

ANNUAL REVIEW - SEPTEMBER 2020

SEND Information Report 2020/21

The governing bodies of maintained schools, 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:	Gorsewood Primary School
School website address:	www.gorsewood.halton.sch.uk
Type of school:	Primary
Description of school:	<p>Gorsewood Primary School is situated on the Murdishaw Estate at the Eastern end of Runcorn New Town. It serves the former New Town Corporation Estate of Murdishaw and the private estates, Littlebourne Park, Borrow's Bridge and Marina Village. Gorsewood Primary School is a single storey primary school built in 1978. In 1995 we had a two classroom extension which provided large teaching areas. Within the building we host an independently run pre-school which we have close links with.</p> <p>The school is smaller than the average-sized primary school. The school is set in attractive, landscaped grounds, which include ponds, an outdoor classroom, bird hide, amphitheater and trim trail together with fruit trees and vegetable beds. This environment serves to provide an exciting resource for outdoor learning. There is also an accessible track to go around the school field.</p> <p>The school is one form entry, classes are taught in their year groups – Reception to Year 6. Each class has at least one support assistant in addition to the class teacher. We have a number of experienced support assistants who work across the year groups providing</p>

	<p>specific focused support to pupils.</p> <p>Here at Gorsewood “we aim to give all our pupils opportunities to develop their full potential within a caring and supportive environment, providing a wide and varied range of activities to enrich the curriculum”.</p> <p>Gorsewood is an inclusive school that supports, nurtures and challenges pupils to achieve their potential. Our wellbeing team includes the Headteacher, SENCO, Family Support Worker, School Counsellor, Behaviour Mentors, Attendance Worker, Speech and Language Therapist. Trained Teaching Assistants and Nurture support staff in addition to our experienced teachers and classroom support assistants all work together with the wellbeing team to ensure every pupils is supported to achieve.</p> <p>The school offers breakfast and after-school clubs every day. From the age of 6+ the school offers children an opportunity for residential education.</p>
<p>Does our school have resource base? Yes or No</p> <p>If Yes please provide a brief description.</p>	No
Number on roll:	188
% of children at the school with SEND:	38.9%
Date of last Ofsted:	May 2018
Awards that the school holds:	Halton Healthy School Standards, Activemark, Eco Schools Bronze Award, ECM Quality Mark, School Achievement Award, Sainsburys School Games Gold Award
<p>Accessibility information about the school:</p> <p>Please insert a link to your school’s Accessibility Strategy.</p>	<p>DDA compliant doors and ramps, disabled toilet with changing facilities, ceiling track hoist and mobile hoists.</p> <p>Fully accessible building, website, newsletters.</p> <p>Drop and Go area at the front of school with a designated accessible parking space and dropped kerb to facilitate access.</p> <p>Prospective visits welcome.</p> <p>http://gorsewood.schoolspider.co.uk/page/school-policies-and-documents-/13981</p>

Expertise and training of school based staff about SEND. (CPD details)	If it's not ASD, what is it? (Mar 2014), SEN Reform Event (Jun 2014), SENCO Forum (Nov 2015), SEND Update Training (Jan 2015, Feb 2016), National SENCO Award (2015), Dyslexia Dyscalculia Course (Apr 2015), Inclusion Workshop (Mar 2014), Pictorial Exchange Communication (Sept 2013), SEN Training (Oct 2013), British Sign Language Course (2015), The Inclusive Classroom (Nov 2015), Antibullying Conference (Nov 2014), Attachment Theory (Mar 2015), Attachment Training (Feb 2015), Moving & Handling (Jun 2015), Hearing Impaired Training (Nov 2015, June 2016), A Quiet Place (Mar 2015), Diagnostic Reading Assessment (Jan 2015), School Medicine Management (Dec 2014), Sensory Strategies (Oct 2014), Pupil Premium & PEP (Oct 2014), Managing Medication (Oct 2014), Supporting Vulnerable Children (Mar 2015), SENCO Cluster Meeting (March 2015, Jan 2016), SENCO Course (Oct 2014), Regular SENCO Workshops, Managing Challenging Behaviour (Oct 2014), Whole Staff Emotion Coaching (Sept 2016), SEND Update Training (Feb 2016), Positive Lunch Time Behaviour (Feb 2016), Complex Language, Difficulties & Disabilities (Jan 2016), Emotion Coaching Conference (Jan 2016), Inclusion Forum (Mar 2016), SEND Forum (Nov 2015), SENCO Training (Jan 2016), Elkan Speech & Language 3 Day Course (2015/2016), Recognising & Managing Anxiety (Jan 2016), Bereavement Awareness Seminar (Sep 2016), SENCO Mentoring (Jan 2016), The Inclusive Classroom (Nov 2015), Teaching Assistant Speech and Language Training (Mar 2017), Boxall Profiling (Feb 2017) SEND and Mental Health (May 2017) SEND Code of Practice (Nov 2016) Hanen Teacher Talk (Mar 2017) Administration of medication (June 17) Nurture Groups (Apr 2017) BAAT Articulate (Feb 2017) ECAF Training (Feb 2017) DESTY (Jan 2017) Inclusion Forums (2016-19) Intervention Management (Nov 2016) Hearing Impairment Training (Oct 2016). ADHD in the 21 st Century (Nov 2017) One Page Profile Training (Oct 2017) Diabetes Management (Oct 2017) developmental Trauma Training (Feb 2018) ELSA Training (Apr 2018) Administration of Medication (May2018) CAMHS Mindfulness (September 2018) PCP (Oct 2018) Emotional Literacy (March 2019) Boxall Profile (March 2019)		
Documentation available:	Are the following documents available on the schools website?	SEND policy	Yes
		Safeguarding Policy	Yes
	If yes please insert the link to the documents page.	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.	<ul style="list-style-type: none">When pupils have been identified with SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEND will be in our school setting.Transition meetings are held between staff of settings, SEND team, outside agencies and parents to		

<p>If your child exhibits challenging behaviour we will work with you to develop strategies and a program of support to ensure consistency both at home and school.</p>	<p>ensure effective transfer of information and smooth transition for the child.</p> <ul style="list-style-type: none"> • Programs of transition between school, pre-school, other schools, classes and Year 6 to high school take place as required. • If you tell us you think your child has SEND we will discuss this with you and monitor progress. We will share with you what we find out and agree next steps with you as to how we can all help your child. • Throughout your child's time at Gorsewood, if your child does not appear to be making the same level of progress as their peers we will undertake assessment in school and by using other professionals, 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, behaviour or pastoral support plans with pupils and families.
<p>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.</p>	<ul style="list-style-type: none"> • 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, autism spectrum conditions, moderate/severe learning difficulties, sensory, physical and social, emotional and mental health needs. • We consult with specialist health teams for advice and support, e.g. epilepsy, diabetes, asthma, allergies, continence etc. • We get support from local authority services and local special schools who provide outreach. • We liaise with Woodview Child Development Centre for advice and support. • Speech and Language Therapist. • We liaise with Education Psychologists, Child Development Centre and CAMHS receiving support, reports and advice. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for

	<p>assessment if we believe they need a period of therapy.</p> <ul style="list-style-type: none"> • Data analysis and reports provided by the LA services and outside providers. • We hold internal meetings with relevant staff including SENCO and Family Support Worker to discuss appropriate interventions. • We will hold multi professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings we discuss what will be put into place in school to make teaching and learning more effective, agree targets for pupils' achievement agree how we will work together and agree a review date to explore how well the pupil is progressing. This information is recorded to ensure accountability. • Social Care work with us when appropriate.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Individual work spaces • Specialist software, e.g. Heart Math Dragon Dictate • Coloured overlays • Access to ICT resources such as interactive smart boards, IPad, IPod, laptop, visualiser • Prompt and reminder cards for organisation • Symbols and visual prompts, e.g. visual timetable
What strategies/programmes/resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> • Intervention from speech and language therapist • Delivery of personal speech and language programme • Support from classroom assistant within class • Support from SENCO/specialist TA for small group or individual • Range of language resources and programme materials
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Small group support in class for guided reading/writing • Individual daily reading with teaching assistant/teacher • Reading schemes for 'struggling' readers • Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills • Initial dyslexia screening • Streaming for phonics • Phonics based reading schemes • Delivery of a planned SpLD programme by a skilled teaching assistant • Whole school scheme for phonics, comprehension and handwriting - RWI • Working memory programs including Cogmed

Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes • Withdrawal by teaching assistants for 1:1 support • Out of hours booster group • Whole school approach – Mastery Maths • Initial dyscalculia screening
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • Personalised and differentiated curriculum • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Specialist equipment including changing facilities, disabled access toilets and hoist • Individual plans (educational, behaviour, pastoral) • School/year group provision mapping • Strategies put into place as provided by professionals/specialist services/outreach/ school nurse • Staff trained in PECs • All staff accessed emotion coaching training • All staff have emergency first aid training, others have first aid at work, paediatric training and defibrillator training • Half termly wellbeing team meetings
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<ul style="list-style-type: none"> • Observation • Target setting • Termly pupil progress meetings • Individual support plans, targets and review • Individual provision map • Individual pastoral support plans written in conjunction with the parents and pupils. • Boxall Profiling • CAF • External professionals undertaking assessment • Regular review of targets with child/parents • Half termly wellbeing team meeting
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Use of individual timetables and checklists • 'Chunking' of activities • Individual success criteria • Visual prompts • Workstations • 'PSHCE' / personal development targets
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes • Breakfast club • Nurture room • Individual pastoral support plans which specify break

	<p>and lunchtime provision</p> <ul style="list-style-type: none"> • Playtime buddy system • High staff supervision • Staff employed responsible for personal care for named pupils
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer a breakfast club. • We offer a range of after school activities/sports clubs for pupils of different ages, • Family clubs
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?	<ul style="list-style-type: none"> • Pupils are encouraged and supported to be included in activities outside the classroom as they are inside the classroom. I.e. trained adults, additional adults, equipment (e.g. portable ramps), planning, preparation and risk assessment.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Planned support from teaching assistant • Meet and greet at start of day • Parental contact daily through home-school book • School Counsellor sessions • Behaviour Mentor • PSHE lessons • Referral to CAMHS • Nurture groups in place • Individual pastoral support plan • Identified mentor/key adults • Anti-bullying focus – pupils identify what it is – who to speak to and what to do about it.
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the schools behaviour policy • Individual behaviour plans in place • Social skills / behaviour group using social skills programme • Daily behaviour record • Time-out support • Reward system • Support and intervention from outreach behaviour specialist • Individual pastoral support plan • Strategies in place for unstructured times of the day e.g. alternative location for break time • Referral to Additional Needs Nursing Team. • Behaviour mentors. • Team Teach techniques • Social stories • Calming room • Restorative justice • Educational Psychology support.
How we support pupils in their	<ul style="list-style-type: none"> • Transition co-ordinator in school

transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Regular meetings with parents • Transition plans for individual children • Risk assessments completed • Close links with Halton transition lead • Photo voice program • Work with parent partnership • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • One page profiles • Longer term links with secondary schools to increase familiarity • Residentials • Links with travel training. • Transition meetings • Meetings between staff
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy/occupational therapy team • Assessment and individual programmes • Specialist resources • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs • Strategies for the use of personal medication
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Each child has an identified mentor who they meet with and know to go to if they require support/advice. • 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. • 'Drop and Go' – Meet and greet, arrangements in the morning • School counsellor and family support worker available for parents • Home/school diaries • Celebration assemblies • Website and newsletters • School productions • Parent interviews held twice a year • Support Plan Meetings held three times a year. • Written reports to parents about progress of pupils each year • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs.

	<ul style="list-style-type: none"> • The school along with the Family Support Worker works closely with the local authorities IWST team and will support families through a CAF. • Family room accessed by parents and pupils • School nurse drop in sessions • Parent workshops • Parent and child activities • Behaviour Consultant
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils' needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there may be additional funding allocated.
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.	<ul style="list-style-type: none"> • Specific interventions • Specific materials • Services including sports coaches, drama and specialist teachers • Support for parents and pupils from Family Support Worker, School Counsellor and Attendance Worker, Behaviour Consultant • Enrichment activities including school trips, residential visits, sports fixtures, music festivals and events in school such as theatre company visits and themed workshop days. • Nurture sessions • iPads • Additional staffing
SENCO name/contact	Mrs C Westwood
Headteacher name/contact	Mrs J Gregg
Completed by: Mrs J Gregg & Mrs C Westwood	Date: September 2020

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.