers supporting these children within the classroom setting; • Lessons have a focus on over-learning to support with retention;

	<ul style="list-style-type: none"> • Teachers and teaching assistants have weekly planning sessions to go through strategies to support our children; • Support from external services such as Educational Psychologist, Speech and Language Therapist, behaviour specialists and Occupational Therapist; • Weekly CPD sessions for all staff focussing on pedagogy that will support SEND children and all children in the classroom; • Sensory breaks are given when required for a child.
<p>(d)how the school adapts the curriculum and learning environment for pupils with SEND;</p> 	<p>The curriculum /learning environment may be adapted by:</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; ❖ all powerpoints have a soft colour background to support children with dyslexia; ❖ fun and engaging lessons are planned; ❖ engaging text books in non-core to support children learn key facts for the curriculum; ❖ Ipads are used to support learning; ❖ Seating positions for children with SEND are carefully planned; ❖ additional adult support; ❖ Wall displays are carefully planned and classroom is not over stimulating for learners; ❖ Quiet spaces around school for children to work and concentrate. ❖ Collective worship is done in a small group in our worship area for those who find the school hall overwhelming.
<p>(e)additional support for learning that is available to pupils with SEND;</p>	
<p>(f)how the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;</p>	<p>School will always plan ahead for main events that involve physical activities and ensure that all children can be included. Sports days and school residential trips are carefully planned to make sure all of our SEND children can attend and achieve. When required risk assessments are put into place and procedures are discussed with parents and carried out.</p> <p>Our school Christian Values also ensure that all children are included and feel part of physical activities. All of our children are encouraged to be good citizens who are encouraging, forgiving and develop positive friendships. By instilling these values into our children, it ensures that all feel supported and encouraged to try activities and all feel a sense of achievement afterwards.</p>
<p>(g)support that is available for improving the</p>	<p>Pupils are well supported by:</p>

emotional, mental and social development of pupils with SEND.



- A clear policy regarding behaviour and expectations that all children adhere to with reasonable adjustments made for children with SEND
- An anti-bullying policy that is supported by all staff
- Highly experienced Learning Mentor who supports children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.
- Targeted support for individual pupils
- Check in system for some children with the learning mentor
- Year 6 children have a member of staff as their mentor to talk to throughout the year
- Reception children have a Year 6 buddy to help them with their first year in school.
- PSHE lessons
- Junior Leadership Team
- Pupil Voice questionnaires
- Staff awareness and training of ACES
- Social Stories
- Emotion fans/ cards
- 5 point scale to support children self regulate their own emotions
- ROAR resources
- Training received for the DESTY programme
- 'No outsiders' programme
- ELSA training for the school learning mentor

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Whole School SENDCo
 Sarah Catt
 0151 487 5673

SEND Governor
 C. Welsby

5. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist

<u>Staff Members</u>	<u>Qualification/Programme Trained</u>
Mrs Catt	National SENDCo Award
Mrs Dukalska	DESTY Programme ELSA Training Fischer Family Trust
Mrs Morris	Elklan- speech and language support Makaton trained
Mrs Hegarty, Mrs Quirk, Miss Taylor	Project X

expertise will be secured.	Mrs Hegarty, Miss Taylor	Power of 2
	Mrs Hegarty, Miss Taylor, Mrs Dukalska	Power Plus 1
	Miss Dowling, Mrs Dukalska, Mrs Hegarty	First Class @ Number 1
	Mrs Dukalska, Miss Jennings	First Class @ Number 2
	Mrs Hegarty, Mrs Weadock, Miss Taylor, Miss Dowling, Mrs Dukalska	Success @ Arithmetic: Number Sense
	KH, SW, ST, KD, KD	Success @ Arithmetic: Calculation
	Mrs Weadock	Reading Stars
	Mrs Monaghan	Seedlings
	Mrs Monaghan	Lego Therapy
	Mrs Catt and Mr Catt	Trauma Training Course
	Mrs Catt	Attachment Training Course
	Mrs Catt	Dyslexia Training course
	All staff	MITA (Maximising Impact of Teaching Assistant) Training
	All Staff	Rosenshine's Principles of Instruction
	Mrs Monaghan Miss Sherlock	Sensory Circuits
	Mrs Hegarty, Mrs Dukalska and Mrs Monaghan	Lego Therapy
	Mrs McBride	Forest Schools
	<p>All staff in the school receive on-going training to meet the needs of all the children attending the school. Time is given through staff meetings and twilights for training to be shared to the rest of the team. This may include Speech and Language, Dyslexia Training, ASC awareness training, the ROAR response to mental health and ACES (Adverse Childhood Experiences). Training provided responds to the needs of the children and staff at any given time.</p>	
6. Information about how equipment and facilities to support children and young people with	<p>The school's SEND budget is allocated to meet the needs of the children on the SEND Register. The progress and attainment of all children is tracked and resources are allocated according to need.</p> <p>Our national SEND Budget this year was spent towards the following:</p> <ul style="list-style-type: none"> Teaching Assistants 	

SEND will be secured.



- Fidget toys
- Pencil grips
- Wobble cushions
- Dyslexia overlays
- Peanut ball

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.

<u>Action/Event</u>	<u>Who's involved</u>	<u>Frequency</u>
Morning meet and greet	Headteacher	Daily
Home/School Communication Books	Class Teacher and Parents	Daily
Pupil Passports	Children voice their views on how they learn best.	Annually
Parent Pupil Review Day	This is our parents evening. Class teacher, Child and Parents	Autumn and Spring Term
Pupil Interviews	Pupils and SENDCO	Once a term
Subject Leader Impact Time	Each week a subject leader will have a session to monitor their subject. This will occasionally involve interviewing and observing SEND children in that subject area.	Weekly booked in for a different subject. Each subject leader has 3 impact sessions a year. More sessions are booked in for core subjects.
Individual Target Plan/ play plan	Child, Class teacher and Parents	Once a term or as targets need adapting
TAFs/ Early Help Assessments	Head Teacher, Class teacher, Parents, Assistant Heads, SENDCo and relevant outside agencies	At various times throughout the year. Typically every 6-8 weeks for each family.
Meetings after assessments from external agencies	Class teacher and parents and relevant external agencies.	As and when required through the year.
Transition Meetings	Current class teacher, new class teacher and parents, For our Year 6 pupils staff from their new school also attend and any professionals involved with that child.	Annually in the summer term

	Annual Reviews	Class teacher, SENDCo, Parents, child, relevant support staff, relevant external agencies.	Annually
	Reading and Maths workshops	School, parents and children. An opportunity for parents and children to learn together and teaching strategies to be shared with parents.	Annually
	Stay and Play in foundation Stage	Parents and their young children.	Weekly
	Intervention Letters	Class teachers will send letters home to invite children in for morning learning clubs.	As when parents need updating.
	Inclusion Coffee Afternoon	An opportunity for parents to come into school and talk to the inclusion team about any of their worries and concerns.	Termly
	Headteacher Coffee morning	Headteacher and parents	Half Termly
8. The arrangements for consulting young people with SEND about, and involving them in, their education.	<ul style="list-style-type: none"> ▪ Sessions with the Learning Mentor ▪ Junior Leadership Team ▪ Annual Reviews ▪ Sharing and evaluating Individual Target Plans ▪ Pupil passports at the beginning of each academic year ▪ Curriculum subject pupil Interviews ▪ Annual pupil questionnaires ▪ If appropriate children can be involved in their annual review 		
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	<p>For further information or to discuss any concerns, please contact Mrs Catt Special Educational Needs Coordinator (SENDCo) in the first instance.</p> <p>We have an up-to-date complaints policy which is available on our school website.</p> <p>This year we have had no complaints regarding our SEND related practices and procedures.</p> <p>Our aim is to provide an open and welcoming environment where every child feels safe and happy, but should you have any cause for concern or complaint please inform us immediately so that we can address the problem as soon as possible.</p>		

<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 SEND and in supporting the families of such pupils</p>	<p>Our governing body regularly reviews our policies to ensure they are updated and that all children's needs in our school are met.</p> <p>All curriculum policies include a section on how the curriculum in that subject area is inclusive for all children. Subject leaders are familiar with the provision that is provided for our SEND children within their subject area.</p> <p>The SENDCo produces an regular reports to the governors to inform them on the priorities, changes, interventions and progress our SEND children have made.</p>
<p>11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>A fully comprehensive list of support services can be found on the Knowsley Council website http://www.knowsleyinfo.co.uk/</p>
<p>12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Our school works closely with the child, parents and other agencies and settings to ensure a smooth and successful transition for children. This includes transitions where: children enter the school; children between key stages in our school; children move to a new year group in our school and children leaving our school to enter a new provision or secondary school.</p> <p>Some arrangements in place to support transitions:</p> <ul style="list-style-type: none"> • On entry to Nursery, parents will be invited to look around the school and meet significant staff. Children will also be invited to a stay and play before they start. • Our Reception class teacher and teaching assistant carry out home visits to meet the children entering our school. • The SENDCo and reception class teacher will visit the child in their nursery setting if SEND has already been identified by the nursery.

	<ul style="list-style-type: none"> • Information is gathered from their nursery setting to ensure the correct provision can be planned for and put into place straight away. • Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting/ classroom. • Children will be part of a person-centred review where they can share with their new teachers how they like to be supported. This approach is for older children often moving to secondary school. • Where necessary we may develop a transition plan in partnership with parents, the child, the new setting and specialist staff supporting the child to ensure that they enjoy a smooth transition. • For children in Year 6, a SENDCo transition meeting takes place each summer term where information is passed to the receiving secondary school. • In house transition meetings are held in the summer term for information to be passed onto the new class teacher. A staff meeting session is given to this and then a meeting is also arranged with parents to discuss if required. • All CPOMs records are transferred to the child's secondary school upon leaving Halewood C of E. These records are discussed in detail at the SENDCo transition meeting. <p>In our school we recognise that transition planning can take place both before and after the transition. Therefore we plan a lot before the change, but we also consider planning transition afterwards. For example, children may be sent to their previous teacher with work they are proud of in order to keep that contact with that trusted adult.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p>The Knowsley Council SENDD local offer can be found on the Knowsley Council website https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send</p>