SEND Information Report 2016/17

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 Disability (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
For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	St Berteline's Church of England Primary School
School website address:	www.stbertelines.org.uk
Type of school:	Church of England (Aided) Primary School
Description of school:	Our school has a Foundation Stage of 45 children, which are catered for in 2 reception classes. In addition to these, there are 9 classes throughout the school. Within our school, but run independently, there is St Berteline's Pre-School facility, which takes approximately 28 children each year. We are here to educate, nurture and care for our children within a Christian atmosphere. We place the child and the family at the centre of our work and hope to join with parents in providing a safe, ordered, stimulating education from the age of 3 to 11 years.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	300
% of children at	11%

the school with SEND:			
Date of last Ofsted:	December 2005		
Awards that the school holds:			
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	Please see Access and Accessibility Plans on our website		
Expertise and training of school based staff about SEND. (CPD details)	All members of staff have opportunities for CPD linked to SEND. Examples of the training that was accessed during 2015/16: Sensory Strategies, Using Visuals, Wellbeing, Bereavement, various areas of Speech & Language .		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

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 join us at Berteline's, we work with the people who already know them and use the information they already have available to identify what their SEND will be in our school setting. • If you tell us you think your child has SEND 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, if appropriate 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. • When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take

	• this into account and work with you so that we are all helping your child in the same way. • We will write Individual Support Plans with pupils and parents / carers. Together we will set targets for each term. You will be asked to sign these to show you understand what your child's targets are. • We use homework to repeat and practise activities that are new and present an achievable challenge.
What extra support we bring in to help us meet SEND: specialist services, external expertise & 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 / severe learning difficulties. • We are able to access support from local authority services and local special schools who provide outreach. • Support can be requested from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We also use the LA's Educational and Child Psychology service and counselling services such as Turn The Page. • We receive support from specialist and professional agencies, e.g. Speech and Language therapists who come in to school to train our staff and to advise on strategies and programmes. We are also able to refer pupils for a period of speech therapy if required. • We have strong links with the Contact and Referral Team (CART) who will provide support and guidance to schools for families who are experiencing a range of difficulties. • We hold multi-professional Common Assessment Framework (CAF) 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 pupil's achievement; agree how we will work together and what we each will 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 • Individual work spaces can be provided when required • Access to ICT resources such as IPad, IPod and laptop • Prompt and reminder cards for organisation are frequently used • We use a variety of symbols and visual prompts • Various after school and home work clubs
What strategies/programmes/ resources are available to support speech & language and communication including social	• Intervention from speech and language therapists • Delivery of personal speech and language programmes and social skills activities • Support from classroom assistant within class or through interventions

skills?	• Support from SENDCO/specialist TA for small groups or individuals identified with specific needs • A range of language resources, such as social stories and Emotions & Feelings games, are often used to help support children with social and communication difficulties • Nurturing groups • We have a TA who has successfully trained in "Seasons for Growth" • Two teachers and TAs have had training linked to Bereavement.
Strategies to support the development of literacy (reading /writing).	• Small group support in class for guided reading and writing • Individual daily reading with an adult • Reading schemes designed for struggling readers • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills, such as ALS, Toe by Toe, TRUGs and Beat Dyslexia.
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 • Withdrawal by teaching assistant for 1:1 support, including Power of 2 • Use of specialist maths resources online for reinforcement • Year 6 booster sessions carried out to prepare for SATs
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum • Identification of prime mode of learning, e.g. auditory, visual and kinaesthetic • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant where necessary to facilitate access through support, modified resources or differentiation of task • Specialist equipment • Individual support plans (educational, behavioural, pastoral) • Time spent in a year group more appropriate to the needs of the child, if felt this would be beneficial • Strategies put into place as provided by professionals / specialist services / outreach
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	• Observations are carried out regularly by members of the Senior Leadership Team (SLT), SENDCo and adults from external agencies • Target setting is carried out termly both within class and during termly pupil progress meetings • Individual support plan targets and review • Through target setting and evaluations at CAF meetings • External professionals undertaking assessment • Regular review of targets with child / parents • Termly meetings between class teachers and SENDCo to

how we evaluate their overall effectiveness.	discuss progress and next steps
Strategies/support to develop independent learning.	• Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts, such as 'Now and Next' cards and visual • timetables • 'PSHCE' activities with target setting, if appropriate
Support /supervision at unstructured times of the day including personal care arrangements.	• Named midday supervisor at lunchtimes • Individual support plans which specify break and lunchtime provision • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times • Playtime buddy system • Playleader activities
Extended school provision available; before and after school, holidays etc.	• We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages • We also offer all children the opportunity to go on a residential experience every year from year 2 onwards
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?	• Up-to-date risk assessments • Additional TA/adult support • Good preparation, including preparing children for change in routine • Encourage peer support
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Planned support from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school book and regular parental contact sessions if and when appropriate • Implement recommended strategies from current campaigns, e.g. Anti-bullying week • Referral to counselling services, e.g. Turn The Page • Identified adult to provide support / mentoring • SEAL resources and Feelings & Emotion games for PSHCE • Children complete individual One Page Profiles, which are updated each year. • Use of a Positives Book which is shared between home and school, to celebrate positives.
What strategies can be put in place to support behaviour management?	• Use of the school's behaviour policy • Individual behaviour plans in place, where appropriate • Social skills / behaviour group using social skills programmes • Time-out support • Reward system, if appropriate • Support and intervention from outreach behaviour specialist • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times

	• Referral to Attendance and Behaviour service • Key worker identified • Encourage a feeling of responsibility • Use of a Positives Book which is shared between home and school, to celebrate positives
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Y6 teacher and SENDCo coordinate Transition to secondary schools, meeting with staff from secondary schools, identifying vulnerable pupils • Additional supported visits are made, if required • Information sessions in school • Encourage high schools to visit St Berteline's to talk to the pupils and parents • Regular meetings with parents, encouraging them to visit schools in Y5 • Transition plans, including photos, for individual children • Risk assessments completed • Close links with Halton transition lead • Work with Parent Partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity • Home visits from reception staff to meet new children and parents / carers • Parents / carers meetings in school prior to children starting school • We have similar Transition plans for moving from pre-school to Foundation Stage and to every class, if required • Pupils take photos and Transition booklets are made, with pupil's help, at every stage
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Referrals and interventions from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources, including pencil grips, Move and Sit • cushions, sloping writing boards • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Regular staff training for managing particular medical needs, e.g. diabetes • Up to date care plans in place • Trained TA works with individual children on OT exercises
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 use various resources to collect pupils' wishes and feelings. • Children complete individual One Page Profiles, which are updated each year. • We encourage parents / carers to share their views

	• 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. • Staff make themselves available for meetings with parents / carers • Support readily available for parents / carers of terminally ill children • Support readily available for terminally ill children and their peers • We hold regular events for parents / carers in school, including Dads' reading afternoon, Mums' games morning and Grandparents' afternoon. • The school will signpost appropriate groups and organisations to parents / carers which are relevant for family needs. • The school works closely with the local authority, who will support families through a CAF if required.
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 and, through this, they meet pupils' needs for additional support and equipment. • Currently if the assessment of a pupil's needs identifies something that is significantly different from what is usually available, there will be additional funding allocated. This will be used for support or resources.

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.	• Close links with the local authority Virtual Head
	• Good relationship with foster carers and social workers
	• Examples of Pupil Premium usage:
	  • TA support for academic and social activities
	  • Encouragement for involvement in outside school activities
	  • Financial support if needed

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Completed by: Mary Hyde	Date: **28th September 2016**

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

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.