



Evelyn Street Primary Academy SEND Report 2020/21

Please 'phone us to discuss any aspect of this report or if you require more information.

This is the school SEND information and responses to questions from Warrington LA Local Offer. Evelyn Street Primary is a primary academy working in Warrington Primary Academy Trust, catering for children between Nursery to Year 6 (age range: 2 - 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

Answers to Parent and Carer Questions		
1.	Who is the school's SENDCo and how do I get in touch with them?	<p>Our SENDCo is Miss S Cooper. Contact details:</p> <ul style="list-style-type: none"> • evelyn.send@wpat.uk • 01925 495567 • You can also request an appointment via the school office.
2.	What kinds of Special Educational Needs and Disabilities are catered for at your setting?	<p>We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, emotional and mental health difficulties. • Sensory and/or physical needs.
3.	Which policies relate to SEND children?	<ul style="list-style-type: none"> • SEND Policy • Equalities Policy • Mental Health and Emotional Well-being Policy • Behaviour Policy
4.	How will I be kept involved to help support my child?	<ul style="list-style-type: none"> • Progress will be discussed with parents/carers regularly, and at least three times a year i.e. Parents Evenings, unless further meeting are arranged. • It will also be discussed with the child regularly and during their IEP/IBP review; those with

		<p>communication difficulties, will have their views sought via the staff who work closely with them and parents/carers.</p> <ul style="list-style-type: none"> • Pupil Progress Meetings are held every term with the SENDCo, headteacher and class teacher to discuss the progress of all pupils. This discussion will allow for progress to be monitored and allow any potential problems to be highlighted and appropriate support to be put in place. • If professionals are brought into school to support with assessment and to offer recommendations, then time will be allocated for you to discuss your child with them. • The class teacher/SENDCo can suggest ways in which you can support your child at home. Any recommendations received from an external agency are discussed with children and parents/carers. • If a child has specific medical needs, then a care plan will be put into place after a meeting with parents/carers and appropriate staff. • Yearly 'Huddle' sessions will be held to allow parents an opportunity to discuss SEND topics with the SENDCo and other parents. Parent views will also be sought regarding the current practice in school and any documents used.
5.	How will my child be consulted about their own learning?	<p>Opportunities for consulting our pupils include:</p> <ul style="list-style-type: none"> • Pupil Voice: surveys, interviews and questionnaires • IEP/IBP Reviews. • School Council • Annual Review meetings • Personal Interviews • Ongoing discussions/evidence gathering with class teacher and support staff. • Those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers.
6.	How does your setting know if my child needs extra help?	<p>Children are identified in a variety of ways:</p> <ul style="list-style-type: none"> • Information passed on from previous schools, parents, carers or Social Care. • Concerns raised by the teacher, parent/carer or the child themselves. • Limited progress being made after interventions have been put into place. • There is a change in the child's behaviour, attitude or progress. • After assessment from outside agencies.

		If a teacher has a concern, they will monitor your child closely and discuss observations with the SENDCo and a meeting will be held with all adults involved with the child.
7.	How will my child's progress be monitored?	<p>The SENDCo has regular Pupil Progress meetings to discuss progress made by all children, with particular focus on SEND pupils. These sessions are used to determine how best to support pupils during the following term.</p> <ul style="list-style-type: none"> • All staff delivering an intervention are required to carry out base line and final assessments to ascertain progress. • A meeting between the SENDCo and TA will take place following the assessment an intervention to discuss the level of progress made and consider next steps. • A record of intervention is recorded on cohort and whole school provision maps. • All interventions will be regularly monitored by the SENDCo to ascertain impact, effectiveness, progress and next steps. • B Squared, an assessment tool, will also be used to measure small step progress where necessary.
8.	How is my child supported when joining, transferring to a new setting, or moving on to the next stage of education and life?	<ul style="list-style-type: none"> • Children entering our welcomed to meetings held in school where parents can ask questions and view the school. • Year 6 children take part in transition days organised by their chosen High Schools. • Visits to school by High School staff are encouraged as part of the transition arrangements. • Our Learning Mentor is available to support children after starting or prior to leaving the school. • When necessary, the SENDCo will consult with teachers from other settings regarding the best practice to suit a child's needs.
9.	How will the curriculum be adapted at your setting to match my child's needs?	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> • All children identified as having a special educational need will primarily be taught in the classroom alongside their peers. • Children will be placed onto our SEND register and have specific 'SMART' targets and provision planned - this will be reviewed regularly and at least half termly. • An Individual Education Plan will be written. The child and parents/carers will be involved in this.

		<p>This will have agreed targets on, which will be evaluated weekly by the class teacher and support staff.</p> <ul style="list-style-type: none"> • Work will be tailored by the class teacher to enable the child to access the curriculum more easily. • Teaching Assistants may be allocated to work with individual children or small focus groups to target specific needs. • Children may be provided with specialist equipment such as a wobble cushion, visual timetable or laptop with literacy support software installed (Clicker).
10.	What training does the staff who are supporting my child have or having?	<p>An audit of staff expertise in SEND is undertaken annually.</p> <ul style="list-style-type: none"> • SENDCo has completed the National SENDCo qualification <p>Individual training for staff includes:</p> <ul style="list-style-type: none"> • ADHD • ASD • Code of Practice • Social, Emotional and Mental health (SEMH) • Team Teach • Nurture Group Training • Speech and language support • Read, Write, Inc • Boosting Reading @ Primary • Inference Training • Fisher Family Trust • Dyslexia friendly classrooms
11.	How will you support my child?	<p>Provision for SEND children includes:</p> <ul style="list-style-type: none"> • Each child with SEND will have an Individual Education Plan (IEP) which is written co-operatively with the teacher/teaching assistant and child. • There will be opportunities for the child to voice their opinions around the support they want and on how they wish to be taught. Those who are unable to communicate this will have an adult help them as appropriate and advise accordingly.

		<ul style="list-style-type: none"> • Following the school's Wave of Support, everyone will have access to quality first teaching with appropriate differentiation in place. • Diminishing the Difference provision which may include extra adult support in or beyond the classroom. • Personalised provision through time-limited interventions where appropriate. • Each child will be given personalised SMART targets that influence their intervention outcomes. These will be closely monitored and new targets generated as appropriate.
12.	How are resources allocated and matched to my child's needs?	<ul style="list-style-type: none"> • Children with an EHCP will have their funding budget allocated according to the needs outlined within the plan or recommendations made by other professionals. • Meetings between the class teacher and SENDCo will take place to decide on the best use of equipment to support a child's needs. • Further training for teachers and teaching assistants will be planned depending on the gaps identified in children's learning.
13.	How is the type and amount of support decided?	<p>These arrangements include :</p> <ul style="list-style-type: none"> • Graduated approach – Assess, Plan, Do, Review • Data tracking for pupil progress • Individual Education Plan and EHCP reviews; • Observations • Parents' meetings - at least 3 times a year with the class teacher. • Pupil Voice • Regular meeting between the SENDCo and the class teacher. • The school's Wave 3 intervention system and pupil targets.
14.	How accessible is your setting?	<ul style="list-style-type: none"> • We have disabled parking spaces at the front of the building. • Each of our ground floor external doors have a ramp to ensure easy access for all. • We have accessible toilets and changing facilities. • Should it be required, risk assessments will be put into place for any children who have difficulty accessing the first floor via the stairs. • As a school we are happy to discuss individual access requirements.

		<ul style="list-style-type: none"> • Please refer to our admissions policy for the arrangements for the admission of pupils with a disability. <p>We provide equipment to meet our children's specific needs which include, but are not limited to:</p> <ul style="list-style-type: none"> • Visual prompts • Individual work stations • Writing slopes • Grips • Enlarged texts • Laptop • Wobble Cushions • Sensory Sock • Overlays • Buff Coloured Paper/Books
15.	How will my child be included in activities outside of the classroom, including school trips and afterschool clubs?	<p>Trips and activities are available to all children:</p> <ul style="list-style-type: none"> • Afterschool clubs are run by two adults to ensure all children are supported and supervised. • Children with additional needs would be supported by learning support TA on any trips and during activities within school but outside of normal classroom practice. This will be decided on a case by case basis. • Risk Assessments will be written to ensure a child's needs will be met during educational visits. • On occasion, a parent/carer may be invited to support their child during an activity.
16.	How will my child's emotional well-being and mental health be supported?	<p>The school offers a wide range of support for children experiencing emotional difficulties including:</p> <ul style="list-style-type: none"> • The class teacher/SENDCo/Pastoral Support Leader are available for children to talk to. • We have a trained Learning Mentor to offer a range of support. • School Council • Pupil Voice • CYPMHS (Children and Young Persons Mental Health Services) • School Health Advisor

		<ul style="list-style-type: none"> • Educational Psychologist • Consistent application of anti-bullying and behavior policies. • Where necessary, school will seek advice or refer children to external agencies for counseling. In some instances, this will be to the school's SEMH Consultant. <p>For further information, please refer to our Mental Health and Emotional Well-being Policy.</p>
17.	What specialist services and expertise are available or accessed by your setting?	<p>School is supported by a range of consultants and experts including:</p> <ul style="list-style-type: none"> • The School Health Advisor • Educational Psychologist • Occupational Therapy • Sensory Support (Visual and hearing) • Learning assessment • Parent Partnership • Early Help Team • CYPMHS • Speech and Language Services • Staff learning mentor and pastoral lead. • SEMH Consultant/Counsellor
18.	What should I do if I think my child has a special educational need or disability?	<p>The steps to raising concerns about your child are:</p> <ul style="list-style-type: none"> • Discuss any issues with your child's class teacher, or inform the school before your child starts with us. • The class teacher will then work closely with others to monitor and assess your child depending on the need identified. • Further meetings will be held between the class teacher, SENDCo and parents/carers to discuss possible next steps and other professional involvement.
	What should I do if I have a complaint?	<p>If you feel that your concerns are not being dealt with appropriately, please follow the schools Graduated Response procedure, as outlined by our Complaints policy, by speaking to the class teacher before speaking to the SENDCo or Headteacher. Failing this, an appointment can be made to see the SEND Governor via the school office.</p>
19.	Local Offer	<p>https://askollie.warrington.gov.uk/localoffer/directory_record/1409/evelyn_street_primary_school</p>

Answers to Children's Questions		
1.	How does the school know if I need extra help?	<ul style="list-style-type: none"> • Through something that you or your parents/ carers have told us. • We might have noticed that you are struggling with work in class. Your behaviour or attitude might tell us that you need support. You may not be making the usual progress in your work.
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"> • Speak to your parents/ carers and ask them to speak to your teacher. • Speak to your teacher or another adult who works in your class. • You can add a comment to your work to tell the teacher. • All adults in school will want to help and support you, including other teachers you have worked with, our support staff and members of our Welfare team (on display in the front entrance).
3.	How will my work be organised to meet my individual needs?	<p>We can differentiate your work in different ways:</p> <ul style="list-style-type: none"> • We can give you different resources to help you. • We can break your work into smaller chunks. • You can monitor your own progress and see your successes. • We can give you some extra work on a new topic before you start it so you feel more confident. • We may give you help in a small group to help you learn a new skill. <p>We will listen to you and understand what you find difficult so that we can offer the right kind of support.</p>
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"> • Your class teachers and Teaching Assistants will speak to you. • You will be involved in reviewing and planning targets. You will discuss how you learn best using your Individual Education Plan (IEP).
5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"> • The adults who work with you will support you. You might have a list of what you need to do written for you or a visual timetable. • Your teacher and TA will set you targets to help you and break big tasks into smaller ones. • We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships. Everyone has targets (e.g. written

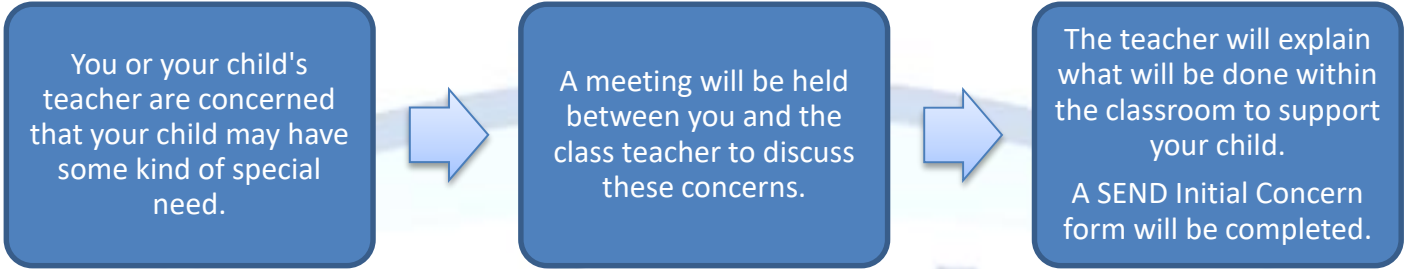
		feedback from teacher, specific targets from teacher) to get better at these things and so will you (with lots of help along the way).
6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> • Speak to a friend, a parent or carer, or an adult in school - we all care and want to help! • Speak to our Learning Mentor, Miss Breeze. She'll be able to have a chat and maybe give you some ideas. She will also speak to your class teacher to make them aware if necessary.
7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> • We will talk to you regularly. • When your teachers mark your work, they will tell you. • Your teacher and TAs will give you feedback during lessons. • Adults will review your targets with you. • You can ask your teacher if you are doing well.
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> • Talk to us about what is worrying you and we will work with you and find people to support you. • You can tell your teacher, TA, or any member of the school staff. • Talk to our Learning Mentor.
9.	Are there staff in school who have had special training to help young people who need extra help?	<ul style="list-style-type: none"> • All of our teaching staff have regular training in areas of SEND. • Staff are trained in lots of intervention programmes to help you with your learning. • Our SENDCo and Learning Mentor access a range of training to offer support. • We have lovely Teaching Assistants who are trained to help you when you feel sad, worried, anxious, or unconfident.
10.	Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<p>Yes we can! We can get help from lots of different professionals to help with your needs as appropriate, including:</p> <ul style="list-style-type: none"> • Educational Psychologist • School Health Adviser • Occupational Therapist • Parent Partnership • Early Help team • CYPMHS

		<ul style="list-style-type: none"> • Counselling services, such as St Joseph's, NSPCC • Visual and Hearing Impairment team • Speech and Language team • Orthoptist • Physiotherapist • ASD/ ADHD specialist nurses • Art/Play therapy • Medical professionals • And more!
11.	If I have difficulty in taking part in school activities what different arrangements can be made?	<p>a) How will I know who can help me? Talk to a member of staff with your parents/ carers or on your own</p> <p>b) Who can I talk to about getting involved in student activities if I need extra help? If you want to get involved in an activity we will make sure that you can and give you the help you need. Talk to one of the adults in your classroom.</p>
12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> • We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information. • We will usually hold a meeting with the people who help you now so that we have everything in place to help you. • We will speak to your new school before you start. We will make sure that you can visit and meet the people who will help you before you start. We will keep you in touch with your new school to make sure they know how to help you.
13.	I am coming to school to prepare for employment - how will I be supported?	<ul style="list-style-type: none"> • We will listen to your dreams and aspirations. • We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment. • We will encourage and support you. • We will help you develop social skills, good relationships, resilience, and confidence to take risks, resourcefulness, independence and reflection skills. • We will see you as an individual.

Glossary

TA	Teaching Assistant	Classroom support staff.
SEND	Special Educational Needs and Disabilities	
SENDCo	Special Educational Needs and Disabilities Coordinator	
EHCP	Education, Health and Care Plan	Document devised by the Local Authority - based on information and reports from parents/carers, school staff and external agencies - outlining the identified needs of individual children and recommendations to support their learning.
IEP / IBP	Individual Education Plan / Individual Behaviour Plan	Document completed by a child with the support of a member of staff, states likes/dislikes and how they can be supported at school.
SEMH	Social, Emotional and Mental Health	
CYPMHS	Children and Young Persons Mental Health Services	
SMART Targets	Specific, Measurable, Achievable, Realistic and Time-Limited	

SEND Graduated Response



Together we Forge our Tomorrows
WARRINGTON PRIMARY ACADEMY TRUST



