

**SEND Information report 2024-25**

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/> |
| School Information | |
| Type of school: | Primary Age 4-11 years |
| Description of school: | Hallwood Park Primary and Nursery School is an inclusive, mainstream primary school offering places for children between the ages of 3 and 11. |
| Does our school have resource base? | No |
| Number on roll: | 73 |
| % of children at the school with SEND: | 32.8% |
| Date of last Ofsted: | 03/11/24 |
| 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 school’s Accessibility Strategy | <https://www.hallwoodpark.co.uk/page/send/125372>  Accessibility plan is available to download. |
| Expertise and training of school based staff about SEND. (CPD details) | SENDCo holds the NASENCo Award.  Staff training 2023-24   * ASD Awareness and Understanding Autism. (all teaching staff) October 2022 * Attachment Training * Elklan 3-5 Communication Level 3 (March 2023) * Early Years Autism Training – Early Years staff and SENCO * Team Teach October 2023 * SENCO attends SEND network meetings termly. * Understanding ACE/ trauma in childhood-June 2024: Teachers * Working memory/cognition and learning CPD June 2024: Teachers. * THRIVE training – ongoing from September 2024 (all staff introduction, SENCO- Thrive lead, headteacher- Thrive). |

|  |  |
| --- | --- |
| **School Policies/Procedures:** | |
| SEND Policy | <https://www.hallwoodpark.co.uk/page/policies/125369>  SEND Policy available to download. |
| Safeguarding Policy | <https://www.hallwoodpark.co.uk/page/safeguarding/125376>  Safeguarding and Pupil Protection Policy available to download |
| Behaviour Policy | <https://www.hallwoodpark.co.uk/page/policies/125369>  Behaviour Policy available to download. |
| Equality and Diversity | <https://www.hallwoodpark.co.uk/page/policies/125369>  Equality Objectives Policy available to download. |
| Pupil Premium Information | <https://www.hallwoodpark.co.uk/page/pupil-premium/125371> |
| School Complaints Policy/Procedure | <https://www.hallwoodpark.co.uk/page/policies/125369>  SET Complaints and Compliments Policy available to download. |

| 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. | * 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 request support from local authority services and local special schools who provide outreach. We liaise with Brookfield Early Years Team who have satellite classes on our site. * We request 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 workspaces.       * Access to ICT resources such as iPad, laptops and there is a visualiser in each classroom.       * We pay subscriptions to buy in resources for example: Clicker, IDL, Numbots, Number stacks and Phonics Play to support online learning.       * Prompt and reminder cards for organisation.       * Symbols and visual prompts.       * Overlays, coloured paper and tinted books. |
| How do we support pupils with needs in communication and interaction? | |
| 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. * Summer transition support. Group sessions to manage anxiety and to prepare for transition year 6 to year 7. * Intensive Interaction interventions and tracker to support pupils with Autism and limited language. * Nurturing type provision for targeted pupils. * Sensory diet activities. * We request support from local authority services and local special schools who provide outreach. We liaise with Brookfield Early Years Team who have satellite classes on our site. |
| What strategies/programmes/resources are available to speech and language difficulties? | * Well-comm assessments and interventions. * Referral to Communicate, speech and Language therapy services. * 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. |
| How do we support pupils with cognition and learning needs? | |
| 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). * Precision Teaching * Targeted Comprehension support- SEN * Reading schemes for ‘struggling’ readers. * IDL literacy intervention programme. * Clicker support for writing * Visual stress support- overlays, tinted books. * iPad for alternative ways to record learning. * Word Wasp programmes. * Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills. * Specific books that are accessible and of interest to older children with a lower reading age. * Termly library visits, aiming for every child to be a member of Halton library. |
| 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. * 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. * Number stacks intervention to support understanding of number concepts. |
| 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, * 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 development and behavioural traits. This will be replaced with Thrive- emotional and wellbeing training and intervention.   + 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. |
| Strategies/support to develop independent learning. | * Use of visual timetables. * ‘Chunking’ of activities * Individual Task Planner * Visual prompts. * ‘PSHCE’ / personal development targets. * I-pads, clicker, typing or recording 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  Headphones and iPads for reading e books and audio books. |
| * 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 liaise with Greggs Funding and are able to offer a free breakfast club every morning to all pupils from Reception upwards. * Greggs also provide free food, which we are able to share with families. * We have links with Beechwood Link Club, who pick up children and transfer them to their after-school provision. * We offer a range of after school clubs until 4pm. * School have links with the local community and offer foodbanks. * We offer specialist teacher clubs (Sports). |
| 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. We consider how we can adapt the trip so that all children are included. 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. |
| How we support pupils with Social, Emotional and Mental Health needs? | |
| Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring. | Provision which includes:   * We work alongside the Mental Health Support Team; the practitioners complete 1:1 CBT based on a referral basis with parents and pupils. The SENDCo also works closely with the team to seek advice and support for all pupils. * Play leaders, Sports Ambassador role models, support, Overnight Residential trips for Years 4, 5 and 6. * Sleepovers in school, help pupils make the first steps and enable them to take part in future residentials.   + 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.   + Positive interactions, making the child feel they matter, positive praise and circle time are part of our nurturing ethos.   + One teacher has completed Nurture Group Training (NGN).   + THRIVE has been rolled out this academic year and staff are undergoing training. |
| What strategies can be put in place to support behaviour management? | * As a school we recognise that all behaviour is communication and begin by addressing the root of the behaviour, using pupil and parent voice. * 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. * 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.   + Programme of visits to High Schools   + Work through PSHCE on managing and preparing for change.   + SENDco supports selected year 6 pupils in a small transition group to help prepare them for change in the summer term prior to year 7.   + We have an aspirations week, when we will invite in people to tell the children about their jobs, their role and their career path. We use the curriculum to increase pupils’ knowledge of the working world and broaden career aspirations. |
| How do we support pupils with Sensory and physical needs? | |
| 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. Children with needs are identified on the medical register and this is share with staff.   All staff have completed online training in asthma and allergies.   * + Four staff are First Aid trained (two of which are paediatric first aiders) and additional staff are trained to supervise giving medication to pupils.   + 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 access specific training by medical nurses for managing specific medical needs.   + Links with School Nurse and Continence Team to support children in school. |
| 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. * 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. * Flyers and posters advertising events from local support groups and Agencies to support parents are shared via the school newsletter. * The school liaise with the local authority’s team, and we support families through a Map meetings and CIN meetings. * 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. * Health Improvement Team run regular workshops on site for parents. * Close links and regular visits by the PCSO, who also run workshops and assemblies in school. * We run PRIDE weeks, to invite parents in to view their child’s work and to celebrate achievements. We have celebration assemblies which parents are invited to if their child is chosen that week. * We host drop-in sessions for agencies that support families with SEN needs: Halton carers, Halton SEND Parent Forum, Family Hubs and Family Engagement Team. * SEND coffee mornings also offer a space for agencies to meet with parents and access the support offered. |
| 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). Additional funding is used 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. Funding is also used for purchasing of the necessary resources to support identified needs, to access interventions and workshops to support the pupils in developing appropriate skills and coping strategies. Funding may also be used for staff training to support the pupils. |
| Looked After Children and Pupil Premium | |
| Arrangements for supporting pupils who are looked after by the local authority and have SEND. | When a child is looked after by the local authority, they will be supported with a Personal Education Plan (PEP) which outlines the provision and support allocated to them to address specific targets. This is reviewed with the child, their carer’s, Designated Teacher and the Social Worker, termly. The school may apply for additional Pupil Premium Plus funding, through the PEP, to ensure that they receive the right support necessary and purchase resources or support, to address educational needs outlined in the PEP. In addition, the Designated Teacher will attend and/or contribute to the Looked After Child reviews and Care Planning Meetings. For pupils who are PLAC, school will liaise with Parents/Guardians and the Virtual School Head to ensure the children are fully supported. The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after and previously looked after by the local authority. The progress of all vulnerable groups will be assessed, monitored and discussed at half termly pupil progress meetings with the Assessment Co-ordinator and Headteacher and is reported via the PEP and to the Local Authority each term. |
| How pupil premium is used within the school. | * Enhanced music tuition and cultural experiences. * Specific interventions- Paired reading, Nurturing 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. |

|  |
| --- |
| CONTACT INFORMATION |
| **SENCO name/contact: Lisa Binks** [**lisa.binks@hallwood.set.org**](mailto:lisa.binks@hallwood.set.org)  **Headteacher name/contact: Flora Graham flora.graham@hallwood.set.org** |
| ANNUAL REVIEW 2024-2025  **Completed by: Lisa Binks Date: 23rd September 2024** |