



## **Spinney Avenue Church of England Primary School**

### SEND Local Offer

This page is part of the Local Offer for Halton. Under the children and families bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

#### **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
4. Sensory and/or Physical Needs

<b>General School Details:</b>									
School Name:	Spinney Avenue Church of England Primary School								
School website address:	www.spinneyavenue.org.uk								
Type of school:	Type of school: Voluntary Controlled Church of England Primary School								
Description of school:	<p>Spinney Avenue Church of England Primary is an average-sized primary school. The school caters for children aged between 4 years and 11 years of age and currently (as of September 2018) has 201 children on roll.</p> <ul style="list-style-type: none"> <li>• The proportion of disadvantaged pupils supported by the pupil premium is below the national average.</li> <li>• The large majority of pupils are White British.</li> <li>• The proportion of pupils who speak English as an additional language is lower than the national average.</li> <li>• The proportion of pupils who have SEN and/or disabilities is in lowest 20% of schools in the country.</li> <li>• The school meets the government's current floor standards.</li> </ul> <p>Collective worship and religious education are at the heart of our school's distinctiveness. The high levels of care, nurture and guidance, where everyone is valued as an individual, demonstrate the distinctive Christian ethos of our school. The attitudes and behaviour of our pupils are firmly based on their understanding of Christian values. This leads to strong relationships supported by well-established links with the vicar and church. (SIAMS Report, March 2018)</p>								
Does our school have a resource base?	No								
Number on roll:	201								
% of children at the school with SEN:	<table style="width: 100%; border: none;"> <tr> <td>22.9%</td> <td></td> </tr> <tr> <td>High Level need</td> <td>0.5%</td> </tr> <tr> <td>Medium Level need</td> <td>6%</td> </tr> <tr> <td>Low Level need</td> <td>16%</td> </tr> </table>	22.9%		High Level need	0.5%	Medium Level need	6%	Low Level need	16%
22.9%									
High Level need	0.5%								
Medium Level need	6%								
Low Level need	16%								
Date of last Ofsted:	January 2018								



## Spinney Avenue Church of England Primary School

### SEND Local Offer

Awards that the school holds:	Sports Mark Silver		
Accessibility information about the school:	<p>Spinney Avenue CE Primary School is a one-storey building. Entrance to the main building is fully accessible which in turn allows access to all classes. There is a well-situated wheelchair accessible toilet. An outdoor cabin with accessible ramp was built in 2014.</p> <p><b>In compliance with Halton Borough Council’s Access Policy Statement and the Customer Care Access Group Recommendations, Spinney Avenue CE Primary School is committed to:</b></p> <ul style="list-style-type: none"> <li>• Providing ongoing disability awareness training for all staff, including more intensive job specific disability training where required</li> <li>• Ensuring right of entry to any activity by providing enough suitably qualified persons trained in inclusion and integration</li> <li>• Providing information on the services available in accessible formats, including large print, at no extra cost to the customer, on request</li> <li>• Working to ensure that our website complies with the Web Accessibility Initiative Standards, so that all users have equal access to information regardless of their impairment</li> <li>• Providing specific equipment where appropriate aimed at ensuring the individual needs and requirements of disabled customers are met</li> <li>• Continually seeking new ways to improve access to our services through consultation with our customers and through disability access groups in the community.</li> </ul>		
Expertise and training of school based staff about SEND. (CPD details)	<p>SENCo has embarked on the National Qualification for SEN (estimated completion Spring 2019). Specific staff are Team Teach trained. We have a specialist therapeutic intervention teaching assistant who is trained in bereavement counselling and Boxall Profile Assessments. Bespoke training from the Specialist teaching service has also been accessed, including the effective writing of SEN Support plans. Several Teaching Assistants have accessed training relating to specific intervention programmes such as Read, Write, Inc. and Toe by Toe (phonics and reading interventions) and Dynamo Maths.</p>		
Documentation available:	Are the following documents available on the schools website?	SEND policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints Procedure	Yes
<b>Range of Provision and inclusion information:</b>			
How we identify special	<u>Foundation Stage: Assessment and Identification</u>		



**Spinney Avenue Church of England Primary School**  
SEND Local Offer

<p>educational learning needs as a school and how we involve pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> <li>• Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences, also taking into account some children may not have received any Nursery Education when they enter Reception that children will progress at different rates. This may not necessarily mean they are children with SEND, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress.</li> <li>• Meetings with pre-schools will determine any existing identified needs.</li> <li>• On entry to Reception, children are Baseline Assessed using a recognised and accredited process.</li> </ul> <p><u>Primary Phase: Assessment and Identification</u></p> <ul style="list-style-type: none"> <li>• During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of children with SEND.</li> <li>• School uses the Read Write Inc programme for all children in Years 1 to 3, and those requiring specific support from Years 4 to 6 utilise the Toe by Toe Programme. This programme places the children in a specific group, linked to their individual ability level. The programme is regularly reviewed, and the progress of the children assessed.</li> <li>• Assessment at Key Stage Two is undertaken using standardised tests (E.g. Past SAT papers or NFER tests) in reading, writing, spelling and mathematics.</li> <li>• The SENCO uses a school-devised system in whereby children are assessed to their closest age-related level when applying for additional enhanced funding.</li> </ul>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise &amp; how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> <li>• Teachers and support staff provide support for access to the curriculum for SEND pupils.</li> <li>• Therapeutic Interventions are available from trained Support Staff.</li> <li>• Additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties is sought from external specialists</li> <li>• We have outreach support from local authority services and local special schools.</li> <li>• We procure support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</li> <li>• We will hold multi-professional meetings with parents</li> </ul>



## **Spinney Avenue Church of England Primary School**

### SEND Local Offer

	<p>and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.</p> <ul style="list-style-type: none"> <li>• We buy into a private Educational Psychology Service</li> </ul>
How we provide access to a supportive environment; ICT facilities / equipment/resources/ facilities etc.	<ul style="list-style-type: none"> <li>• Specialist equipment to support the curriculum</li> <li>• Access to ICT resources such as iPads and visualisers</li> <li>• Prompt and reminder cards for organisation</li> <li>• Symbols and visual prompts</li> </ul>
What strategies / programmes /resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> <li>• Intervention from speech and language therapist (Chatterbug)</li> <li>• Delivery of personal speech and language programme</li> <li>• Support from classroom assistant within class</li> <li>• Support from SENDCO/specialist TA for small group or individual</li> <li>• Range of language resources and programme materials</li> </ul>
Strategies to support the development of literacy (reading / writing)	<ul style="list-style-type: none"> <li>• Small group support in class for guided reading / writing</li> <li>• Individual daily reading with to teaching assistant / teacher</li> <li>• 1:1 reading for 'struggling' readers</li> <li>• Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</li> <li>• Delivery of planned therapeutic programme by a skilled teaching assistant and external company (Military Style Education)</li> </ul>
Strategies to support the development of Maths	<ul style="list-style-type: none"> <li>• Small group support in class through guided teaching</li> <li>• Withdrawal in a small group for 'catch up' maths activities using specific programmes</li> <li>• Withdrawal by teaching assistant for 1:1 support</li> <li>• Use of specialist maths resource (Dynamo Maths)</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>• Personalised and differentiated curriculum</li> <li>• Small group support in class from classroom assistant or teacher</li> <li>• 1:1 support in the classroom for some children from teaching assistants to facilitate access through support or modified resources</li> <li>• Specialist equipment</li> <li>• Individual plans (educational, behaviour, therapeutic)</li> <li>• Time spent in a year group more appropriate to the needs of the child</li> <li>• School / year group provision mapping</li> <li>• Strategies put into place as provided by professionals / specialist services / outreach</li> </ul>
How we assess pupil progress	<ul style="list-style-type: none"> <li>• Observation</li> </ul>



## **Spinney Avenue Church of England Primary School**

### SEND Local Offer

<p>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.</p>	<ul style="list-style-type: none"> <li>• Target setting</li> <li>• Individual education plan targets and review</li> <li>• Individual provision map</li> <li>• Individual pastoral support plans</li> <li>• CAF</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child / parents</li> </ul>
<p>Strategies / support to develop independent learning</p>	<ul style="list-style-type: none"> <li>• Use of individual timetables and checklists</li> <li>• 'Chunking' of activities</li> <li>• Individual success criteria</li> <li>• Visual prompts</li> <li>• Therapeutic targets</li> </ul>
<p>Support / supervision at unstructured times of the day including personal care arrangements</p>	<ul style="list-style-type: none"> <li>• Individual pastoral support plans which specify break and lunchtime provision</li> <li>• Peer Mentor System</li> <li>• Staff trained responsible for personal care for named pupils</li> </ul>
<p>Extended school provision available; before and after school, holidays etc</p>	<ul style="list-style-type: none"> <li>• We are able to signpost parents and carers to after school providers.</li> <li>• We offer a wide range of after school activity / sports clubs for pupils of different ages,</li> <li>• We offer a residential experiences to pupil in UKS2</li> </ul>
<p>How we will support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?</p>	<ul style="list-style-type: none"> <li>• We will always ensure that activities arranged within our own grounds are accessible for all pupils.</li> <li>• We will attempt in all circumstances to ensure full inclusion can happen by working with the providing staff/companies</li> <li>• Where inclusion is not possible, we will arrange an alternative trip/excursion.</li> </ul>
<p>Strategies used to reduce anxiety, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> <li>• Planned support from specialist teaching assistant</li> <li>• Meet and greet at start of day</li> <li>• Parental contact daily if appropriate</li> <li>• Parental contact session weekly</li> <li>• Referral to CAMHS</li> <li>• Therapeutic Intervention Plans (TIP)</li> <li>• Family support Worker who works to ensure excellent practice in safeguarding and child/family welfare</li> </ul>
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> <li>• Use of the school's positive Behaviour Policy</li> <li>• Individual behaviour plans in place</li> <li>• Social skills / behaviour promoted throughout the curriculum</li> <li>• Daily behaviour record in some extreme cases</li> <li>• ABC Room</li> <li>• Reward system</li> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Strategies in place for unstructured times of the day e.g.</li> </ul>



## Spinney Avenue Church of England Primary School

### SEND Local Offer

	<ul style="list-style-type: none"> <li>alternative location for break time (cabin)</li> <li>Referral to PBS (Positive Behaviour Support Team)</li> </ul>		
How we support pupils in their transition into our school and when they leave us.	<ul style="list-style-type: none"> <li>Transition co-ordinator in school</li> <li>Regular meetings with parents</li> <li>Transition plans for individual children</li> <li>Risk assessments completed</li> <li>Close links with Halton transition lead</li> <li>Work with parent partnership</li> <li>Social stories and visual prompts for pupils</li> <li>Work through PSHCE on managing and preparing for change</li> <li>Programme of visits</li> <li>Longer term links with secondary schools to increase familiarity</li> </ul>		
	<ul style="list-style-type: none"> <li></li> </ul>		
Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>Intervention from physiotherapy / occupational therapy team</li> <li>Assessment and individual programmes</li> <li>Specialist resources</li> <li>Delivery of planned intervention programme by skilled member of school staff.</li> <li>Close liaison with medical staff where required</li> <li>Staff training for managing particular medical needs</li> </ul>		
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"> <li>For parents we offer a range of family learning opportunities</li> <li>We hold coffee mornings in school</li> <li>The school will signpost appropriate groups and organisations which are relevant for a family's needs.</li> <li>The school works closely with the local authorities IWST team and will support families through a CAF.</li> </ul>		
How additional funding for SEND is used within the school for individual pupils.	<ul style="list-style-type: none"> <li>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).</li> <li>If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, an application for an Education and Health Care Plan (EHCP) may be made.</li> </ul>		
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"> <li>Specific interventions</li> <li>Additional staffing</li> <li>Financial support to access residential trips</li> <li>Mobile ICT equipment</li> <li>Individual PEP plans</li> <li>LAC coordinator in school responsible for monitoring need and liaising with parents and other agencies</li> </ul>		
<b>SENDCO name / contact</b>	Miss Clare Parkinson		
<b>Headteacher name / contact</b>	Miss M Slingsby		
Completed by:	<i>C Parkinson</i>	Date:	14.12.18



*A Place of Joy and Learning*

***Spinney Avenue Church of England Primary School***  
**SEND Local Offer**

Further information can be found via the following link:

<http://www.haltonchildrenstrust.co.uk/index.php/halton-local-offer-website-launched/>