ANNUAL REVIEW

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:
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:	Hallwood Park Primary School and Nursery
School website address:	https://www.hallwoodpark.co.uk/
Type of school:	Maintained
Description of school:	Primary School and Nursery
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	79 (73 in Reception to Year 6; 6 part time Nursery)
% of children at the school with SEND:	21.51%
Date of last Ofsted:	3/11/2022
Awards that the school holds:	N/A
Accessibility information about the school:	There is disabled access to all areas of school (including classrooms) except the stage area, which has steps. There is disabled access to all entrances, the pond area and the garden area. We also have a disabled lavatory.
Please provide a web link to your	https://www.hallwoodpark.co.uk/serve_file/7147335

school's Accessibility Strategy			
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	SENDCo holds the NASENCo Award. Staff training 2021-2022 • ASD Awareness training (all teaching staff) October 2022 • Attachment training • Elklan 3-5 Communication Level 3 (March 2023) • Early Years Autism Training October 2023 • Literacy support training – June 2022 • Team Teach October 2023 • Sendco attends SEND network meetings termly. • Understanding Autism.		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes currently under review but will be available on: https://www.hallwoodpark.co.uk/page/send/125372
		Safeguarding Policy	https://www.hallwoodpark.co.uk/page/safeguarding/125376
		Behaviour Policy	https://www.hallwoodpark.co.uk/page/policies/125369
		Equality and Diversity	https://www.hallwoodpark.co.uk/page/policies/125369
		Pupil Premium Information	https://www.hallwoodpark.co.uk/page/pupil-premium/125371
		Complaints procedure	https://www.hallwoodpark.co.uk/page/policies/125369

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.	• When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting. • If you tell us you think your child has SEN, we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. If your child does not appear to be making the same level of progress as other children of their age, we will undertake assessment in school and by using other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. We are child and family-centred so you will be involved in all decision making about your child's support.

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.	• We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate learning difficulties. • We get support from local authority services and local special schools who provide outreach. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; they advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place: what will be put into place in school to make teaching and learning more effective; agree targets for pupils achievement; agree how we will work together and what we will each do; agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Specialist equipment to support the curriculum as necessary and specified by SEN Services • Individual work spaces • Access to ICT resources such as IPad, IPod, Mac PC, laptop, visualiser, cameras and mini recorders. • Use of Clicker and IDL, Numbots and Phonics play subscriptions to support online learning. • Prompt and reminder cards for organisation. Symbols and visual prompts.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• Intervention from speech and language therapist. • Support from teaching assistant within class • Support from teacher/ TA for small group or individual teaching of social skills. • Social stories • Visual prompts/ task planners and timetables. • One page profiles. • Sensory time/ brain breaks • Ear defenders • Use of colourful semantics • Range of language resources and programme materials • Free breakfast club helps to develop social skills with peers. • Play leaders for targeted pupils/reading buddies. Nurture provision for targeted pupils.

What strategies/programmes/resources are available to speech and language difficulties?	• Intervention from Speech and Language therapist. • Delivery of personal speech and language programme. • Support from classroom assistant within class • Support from teacher/ TA for small group or individual. • Range of language resources and programme materials • Visual prompts • Visual timetables • Use of recording devices of ipad.
Strategies to support the development of literacy (reading /writing).	• Small group support in class for guided reading / writing • Precision Teaching and SNIP Literacy programme intervention to support children with spelling difficulties. • Individual daily reading with trained teaching assistant. • Structured phonics teaching programme across Reception and KS1 (Essential Letters and Sounds). • Reading schemes for 'struggling' readers. • IDL literacy intervention programme. • Word Wasp programmes. • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills. Family Literacy Programmes to help parents support their children.
Strategies to support the development of numeracy.	• Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes such as Numicon, 5 Minute Box maths, early maths intervention activities. • Withdrawal by teaching assistant for 1:1 support when needed. • Use of specialist maths resources online for reinforcement 'My maths'. • Family Numeracy to help parents support their children. • Numbots app- to help develop knowledge and number concepts and improve recall of number bonds and mental arithmetic. • Planning with Number blocks in Reception to engage and reinforce number concepts. • Times Tables Rock stars for key stage two classes, with weekly challenges. • Precision Teaching on number facts and tables facts.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Depending on level of need, a differentiated or personalised curriculum. • Small group support in class from teaching assistant or teacher. • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources

	- Specialist equipment as necessary, or as specified by SEN Services. - Monitoring that intervention works alongside the pupils' access to Quality First Teaching, e.g. year 6 SEN children have more in-class support than withdrawn intervention. - Support Plans (educational, behaviour, pastoral) - Provision maps - Strategies put into place as recommended by professionals / specialist services / outreach. Nurture Group provision for targeted pupils which supports pupils' Social, Emotional and Mental Health.
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.	- Observation/ Monitoring Behaviour. - Target setting, - SEN Support Plan targets (regularly reviewed) - MAP targets. - External professionals, particularly Speech and Language undertaking assessment. - Boxall profile used to track cognitive development and behavioural traits. - Monitoring and pupil progress meeting. - Intervention can be continued, modified or discontinued based on the need of the individual. We continue to seek high quality and proven interventions that will enable our pupils to make accelerated progress. If a child is not making progress the intervention is discontinued. - Provision of standardised assessments from Year 1 to Year 6 in maths and reading, to help monitor the small steps and accelerated progress of pupils as a result of interventions or support in class. Intervention when successful can be extended, but this can be flexible to the individual needs of the pupil or group of pupils.
Strategies/support to develop independent learning.	- Use of visual timetables. 'Chunking' of activities - Individual Task Planner - Visual prompts. 'PSHCE' / personal development targets. - Mini recorders to aid writing/recall of tasks. - Use of scribes- to aid flow and prevent stagnation. - Use of overlays and coloured paper, exercise books. - Use of Immersive reader tool (Microsoft) to support individual pupils with learning difficulties. - Targeted positive praise Peer support/ talking partners
Support /supervision at unstructured times of the day including personal care arrangements.	- Named midday supervisor at lunchtimes. - Lunchtime play provision available and targeted pupils supported by buddies or Adults.
Extended school provision available; before and after school, holidays etc.	- We offer a free breakfast club every morning to all pupils from Reception upwards. - We have links with Beechwood Link Club, who pick up children and transfer them to their after-school provision.

	• We offer a wide range of after school clubs until 4pm. We offer specialist teacher clubs (Sports). • We also have links with the local community and offer foodbanks.
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?	• SEND pupils are included in activities outside the classroom. Prior to trips, staff meet/discuss with parents any specific needs. Individual risk assessments are completed for vulnerable pupils so that their specific needs, enjoyment and engagement during outside activities/trips is not affected by their SEN needs.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Provision which includes: • We have a school based Mental Health Support Team practitioner in school. The practitioner is a trainee with CAMHS and completes work based on a referral basis with parents and pupils. • Play leaders, Sports Ambassador role models, support, Overnight Residential trips for Years 4, 5 and 6. • School linked Educational Psychologist for advice and support. • TA support in all classes offer emotional support as an identified person to talk to. • Sports specialist teachers raise self esteem. • Specific intervention for targeted children. • Reward charts, positive praise and circle time are part of our nurturing ethos. • One teacher has completed Nurture Group Training (NGN). • Nurture Group Provision and catch up groups for children who have accessed nurture provision. Links with Nurture Group network consultants and attend regular Nurture Network meetings.
What strategies can be put in place to support behaviour management?	• Following the school's Behaviour Policy • Social skills / behaviour group using social skills programme • Positive behaviour record and incentives. • Weekly "Privilege Time" for all pupils to reward positive behaviour. • Close links with parents/carers • Opportunities for calm time. • Circle time • Support and intervention from outreach behaviour specialist. • Recognising that all behaviour is communication and addressing the root of the behaviour, by using pupil and parent voice. • Nurturing support • Strategies in place for unstructured times of the day e.g. alternative location for break time. Key worker(s) identified.
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Regular meetings with parents • Additional transition arrangements for children who may need it.

	• Close links with High School SENDCO and SEND staff. • Work with SEND Parent Partnership to support parents and pupils. • Offering Halton Independent Travel Training (ITT) for SEN pupils. • Work through PSHCE on managing and preparing for change Programme of visits to High Schools.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Following recommended programmes from Physiotherapy / Occupational therapy team. • Individual Medical Plans in place for children with medical needs. • Staff are aware of all children with medical needs in their class. • A medical plan for children with specific condition that may constitute immediate medical action are displayed in prominent places that staff can access, but hidden from general pupil access. • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required. • Staff training for managing particular medical needs • Links with School Nurse and Continence Team to support children in school. • Most staff are First Aid trained. Some staff have external training in Asthma and Allergies.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	• Pupils' views are very important to us and we listen to the pupil voice. • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy and we work in conjunction with Halton Family Learning team to deliver these. • We hold regular coffee mornings in school. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • The school works closely with the local authority's team and we support families through a MAP. • SEND partnerships leaflets are given to parents of SEN pupils and SEND partnership contact details are passed on to the parents during any meetings with the SENCO. • Link with Halton Carers • Health Improvement Team run regular workshops on site for parents. • Close links and regular visits by the PCSO, who is also running workshops on child Exploitation.
How additional funding for SEND is used within the school with individual pupils.	• Schools receive funding for all pupils including those with special educational needs and disabilities: they meet the needs of pupils through this (including additional support and equipment). The school also supplements this funding through careful use of the main school budget.

	- If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, then additional, enhanced funding is applied for and allocated. This may involve 1:1 or small group support from staff or it may be spent on specific resources and programmes, as necessary.
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.	- Enhanced music tuition and cultural experiences. - Specific interventions- Paired reading, Nurture support, Precision Teaching, use of relevant subscriptions and apps to engage and develop learning. Additional staffing to enable in-class support and intervention, and to provide additional emotional support for all pupils whenever they need it.
SENCO name/contact: Miss Lisa Binks	
Interim Headteacher name/contact: Mrs Gemma Snell	
<mark>**ANNUAL REVIEW 2023-2024.**</mark>	
Completed by: Lisa Binks Date: November 2023	

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.