

## SEND Information Report - 2017/18

**School:** Evelyn Street Primary School

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**Headteacher:** Mrs J Hindley

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**SEND Governor:** Mrs M Ross

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**Date report completed:** March 2018

**Date report agreed:** March 2018



<p><b>What kinds of Special Educational Needs and Disabilities are catered for at our setting?</b></p>	<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"> <li>• Communication and interaction</li> <li>• Cognition and Learning</li> <li>• Social, emotional and mental health difficulties.</li> <li>• Sensory and/or physical needs.</li> </ul>
<p><b>Which policies relate to SEND children?</b></p>	<ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Equalities Policy</li> </ul>
<p><b>How will you be kept involved to help support your child?</b></p>	<ul style="list-style-type: none"> <li>• Progress will be discussed with parents/carers regularly, and at least three times a year i.e. Parents Evenings, unless further meetings are arranged.</li> <li>• It will also be discussed with the child regularly and during their PPS review; those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers.</li> <li>• Pupil Progress Meetings are held every term with the SENDCo to discuss the progress of pupil. 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>How are children consulted about their own learning?</b></p>	<p>Opportunities for consulting our pupils include:</p> <ul style="list-style-type: none"> <li>• Pupil Voice: surveys, interviews and questionnaires</li> <li>• PPS meetings.</li> <li>• School Council</li> <li>• Annual Review meetings</li> <li>• Personal Interviews</li> <li>• Ongoing discussions/evidence gathering with class teacher and support staff.</li> <li>• Those with communication difficulties, will have their views sought via the staff who work closely with them and parents/carers.</li> </ul>
<p><b>How does our</b></p>	<p>Children are identified in a variety of ways:</p>

<p><b>setting know if a child needs extra help?</b></p>	<ul style="list-style-type: none"> <li>• Information passed on from previous schools, parents, carers or Social Care.</li> <li>• Concerns raised by the teacher, parent/carer or the child themselves.</li> <li>• Limited progress being made after interventions have been put into place.</li> <li>• There is a change in the child's behaviour, attitude or progress.</li> <li>• After assessment from outside agencies.</li> </ul> <p>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.</p>
<p><b>How will your child's progress be monitored?</b></p>	<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"> <li>• All staff delivering an intervention are required to carry out base line and final assessments to ascertain progress.</li> <li>• A record of intervention is recorded on cohort and whole school provision maps.</li> <li>• All interventions will be regularly monitored by the SENDCo to ascertain impact, effectiveness, progress and next steps.</li> </ul>
<p><b>How are children supported when joining, transferring to a new setting, or moving on to the next stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>• Children entering our Nursery receive home welcome visits from staff and there are welcome meetings held in school where parents can ask questions and view the school.</li> <li>• Year 6 children take part in transition days organised by their chosen High Schools.</li> <li>• Visits to school by High School staff are encouraged as part of the transition arrangements.</li> <li>• Our Learning Mentor is available to support children after starting or prior to leaving the school.</li> <li>• When necessary, the SENDCo will consult with teachers from other settings regarding the best practice to suit a child's needs.</li> </ul>
<p><b>How will the curriculum be adapted at our setting to match your child's needs?</b></p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> <li>• All children identified as having a special educational need will primarily be taught in the classroom alongside their peers.</li> <li>• Children will be placed onto our SEND register and have specific 'smart' targets and provision planned - this will be reviewed regularly</li> </ul>

	<p>and at least half termly.</p> <ul style="list-style-type: none"> <li>• A Pupil Passport to Success will be written. The child and parents/carers will be involved in this. This PPS will have agreed targets on, which will be evaluated weekly by the class teacher and support staff.</li> <li>• Work will be tailored by the class teacher to enable the child to access the curriculum more easily.</li> <li>• Teaching Assistants may be allocated to work with individual children or small focus groups to target specific needs.</li> <li>• Children may be provided with specialist equipment such as wobble cushion, visual timetable or laptop with literacy support software installed.</li> </ul>
<p><b>What training does the staff who are supporting children with SEND have or having?</b></p>	<p>An audit of staff expertise in SEND is undertaken annually.</p> <ul style="list-style-type: none"> <li>• SENDCo is attending training for the National SENDCo qualification</li> </ul> <p>Individual training for staff includes:</p> <ul style="list-style-type: none"> <li>• ADHD</li> <li>• ASD</li> <li>• Code of Practice</li> <li>• Social, Emotional and Mental health (SEMH)</li> <li>• Team Teach</li> <li>• Nurture Group Training</li> <li>• Speech and language support</li> <li>• Read, Write, Inc</li> <li>• Boosting Reading @ Primary</li> <li>• Inference Training</li> <li>• Fisher Family Trust</li> <li>• Dyslexia friendly classrooms</li> </ul>
<p><b>How will we support your child?</b></p>	<p>Provision for SEND children includes:</p> <ul style="list-style-type: none"> <li>• Each child with SEND will have a Pupil Passport to Success (PPS) which is written by the teacher and child.</li> <li>• 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 them as appropriate and advise accordingly.</li> <li>• Quality first teaching, with appropriate differentiation in place.</li> <li>• Diminishing the Difference provision which may include extra adult support in or beyond the classroom.</li> <li>• Personalised provision through time-limited interventions where appropriate.</li> </ul>

<p><b>How are resources allocated and matched to a child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Children with an EHCP will have their funding budget allocated according to the needs outlined within the plan or recommendations made by other professionals.</li> <li>• Meetings between the class teacher and SENDCo will take place to decide on the best use of equipment to support a child's needs.</li> <li>• Further training for teachers and teaching assistants will be planned depending on the gaps identified in children's learning.</li> </ul>
<p><b>How is the type and amount of support decided?</b></p>	<p>These arrangements include :</p> <ul style="list-style-type: none"> <li>• Graduated approach – Assess, Plan, Do, Review</li> <li>• Data tracking for pupil progress</li> <li>• Pupil Passport to Success and EHCP reviews;</li> <li>• Observations</li> <li>• Parents' meetings - at least 3 times a year with the class teacher.</li> <li>• Pupil Voice</li> <li>• The SENDCo will also meet regularly with the class teacher.</li> <li>• The school's Wave 3 intervention system and pupil targets.</li> </ul>
<p><b>How accessible is our setting?</b></p>	<ul style="list-style-type: none"> <li>• We have disabled parking spaces at the front of the building.</li> <li>• Each of our ground floor external doors have a ramp to ensure easy access for all.</li> <li>• We have accessible toilets and changing facilities.</li> <li>• Should it be required, risk assessments will be put into place for any children who have difficulty accessing the first floor via the stairs.</li> <li>• As a school we are happy to discuss individual access requirements.</li> <li>• Please refer to our admissions policy for the arrangements for the admission of pupils with a disability.</li> </ul> <p>We provide equipment to meet our children's specific needs which include:</p> <ul style="list-style-type: none"> <li>• Visual prompts</li> <li>• Individual work stations</li> <li>• Writing slopes</li> <li>• Grips</li> <li>• Enlarged texts</li> <li>• Laptop</li> </ul>
<p><b>How will your child be included in activities outside of the classroom,</b></p>	<p>Trips and activities are available to all children:</p> <ul style="list-style-type: none"> <li>• Afterschool clubs are run by two adults to ensure all children are supported and supervised.</li> <li>• Children with 1:1 funding through an EHCP would be supported by</li> </ul>

<p><b>including school trips and afterschool clubs?</b></p>	<p>their learning support TA on any trips and during activities within school but outside of normal classroom practice.</p> <ul style="list-style-type: none"> <li>• Risk Assessments will be written to ensure a child’s needs will be met during educational visits.</li> <li>• On occasion, a parent/carer may be invited to support their child during an activity.</li> </ul>
<p><b>How will your child's emotional well-being and mental health be supported?</b></p>	<p>The school offers a wide range of support for children experiencing emotional difficulties including:</p> <ul style="list-style-type: none"> <li>• The class teacher/SENDCo or Pastoral Support Leader are available for children to talk to.</li> <li>• We have a trained Learning Mentor to offer support e.g. Nurture sessions etc.</li> <li>• School Council</li> <li>• Pupil Voice</li> <li>• CAMHS (Children and Mental Health Services)</li> <li>• School Health Advisor</li> <li>• Educational Psychologist</li> <li>• Consistent application of anti-bullying and behavior policies.</li> <li>• Where necessary, school will seek advice or refer children to external agencies for counseling.</li> </ul>
<p><b>What specialist services and expertise are available or accessed by our setting?</b></p>	<p>School is supported by a range of consultants and experts including:</p> <ul style="list-style-type: none"> <li>• The School Health Advisor</li> <li>• Educational Psychologist</li> <li>• Occupational Therapy</li> <li>• Sensory Support (Visual and hearing)</li> <li>• Learning assessment</li> <li>• Parent Partnership</li> <li>• Early Help Team</li> <li>• CAMHS</li> <li>• Speech and Language Services</li> <li>• Staff learning mentor and pastoral lead.</li> </ul>
<p><b>What should you do if you think your child has a special educational need or disability?</b></p>	<p>The steps to raising concerns about your child are:</p> <ul style="list-style-type: none"> <li>• Discuss any issues with your child’s class teacher, or inform the school before your child starts with us.</li> <li>• The class teacher will then work closely with others to monitor and assess your child depending on the need identified.</li> <li>• Further meetings will be held between the class teacher, SENDCo and parents/carers to discuss possible next steps and other professional</li> </ul>

	<p>involvement.</p> <ul style="list-style-type: none"><li>• If you feel that your concerns are not being dealt with appropriately, please follow the schools <i>Graduated Response</i> procedure, as outlined by our <i>Complaints</i> 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.</li></ul>
<b>Local Offer</b>	<a href="https://askollie.warrington.gov.uk/localoffer/directory_record/1409/evelyn_street_primary_school">https://askollie.warrington.gov.uk/localoffer/directory_record/1409/evelyn_street_primary_school</a>

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## Glossary

<b>TA</b>	Teaching Assistant	Classroom support staff.
<b>SEND</b>	Special Educational Needs and Disabilities	
<b>SENDCo</b>	Special Educational Needs and Disabilities Coordinator	
<b>EHCP</b>	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.
<b>PPS</b>	Pupil Passport to Success	Document completed by a child with the support of a member of staff, states likes/dislikes and how they can be supported at school.