

Halton Lodge Primary School



SEND Information Report

Last reviewed: September 2018

SEND Governor: David Jones

Headteacher: Anthony Hilldrup

SENDCO: Angela Ellis

Contact: 01928 564053 head.haltonlodge@halton.gov.uk

Dedicated SEND time: Two mornings per week

Local Offer Contribution:

<http://haltonlodge.halton.sch.uk/Policies/Local%20offer%20Education%202014.pdf>

Halton Lodge Primary School is an inclusive, mainstream primary school offering places for children between the ages of 4 and 11.

Our vision

We seek to be a learning community that includes our pupils, staff, parents/carers and the wider community.

Whole School Approach:

High quality first teaching underpins everything that we do at Halton Lodge Primary. We review our provision on annual basis and respond to the needs of every child at our school. Every member of staff has high expectations for all children. Quality first teaching and the application of a differentiated and personalised approach to teaching and learning underpins our curriculum. We make every effort to discuss aspirations with ALL of our learners. All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

How do we identify special educational needs?

At Halton Lodge Primary we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school in Reception, so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a special educational need in their early years setting, then the class teacher and SENDCO will use this information to inform planning and support (See SEND Policy, 2018)

Children may be identified by the following:

- A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention
- Concerns raised by a teacher and shared with the SENDCO
- Consultation between class teachers and the leadership team during pupil progress meeting
- Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service, Specialist Teacher
- Parental requests for further assessment and investigation which leads to class teachers and the SENDCO identifying a SEND.

What happens if a parent is concerned about their child's learning?

Halton Lodge Primary supports and encourages parents and carers to share their concerns about their child's development. Partnership plays a crucial role in enabling children with SEND to achieve their full potential. Parents and carers hold key information and have the knowledge and experience to contribute to the shared view of their child's needs. All parents and carers of children with SEND will be treated as equal partners and given support to play an active role in their child's education.

Who can I contact if I am concerned about my child's learning?

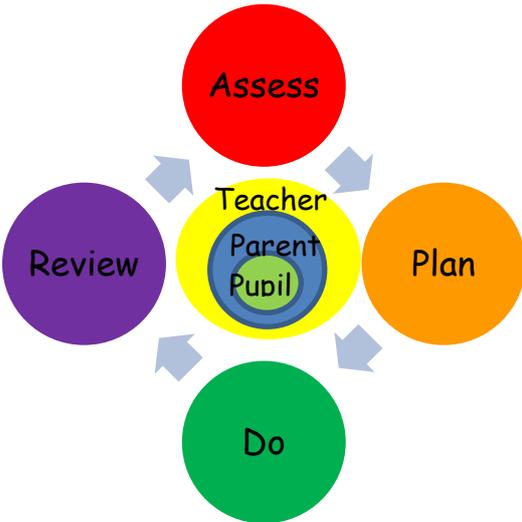
If a parent or carer has concerns then they should be logged with the child's class teacher in the first instance. If the difficulty persists then the class teacher will share this with the SENDCO who may complete some further assessment and investigation of the child to see if there are any special educational needs which have not been assessed. This may lead to referrals to additional agencies being completed.

What is the criterion for SEND Support?

- A child makes little or no progress, even when teaching approaches are targeted at a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which have not been improved as a result of deploying the behaviour strategy and positive reward systems within the school;
- Has sensory or physical needs and continues to make little or no progress despite specialist resources;
- Has communication and/ or interaction difficulties and continues to make little or no progress academically, socially or emotionally.

Parents and carers are expected to contribute to the assessment and decision to place a child on the SEND register.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess:

This initial assessment described above will inform any SEND plan and will be updated on a regular basis. Teachers are expected to report on pupil progress on a half termly basis. In addition to this, children with SEND may receive additional assessments around their area of need, formally or informally during intervention sessions throughout the year.

Plan:

When a child is placed on the SEND register, an SEND support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school. This plan will also provide short term outcomes that we expect the child to achieve as a result of the provision. This plan will be person centred and it is our expectation that it will be written by the class teacher together with the Phase Leader, parents and carers and the child. The SENDCO may also be involved in this process. In addition to this, teacher planning will also detail adjustments to teaching and learning that is tailored and differentiated to meet the needs of every pupil.

Do:

Class teachers maintain responsibility for every child in their class. Class teachers have high expectations for every child including those with SEND. As part of their SEND provision it may be that a child needs to receive additional support or intervention which is not normally afforded to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching, will be provided to the class teacher and opportunities made for specialist teachers and Teaching Assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children. Any teacher, Phase Leader, or Teaching Assistant working with a child on SEND support will be aware of advice and strategies provided by professionals so that they can be deployed consistently.

Review:

SEND Support Plans will be updated on a termly basis. Children, parents and carers, class teachers, SENDCO and any support staff working with the child will be expected to contribute to this. The review will detail the progress that the child has made in securing good outcomes and any changes or adjustments to provision that needs to be made. At this review meeting, new outcomes will be devised for the child. The child's continued placement as SEND Support will also be discussed and whether they continue to require the additional and different provision.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND Needs:

What sort of provision will my child receive?

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Provision: All children in reception are assessed on entry using the EYFS E-profile. This enables us to assess children's attainment on entry and subsequent progress throughout the remainder of the year. Appropriate interventions are then planned in as part of Continuous Provision, whole class teaching activities and for small group or individual support. In addition to this we provide opportunities for small group Talk Time, to help develop social skills and support children to develop their communication skills with their peers. Also, we provide a Listening Skills group, to support children in a small group using games and activities.

Children who have been assessed by speech and language therapy service have a care plan and will receive regular, designated time with a Teaching Assistant, who has received support/training from the therapist. Children in EYFS who are identified as having speech and language (SAL) difficulties by staff in school will be referred to Chatterbug (SALT Service) - and appropriate interventions implemented to support them, where necessary.

Staff are also using strategies, interventions and resources suggested by the SAL Therapists to support pupils with SAL difficulties. In Key Stage 1 we offer regular opportunities for Talk Time, to support children with specific needs. This may be with a Teaching Assistant and/or the school SENDCO. For individual children, we provide visual supports to aid their communication and understanding skills. This may take the form of access to a visual timetable and using visual prompts, such as task managers and phoneme/word mats - to help support routines and organisation of equipment and increase independence skills. Where appropriate, children will engage in a social communication intervention or nurture group intervention such as Ginger Bear.

In Key Stage 2 we offer Nurture Groups designed to develop social and communication skills for children with associated difficulties. For example, Time to Talk and Narrative Therapy materials. In addition, visual supports are used in the same way as in Key Stage 1, but the expectation is for children to be using these prompts with increasing independence, becoming less reliant upon adult support as a result. Children who demonstrate traits of social & communication difficulties are referred to the Specialist Teacher in the SEN Team and/or to Woodview for consideration of Assessment by the Additional Needs Panel.

Children with Autism Spectrum Disorder or social communication difficulties may receive a tailored curriculum delivered in class with support from the Teacher, Phase Leader or Teaching Assistant.

2. Cognition and learning

Halton Lodge Primary operate a whole school approach to developing early reading skills using Letters & Sounds Phonics teaching, designed to teach children to read, write and spell quickly.

Children are grouped by ability in Key Stage 1 and taught daily in groups according to the Phase they are assessed at, in order to give them the phonics skills they need to develop their literacy skills. Once the Phonics programme is completed, children continue to be taught spelling strategies within the class situation or in small groups where necessary. Children are also taught further spelling, punctuation and grammar strategies, to be applied to Literacy lessons. Children who do not make expected progress may be given additional support through 1-1 Phonics or *Get Spelling Interventions*. Staff have received additional training in the teaching of Phonics by Literacy Counts (Gareth Davies), Reading by Literacy First and have implemented the Primary Writing Project Training, which is being used as a Whole School approach to the teaching of writing.

Guided Reading is taught using a whole school approach. Children are taught specific objectives to develop reading skills. Groups are differentiated and skills are taught by Teachers, Phase Leaders and Teaching Assistants. Daily Reading Activities are planned by all Teachers. Children who are not reaching expected levels in Key Stage One are given extra support from a Specialist Reading Teacher, through the 'Every Child A Reader' (ECAR) Programme. They are given 1-1 tuition for 30 minutes, 4 times a week, for up to 20 weeks. One other member of staff is trained in Reading Recovery/ECAR and use their skills and strategies to support reading with children in their classes. In Key Stage 2, children who are not reaching expected levels, are given additional support from their Class Teacher, Phase Leader and/or Teaching Assistant, to focus on supporting their difficulties. This may be achieved in a small group or 1-1 reading opportunities, timetabled throughout the week. This is reviewed half termly and support is provided where it is most needed.

Halton Lodge Primary School also delivers other evidence based intervention programmes aimed at narrowing the gaps with their peers. Interventions such as Rapid Writing and Rapid Maths are being used to support SEND children. These interventions are bespoke to the individual needs of the child and are reviewed regularly with parents.

The school has a whole school approach to the teaching of Mathematics. Maths is taught to the whole class and work is differentiated in order to

ensure that children have the basic mathematics skills such as place value, understanding of number concepts. Children who require further tailored, individual support may receive it in a smaller group with a skilled adult and be supported with their needs during the lesson.

Every child in KS1 and KS2 is involved in 20-30 minutes Morning Maths daily. This involves Problem solving questions which are completed independently then strategies explained and revised during the marking process. Children are given differentiated questions, taught by a Teacher, Phase Leader or TA. Children are then able to be challenged with higher order questions as their mathematical abilities increase. Maths lessons include differentiated activities. Those children who are not performing at the expected standard will be given additional teaching opportunities and provision made as part of their SEND Support to address their needs in small groups.

The teachers use Numicon, a proven intervention strategy to help support children with SEND and teach other pictorially based strategies in order to help pupils understand mathematical concepts more thoroughly. Staff have attended training in the use of Numicon, Bar Method (where children are taught to record pictorially, their calculations to support their understanding of concepts) and use of visual representations (Anthony Reddy) as well as sharing good practice in staff meetings - and use these resources to support the children in the most appropriate way to meet their needs.

Advice will be sought from specific agencies such as Specialist Teachers and the Educational Psychologist, after school based strategies have been used and if further investigation is required. Advice and strategies offered by any specialists who may have seen or assessed a child with a cognition and learning need, will be shared with appropriate staff so they can use to support the child. The school may also apply for a block of specialist teaching for children with SEND from the SEND Service within the Local Authority.

3. Social, emotional and mental health

The school has a clear behaviour policy and strategy of rewards and sanctions which sets out expectations for positive behaviour management (See Behaviour Management and Child Restraint Policy 2018). In addition to this, we use visual behaviour charts, report cards and tally charts to log specific behaviours of challenging children, as well as forms to help track triggers for children who may have a social, emotional or mental health need. These can often provide invaluable information to identify causes for behaviour and predict responses of individuals so staff can provide appropriate support for the child.

The school also uses the Boxall Profile, which allows us to track improvements in social and emotional development and provide suitable intervention strategies for them. The aim is to include strategies in the support plan and share with parents concerned.

The SENDCO devotes some of her allocated time for 1-1 sessions with children who are vulnerable or experiencing some emotional difficulties, to discuss wishes and feelings. The school will seek the advice and recommendations from the Educational Psychology Service, CAMHS, Attendance and Behaviour Service and Positive Behaviour Support Team to provide further individual advice and support. The school will also refer a child to the Community Paediatrician, CBUK or CAMHS if it is necessary, to meet the specific needs of a child with social, emotional and mental health needs. Children may also receive support from Kooth if referred on by CAMHS.

4. Sensory and/or physical needs

The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child. Halton Lodge Primary aims to refer a child early to Woodview CDC, if there are any concerns about their sensory needs or functional abilities relating to physical development. We also seek specialist advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made. The school follows advice provided by Occupational Therapy, Physiotherapy, Additional Needs Nursing Team, Sleep Clinic, School Health Team, Continence Team and implements any care plan activities provided.

In school we target occupational therapy programme recommendations with activities and resources aimed at developing fine and gross motor skills. These activities can be delivered on a 1:1 basis, in small groups or as part of whole class teaching activities. Support is provided during Lunchtimes to those children requiring support with motor skills and extra members of staff are employed at Lunchtimes to support these needs. The school also uses specialist handwriting activities, aimed at developing motor patterns for children who have difficulty in this area, including the Teodorescu Programme.

(Reference: Accessibility Plan and SEND Policy (September 2018))

How many children are currently accessing SEND provision in the school?

As of September 2018, we have 44 children who receive SEND School Support of which fourteen children are receiving additional support or assessment around their needs. Two children are in receipt of enhanced provision funding from the Local Authority and two children have an EH&C Plan.

We have internal processes for monitoring quality of provision and assessment of need. These include: auditing provision on a yearly basis; SEND Action Plan that is updated and reviewed regularly; observation of staff and feedback; governing body representative comments.

What support is there for behaviour, avoiding exclusion and increasing attendance?

Halton Lodge Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff. Staff have been trained in Team Teach strategies, encouraging use of de-escalation strategies, use of positive handling plans for children with specific or complex difficulties.

We take every opportunity to include pupils socially during break and lunch and provide a staggered lunchtime so that children of all ages can mix and socialise during their break. All children in school have access to a PSHE curriculum to support their personal, social and emotional wellbeing, through the SEAL's programme.

We aim to encourage participation and excellent attendance at school. Attendance is celebrated in assemblies with prizes at the end of the year for 100% attendance. The school - together with the Education Welfare Officer - will help to support families where attendance falls below 90%. This may involve signposting families to relevant agencies and providing targets to help get attendance back on track or support via CAF process.

If a child is at risk of exclusion, a Behaviour Contract is drawn up with parents/carers and children to help identify issues and ensure that they have access to adequate support. Additional support is provided where necessary. A C.A.R.E Profile will be completed and C.A.R.E forms completed to detail support undertaken. Referral to additional agencies for advice and support is also completed at the earliest opportunity.

How does the school support children to contribute to all parts of school life?

We aim for all children to be included on school trips and residential stays. We will work with parents to ensure that any necessary adaptations have been made and ensure that trips are successful.

A risk assessment is carried out before hand to ensure that everyone's health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area will be provided in school.

Risk Assessments are written for all children with Medical and Physical conditions. These are available for staff, parents and pupils to see in the class medical files. The SENDCO and Medical Officer also have copies of the risk assessment.

How accessible is the school environment?

The school has an Accessibility Plan details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is built on one floor. Some areas in reception class have been re-developed further to ensure full access on uneven surfaces for wheelchairs. There is wheelchair access from outside to inside school and graduated slopes are available in the playground to access different levels. We have a disabled toilet and a medical room to address medical needs.

Supporting children who are Looked After Children/Previously Looked After Children

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 ~~will be~~ is reviewed with the child, their carer's, Designated Person 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 Person 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.

Consulting with children, young people and their parents

What contact and involvement can I expect from school?

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEND support plan review	Parents and carers of children who are SEND support, class teacher, SENDCO may be involved	Three times a year (at specific SEND Parents Evening)

Enhanced Provision review	Parents and Carer's of children who are in receipt of Enhanced Provision	Once a year
Education, Health & Care Plan Review	Parents and Carer's of children who have an EH&C Plan	Once a year
Parents Evenings	Parents and Carer's of all children	Twice a year
Welcome Coffee Morning for each class	All Parents and Carer's welcome	Once a year
Celebration Assembly	All Parents, Carer's, Grandparents welcome	Weekly
Parent Forum	All Parents and Carer's welcome	Termly

Halton Lodge Primary is committed to promoting and developing parental engagement and independent advocacy for parents. This includes making parents aware of support services that are available through the Local Offer and helping parents to access SEND Partnership.

How will my child contribute their views?

Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs, review of their provision and planning any future changes within Support Plan Review meetings. Person centred planning approaches, are central to the school's ethos for supporting children with SEND to achieve good outcomes.

Halton Lodge Primary actively seeks the views of all of its children. We have an active school council and this contains representatives from across the school. We also have Sports Councillors from Year 1-6, who meet half termly. This year we are introducing a Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl as well as House Captains, from Year 6, through nominations and an elective process. No child is excluded from engaging in this process. Children are elected by their peers and any child is able to seek nomination and election for the identified responsibilities.

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level
AE	SEND (National Award for SEND Coordination PG-Cert)	Specialist
	SENDCO Management Training	Specialist
	Speech, language and communication Nurture Programme	Awareness Enhanced
	Use of DRA & PHAB Assessments	Enhanced
	Dyslexia & Dyscalculia Training with BDA Attachment	Enhanced
	Emotion Coaching	Specialist
	Boxall Profile Training	Specialist
	One Page Profile Training	Enhanced
	CAMHS - Self harming	Awareness
AS	MaST-Maths Specialist Teacher	Specialist
	Certificate of Advanced Study in Education (Modules in IEP's & Special Needs)	Specialist
	Early Years training with Alistair Bryce Clegg	Awareness
LS	Dyslexia Training with BDA	Enhanced
	Sensory Training; Shine Therapy	Enhanced
APH	Early Years training with Alistair Bryce Clegg	Awareness Enhanced
	Phonics International: Letters & Sounds	Awareness
	SEND Inclusive Planning & Monitoring	Enhanced
	Supporting Advanced Learners of EAL	Enhanced
DH	ECAR Training;	Specialist
	Educational Support Degree;	Enhanced
	HLTA Qualification;	Enhanced
	Cover Supervisor Course; NVQ L2 & L3	Awareness
	Read Write Inc Tutoring	Enhanced
	Social Stories Training from SALT	Awareness
Sense of Number	Enhanced	
RS AE KM KB KI	Stoma Training - Jill Donnachie	Enhanced
RS KI AE AS	Portable Hoist Training - Cre Dyas	Enhanced
RS	Degree in Health Sciences, majoring in Rehabilitation & Counselling.	Enhanced
NU	Read, Write, Inc. Tutoring	Enhanced
	Learning Development & Support Degree (in progress)	Awareness
	Narrative Therapy	Awareness

	Cover Supervisor course Challenging Behaviour - online course L5 Foundation Degree (SEND)	Awareness Enhanced Enhanced
KB	HLTA Training Excellence in early Years Training - Alistair Bryce Clegg Communication & Language Training SPLD Training	Enhanced Enhanced Awareness
LA	Reading Recovery	Specialist
KI	Autism Training - Sunrise Programme Narrative Therapy Social Stories Sense of Number Stoma	Awareness Awareness Awareness Enhanced Enhanced
DB	SEND in PE Training	Enhanced
LB	Sense of Number	Enhanced
RC	Sense of Number	Enhanced
AW	5 day placement at Brookfields School	Enhanced
PM	Dyslexia Autism ADHD	Enhanced Enhanced Awareness
LW	Emotion Coaching	Awareness
MB	ASD online training (4 hours) Nurture Group Network - Boxall Profile Training	Awareness Enhanced
KM	Attachment Support Training Excellence in early Years Training - Alistair Bryce Clegg	Awareness
LCB	SALT Training Nurture Course (3 days) Gingerbear Nurture Group British Sign Language L1 SEALs Programme PECs cards Boxall Profile Mind & Wellbeing Hearing Impairment Experience in a SALT Resources Base	Awareness Enhanced Enhanced Enhanced Awareness Awareness Enhanced Enhanced Enhanced Enhanced
All Staff	Primary Writing Project	Specialist
All staff	Phonics - Gareth	Enhanced
Teaching Staff	Literacy First Training	Enhanced
All Staff	Anthony Reddy Training - Maths	Enhanced
All Staff	Delivery of Read Write Inc Letters & Sounds Gareth Davies - Phonics	Enhanced Enhanced Enhanced

	Literacy First - Reading	Enhanced
All Staff	Guided Reading Training (Alan Peat)	Enhanced
All Staff	Writing Training (Alan Peat)	Enhanced
All Staff	Maths (Anthony Reddy)	Enhanced
All Staff	Spelling, Grammar & Punctuation Training	Enhanced
All Staff	PE INSET Training including those with SEND Jill Mc Gough	Awareness
All Staff	Behaviour Management - Jason Bangbala	Awareness
All Staff	I-Pad Training with some reference to SEND use	Awareness
All staff	Team teach Training - Positive Handling	Awareness
All Staff	Dyslexia & Dyscalculia Training with BDA	Enhanced
All Staff	Phonics with Linda Hobson	Enhanced
All Staff	Literacy First Training	Enhanced
KB(HLTA);KI (TA) DH (TA)	Speech, Language and Communication (Observation of Therapists work)	Awareness

We have provided additional training into Quality First Teaching strategies to support children with specific learning difficulties for Reading, Writing, Phonics and Maths; developing person centred SEND support plans and reflecting on the changes to the SEND Code of Practice. In addition to this, staff (Teachers and Teaching Assistants) have been trained in the Primary Writing Project, Literacy First Training, Phonics teaching using Letters & Sounds resources, and Mathematics training from Anthony Reddy, which provides a whole school approach to supporting children develop their basic skills in these areas.

Halton Lodge is committed to raising staff expertise in the area of SEND and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.

Staff deployment

How is the decision made about the amount of support my child will receive?

The SENDCO and Headteacher oversee progress of any child requiring additional support at our school. They will also deploy support staff where they are needed in order to support children with SEND. Support is allocated based on need and is aimed at securing good outcomes for SEND children and narrowing the gaps with their peers.

Considerable thought, planning and preparation, goes into utilising our support staff, to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

How are the staff deployed to meet my child's needs?

We have 2 children in Year 4 who continue to receive Enhanced Provision funding but this is due to be reviewed in the Autumn Term 2018. One child in Year 4 and one child in Year 1 has an EH&CP and receive high needs funding to support their needs. A child in Year 4 is currently being assessed for an Education Health & Care Plan.

Staff have been allocated throughout the school to ensure the children receive the necessary support - with the deployment of Teachers, Phase Leaders and Teaching Assistants accordingly. In addition to this, children in Reception are supported by a HLTA and an additional Teaching Assistant who are deployed to support in class and within key worker groups, small intervention groups and ensure that all children can access the curriculum. In Key stage 1 & 2 staff (Phase Leaders, Teachers and teaching Assistants) provide 1:1 and small group teaching support for children with SEND in the form of targeting interventions. They support the children in closing the gap in teaching basic skills, through high quality teaching and Provision Mapping where needed to address targets identified on the SEND Support Plan.

The ECAR teacher supports children in the mornings, from Year 1 and some children in Year 2. The other ECAR specialist supports children with the teaching of and application of reading skills in Year 1.

School Partnerships and Transitions

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

The SENDCO attends LA Inclusion Workshops and liaises with other SENDCO's within the Authority. :

Last year, we worked with our feeder partners to welcome ten children with special educational needs or disabilities and we supported nine children's transition to the next phase in their education - seven to Secondary provision, two to a change of Primary School.

Our approach for transition has involved providing additional visits for children entering school to Reception, planned transition visits and home visits for children who were new to the school. For children moving to secondary provision, we support children by making links with the SENDCO's of the feeder schools; organising additional visits with feeder Secondary Schools and accompanying the SEND

children on their transition visits. SEND records are passed on to SENDCO's prior to their transition visits to ensure needs are understood and met.

Halton Lodge Primary has close links with schools within the Runcorn area. This includes attendance at events hosted by St Chad's, The Heath and The Grange High School's. Events include specialist teaching for PE, Music and French from visiting teachers and attendance for staff at training events. Children have been invited to watch Dance Shows, take part in Sports activities, Science and Language Days. The school has links with other Primary schools within the authority including, The Brow, The Holy Spirit and St Mary's.

We closely monitor children's destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.

Halton Lodge Primary works closely with outside agencies and the Local Authority to ensure a coordinated approach in supporting children at the school. We aim to refer a child to services at the earliest opportunity.

We work closely with health and education services including: Education and Child Psychology Service, School Health, Local Authority Specialist Teachers, Speech and Language Therapy Service, CAMHS, Woodview Child Development Centre, Paediatrics, Orthoptist, Occupational and Physiotherapy Service, Attendance and Behaviour Service, Positive Behaviour Service, Locality Teams and Children's Social Care to ensure a coordinated and multi-agency approach to supporting children with SEND and additional needs.

Complaints

Our complaints procedure is outlined in our Complaints Policy.

This academic year we have had no complaints which have necessitated the complaints procedure to be implemented.

Local Offer

Where can I find other avenues of advice and support?

The Local Offer provides information about education, health and care services in Halton. All information is held in one place and is designed to be clear, comprehensive and accessible. Halton Lodge Primary has also contributed to this.

<http://localoffer.haltonchildrenstrust.co.uk/>

Challenges this year

Challenges for our school have included:

- Ensuring that all staff including new staff are skilled and equipped to meet a range of needs within their classroom

- Maintaining good outcomes and progress for all children including those with SEND
- Developing further child and parent/carer views and participation with Support plans
- Developing further evidencing provision mapping interventions, refining SMART targets

We intend to address this through:

- Regular whole school continuous professional development around quality first teaching strategies for children with SEND
- Provide coaching opportunities using Assessment for All training and techniques, as well as individual training opportunities for staff based on quality first teaching strategies that they wish to develop to meet the needs of every pupil in their class
- Further development of our provision mapping evaluation so that any intervention has a clear entry and exit criteria and progress can be easily assessed
- Increase the frequency of parental/carer contact in relation to SEND support plans
- Further development of child & parent voice through the termly review of SEND support plans.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Further developing staff confidence and expertise in fulfilling the requirements as set out in the SEND Code of Practice, 2014
- Researching and purchasing resources for further assessing SEND needs
- Continue to promote early help, support and multi-agency working through the Common Assessment Framework (CAF) approach to families within the school
- Promote drop-in opportunities with the SENDCO to discuss any concerns a parent may have about their child's needs
- Review SEND action plan to provide a timescale and clear objectives linked to the overall school development plan.

In preparing this report we have included staff, parents and children and young people through: discussion with parents through SEND reviews and informal discussions with Angela Ellis, development of this document with the staff, SEND Governor, person centred planning discussions with children and parents, around the sort of the support they would like in school.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Equality information and objectives
- Accessibility Plan
- Complaints Procedure
- Teaching & Learning Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Code of Practice, 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to Governing Body: October 2018

Approved: October 2018

Appendix 1

Halton Lodge Primary School SEND Support Plan Intervention			
Child:		Date of Birth:	Year:
Date Started:		Date Completed:	
Target: *			
Intended Outcome: * * *			
Week	Intervention/Support		Evidence
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Evaluation			
Next Steps			
Signed	Class Teacher	SENDCO	Headteacher

Appendix 2

SEND Support Plan Review Sheet Autumn Term /Spring Term/ Summer Term		
Pupil's Name :		Date:
Which targets have been achieved this term? Target 1 Yes/No Target 2 Yes/No Target 3 Yes/No Target 4 Yes/No		
What has gone well this since the last review meeting? * * * *		
What are the next steps needed? * * *		
Parent's comment on progress made this term		
Pupil's comment on progress made this term		
Signed by: Teacher	Parent	Pupil
Date:		
Received by SENDCo:		Date: