



Weston Primary School

Special Educational Needs Information Report

2023-2024

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/ or Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible.

This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. Broad Areas of SEND The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

1. Information about Weston's policies for identification and assessment and provision for pupils with SEND.

We recognise that some of our children have a wider range of needs than others and these can be summarised into or more of the following categories:

1. Cognition and Learning

2. Communication and Interaction

3. Social, Emotional and Mental Health Difficulties

4. Sensory and Physical Needs

All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND including: family, health professionals and social care teams. As a school, we actively sought advice from many outside bodies. These include, but are not limited to: Halton's educational psychologist team, school nursing service, family support workers, special educational needs advisory and assessment team and speech and language therapists. The advice we receive is then followed in order to support the provision of children with SEND.

Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is:

- * Noticeably different when compared to their peers who started from the same baseline
- * Significantly slower than their peers
- * Creating a gap between them and their peers
- * Requiring them to have additional support.

Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCO and specialist teachers/agencies.

All pupils' progress is monitored and tracked. This happens through the use of observations, formative and summative assessments, personalised support plans and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENDCO and then outside agencies. In exceptional cases, children may receive an individual Education, Health and Care Plan.

Interventions are implemented and reviewed by teaching staff (then passed onto the SENDCO) on a half-termly basis to ensure they are allowing SEND children to progress. Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have

	<p>progressed (and where they have not) is recorded. This informs whether extra support is required. As a school, we track children's progress from Reception to Year 6 using a range of formative and summative assessments including observations and NFER tests. Children who are not progressing with the rest of their cohort are identified. Teachers then discuss individual children with the SENDCO and next steps are put into place. This could include: A Personalised Support Plan, Intervention groups , Assessments from outside agencies, Consultation with the local authority's Educational Psychologist, Request for an Educational, Health and Care Plan.</p>
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2. The school's approach to teaching pupil's with SEND:

*How adaptations are made to the curriculum and the learning environment of pupils with SEND.

*Support that is available for improving the social, emotional and mental health of pupils with SEND.

English:

*Small group support in class through guided reading/ writing

*Individual reading to teaching assistant/ class teacher where necessary

*Scaffolds and writing prompts to support composition

*targeted intervention programmes aimed at developing reading/ writing skills

*Delivery of a planned SpLD programme by a skilled teaching assistant

*Read Write Inc 1:1 Tutoring provided by a familiar adult

*Booster classes for Year 6 children

Mathematics:

*Small group support in class through guided teaching

*targeted interventions to enable children to 'keep up' with their maths learning including pre-teaching knowledge where necessary

*Targeted individual support by class teacher or teaching assistant

*Targeted group intervention programmes aimed at developing numeracy skills

Foundation subjects:

Small group-work within class (through guided teaching)

*Specialist equipment and software

*Individual or small group support in lesson

Specialist teacher to deliver weekly PE afterschool clubs

*Accessibility via inclusive technology

Social, Emotional and Mental Health:

*Curriculum underpinned by nurture principles

*Nurture starts in the classroom

*Daily emotional check-in/out sessions

*Restorative work in all classes to establish self-management skills and social issues which arise at school

*Access to soft landing/soft exit for identified children with SEMH needs

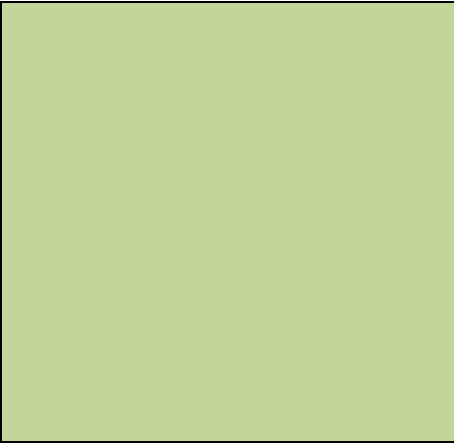
Use of Solutions Focused Strategies to support

*Boxall Profiling used where appropriate, to assess, plan and review the progress of children with significant SEMH needs

*Mental Health First Aiders have been trained to support those who need it

*ELSA support for identified 1:1 support

<p>3. The school's approach to teaching pupil's with SEND:</p> <ul style="list-style-type: none"> *Evaluating the effectiveness of the provision made for pupils with SEND. * Arrangements for assessing and reviewing pupils progress towards outcomes including opportunities available to work with parents and pupils as part of this assessment and review. 	<p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> *Embedding a nurturing classroom routed in positive relationships *Quality first teaching –to plan and deliver lessons that meet all needs in their class *Overseeing planning and working with each child with SEND in their class - ensuring that progress is being made *Regular conversations with colleagues including support staff *Assessing the effectiveness of interventions that are in place * Liaising with parents and carers about the provision of their child *Creating and following Personalised Support Plans – sharing these with parents and carers * Ensuring classroom staff members are aware of provisions in place and children's individual needs *Supporting the planning and delivery of interventions *Adults in their classroom are following the school's SEND policy
<p>4. Contact Information</p>	<p>Parents and pupils can refer to the class teacher or/and SENDCO (Mrs Laura Simpson) via the office, at any time in the school year. You can also email him via the school at sec@weston.halton.sch.uk</p> <p>SENDCO-Mrs Laura Simpson SEND Governor-Mrs Lisa Parkes 01928 574544</p>
<p>5. Information about the expertise and training of staff in relation to children with SEND.</p>	<p>Mrs Laura Simpson has the achieved the post-graduate certificate for Special Educational Needs.</p> <p>All class teachers at Weston Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications. Teachers and teaching assistants receive regular training. Recent training for staff has included:</p> <ul style="list-style-type: none"> *Safeguarding children *One Page Profiles (looked after children) *Young Carers Awareness *Speech and Language *Good Practice Guide for EYFS *Working Memory *Mindfulness *Mental Health *SIMs for SEN *SENDCO workshops *Educational Psychologist Consultations *Managing Behaviour *GLD Meetings

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| | <ul style="list-style-type: none">*Team Teach*Nurture Group Network Training*Nurture cluster meetings*One on One Peer abuse*ELSA |
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	<p>Specialist expertise for children requiring additional SEND support is secured through the SENDCO who uses local authority recognised agencies. The amount of input from these agencies can differ through the year depending on the needs of pupils.</p>
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<p>6. Information about how equipment and facilities support children with SEND.</p>	<p>When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to access the curriculum more easily.</p> <p>Teaching assistants may be allocated to work with a pupil on a 1:1 basis or with a small group. Children will be given a Personalised Support Plan with SMART targets. Personalised Support Plans are written by a child's class teacher in great detail relating to the child's background, their needs, current attainment levels and SMART targets. Some Personalised Support Plans will be supported by the SENDCO and may include relevant information from outside agencies. These are used to inform the planning and delivery of whole class and small group lessons (including interventions).</p> <p>Each child's Personalised Support Plan will be reviewed termly, and new SMART targets will be set. This will be monitored by class teachers and SENDCO and will be shared with parents/carers.</p> <p>For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with SENDCO and parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings.</p> <p>If a child's needs go beyond the school's expertise, advice will be sought from Halton. This may include additional funding or an Educational, Health and Care Plan (EHCP). If a pupil obtains additional funding, they will continue to be educated at Weston Primary School. If an EHCP is given, Halton would look at their facilities within the borough and decide on the most appropriate school to support the child.</p> <p>Contact details of regularly used external agencies: Chatterbug – 01928 511075 Woodview – 0151 495 5400 Educational Psychologist – 0151 511 8736 Should you require any other agencies, please contact the Halton SEN Team – 0303 333 3400.</p>
<p>7. The arrangements for consulting parents of children</p>	<p>As a school, when restrictions allow, we aim to offer regular opportunities for parents to come into school. These include:</p>

with SEND and involving such parents in the education of their child.	<ul style="list-style-type: none"> *Charity events *Termly Parents' Evenings *SEND Carers Forum Coffee Mornings *Stay and Play sessions (EYFS) <p>The school will signpost appropriate groups and organisations that are relevant. Weston Primary School works closely with Halton iCART and the family support team. We will support families through formal and informal processes (CAF/CIN meetings.) Our Nurture room can be made available for meetings.</p>
8. The arrangements for consulting children with SEND and involving them in their education.	Pupils with SEND are prompted to comment on their 'Pupil Passport', advise teaching staff on how best to support them and discuss their opinions of different interventions. All children are listened to and staff endeavour to respond to their needs. Where appropriate, pupils will be invited into meetings to contribute to discussions about their progress and attainment.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Should you need to make a complaint about your child's provision, contact the SENDCO via the school office. If the complaint is about the SENDCO, you can contact the Head Teacher or governing body. 01928-574544 sec@weston.halton.sch.uk
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 supporting the families of such pupils.	The relevant referrals are made through SENDCO or family support worker. We work closely with other agencies to ensure support is robust.
11. The contact details of support services for the parents of pupils with SEND, including those made in accordance with section 32.	https://www.sendirect.org.uk/providers/information-adviceand-support-services-network/my-services/halton-sendpartnership/

<p>12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education.</p>	<p>New Starters: supporting pupils with SEND in a transfer between phases of education. Before children start in Reception, the class teacher sets up meetings with previous settings to discuss the needs of individual pupils. In addition to this, the class teacher may also arrange for a meeting at the child's house with parents/carers. If a child is entering the school with complex needs, relevant training and risk assessments will be carried out.</p> <p>Transitioning Through Key Stages: At Weston Primary School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCO may be present for the meeting.</p> <p>Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education. For some pupils enhanced transition processes will be carefully planned to support them. Our SENDCO may make transition visits to ease a change of setting if required to support the pupil's needs, mental health and wellbeing.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p>http://localoffer.haltonchildrenstrust.co.uk/</p>