**Bleak Hill Primary School**

**SEND Information Report**



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**Our school’s approach to supporting children with SEND**

At Bleak Hill Primary School, we believe in inclusion for all. We want all children to take part in all learning experiences, and we celebrate each member of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners (Quality First Teaching as mentioned in the SEND Policy) and actively monitor the teaching and learning taking place in the school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff carry out assessments to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, we follow a graduated programme of review, Assess, Plan and Do which underpins our provision.

**Catering for different kinds of SEND**

**Cognition & Learning**

At Bleak Hill Primary School, we support children with cognition and learning difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. We support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology; we also provide adult support when needed. We also run a number of interventions including support for students with dyslexia, reading and additional numeracy sessions.

**Communication & Interaction**

Communication and Interaction includes those children who require speech and language support along with those who have social/communication difficulties such as Autism Spectrum Disorder. The school works closely with the Speech and Language Therapists to put in place effective strategies to enable students to succeed within their classrooms. We provide 1:1 support to deliver intervention recommended by Speech and Language Therapists. We also support pupils with Autism Spectrum Disorder; all staff have received training on how to support those with ASD. We support pupils with targeted intervention, provide resources and deliver bespoke curriculums where needed.

**Social, Emotional and Mental Health**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through emotional support sessions and social skills groups. We involve outside agencies such as CYPMHS (Child and Young People’s Mental Health Service), Barnardo’s or the Community Paediatrician if necessary. We also access support from the St Helens Mental Health Support Team, where appropriate, and other external agencies. Our Pastoral Support Team work closely with children to ensure that we put effective support in place as soon as possible.

**Sensory and/or Physical Needs**

Where required, staff work closely with outside agencies to provide support for children who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning experiences accessible to all children. We work closely with parents to put in place the Seedlings Programme which runs over an 8-week period. Following on from this, we may put a sensory diet in place as recommended from the OT Service. Examples of external agencies are Occupational and Physio Therapists.

**Key Staff and Expertise**

**Training** All our staff are trained and have experience of dealing with children who have additional needs. Recent training sessions have included ASD; ADHD; Sensory Training; Team Teach Training; Early Childhood Traumas and Asthma and Allergy Training.

Staff members attend relevant training such as Makaton; Speech and Language – DLD, Sensory Training, Nurture/ Attachment Training, Using Communication Boards as necessary to ensure they are fully equipped to support the pupils they are working with. Training is relevant and updated regularly.

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| --- | --- | --- |
| **Name of SENDCO** | **Email address** | **Phone number** |
| Clare Ashton (Maternity Cover)Sophie Cozens (Maternity Leave) | bleakhillsend@sthelens.org.uk | 01744 678190 |

**Securing and deploying expertise**

As a school, we employ staff according to their area of expertise and their willingness to access relevant training. We work hard to ensure that every class has the appropriate number of support staff to ensure the high-quality education is maintained at all times, where all pupils can access the curriculum.

**Equipment and facilities**

We hold meetings with external agencies and parents to review the appropriate equipment and approaches that are in place for a child. We request additional support from the LA if a child requires a particular item of equipment for their specific needs.

**Identifying and Assessing Pupils with SEND**

Class teachers and support staff, along with parents, work closely together to assess the progress of pupils within their class. Should a teacher, teaching assistant or parent have a concern that a child may have special educational needs they will speak with the SENDCo (Mrs Ashton). A period of observation may follow, with the child being added to our first phase of our SEND register. During this time, specific interventions will be introduced to try and encourage progress. Staff follow the ‘Assess, Plan, Do, Review’ process. Following this period and one cycle of ‘Assess, Plan, Do, Review,’ if the concerns remain, further investigations may be required. At this stage a pupil may be added to our SEND register and may receive a SEND Support Plan, which includes detailed targets and strategies to support them. (Please see our SEND Policy)

**Consulting with Pupils and Parents**

At least each term, we review the child’s targets and report their progress to their parents. We hold meetings with parents and discuss the impact of any strategies/ interventions that have taken place and decide upon new targets for the child. The children have an opportunity to give their views about how they feel they are developing; they will be included in the review meeting where appropriate.

**Involving Key Stakeholders**

Working together with all stakeholders, we can shape and develop provision for our learners, therefore ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all pupils, parents/carers, governors, and staff. We actively encourage parents to engage in the SEND support for their child. Termly reviews ensure we understand parental views about the support their child receives; this is also a chance to discuss the progress made.

**Progressing towards Outcomes**

At Bleak Hill, we teach using our REACH principles (please refer to our school website). These principles ensure that new knowledge and skills build on what has been taught previously. We have identified potential barriers to learning across all subjects and staff have received extensive training on the pedagogical research of how children learn, to be able to effectively implement reasonable adjustments and they differentiate lessons appropriately for individual children, as necessary. We have a range of access for all documents (on the school website) to enable all of our learners to access our ambitious curriculum.

**Transition Support**

At Bleak Hill, we are proactive when planning transitions for children at the different phases of education, and ensuring they are all equipped for adulthood. For children with additional needs, we ensure they have access to our transition booklets which show their new classroom, key staff, and the taught curriculum for their new class. We provide extra sessions for some children to ensure that they feel supported through this transition. We have found that many children have felt reassured when we have arranged a time for them to visit school with their parents and meet their teacher and see their classroom before the start of the new term in September. In Year Six, we plan ‘life skill’ sessions which provide the children with a wealth of enrichment experiences that we feel will help them as the make the move to high school.

**Adaptations to the curriculum and learning environment**

As a school, we seek advice and follow recommendations from external agencies to ensure both the curriculum and learning environment are accessible to all pupils. Examples of adaptions include pupils using alternative methods to record work – Dictaphone, laptops, scribing for pupils, differentiation of work tasks, handrails to support when needed and the use of Now and Next/ Communication boards, etc.

**Inclusivity in Activities**

We offer a wide range of extra-curricular clubs and ensure that all children can attend these clubs by putting in place strategies to support them. This may include providing extra resources to enable a child with additional needs to access an activity. We encourage all children to become involved in our school life and offer lunchtime and after school activities.

**Supporting Emotional and Social Development**

Members of our staff have received Mental Health and Wellbeing training to help them to recognise the signs of mental health problems. Children who are displaying emotional difficulties are identified and our Pastoral Team are swift to engage with the pupils and their families. Interventions to support pupil’s well-being are delivered to targeted pupils and aim to support improved interaction skills, emotional resilience and well-being. Pupils who find outside class times difficult are supported over break and lunchtimes and offered alternative activities where appropriate.

**Evaluating effectiveness**

Monitoring progress is an integral part of teaching and leadership at Bleak Hill Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the Assess; Plan; Do; Review model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, the class teacher, parent/carer and pupil agree what they expect to be different following this intervention.

Children, Parents/Carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the SLT. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

**Spending the Budget**

We receive funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. Schools can also apply for additional funding from the Local Authority which is distributed as ‘top up’ funding for learners who require support that exceeds that available to the school. Our SEN profile for 2022 - 2023 shows that we have 11% of children identified as having SEN, 18% of these receive enhanced funding and 44% of those in receipt of funding have an Education Health and Care Plan. We purchase resources that allow children to have better access to the school curriculum and we employ learning support assistants who help children on a 1:1 or small group basis to access the whole curriculum.

**Handling Complaints**

Any complaints should be addressed in writing to the Executive Headteacher Mr T McCoy, or to our Chair of Governors Mrs D Kenny, if the complaint is about the Headteacher. Please refer to the Complaints Policy.

**Local Offer**

Our local offer, which can be found on our school website, has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Governor – A Copple/ D Kenny

Name of Executive Headteacher – Mr Tony McCoy

Name of SENCO – Mrs Clare Ashton (Maternity cover for Mrs Sophie Cozens’ Maternity Leave)

If you have specific questions about the St Helens Local Offer, please visit the St Helens Council Website**.** If you think your child may have Special Educational Needs, please speak to their Class Teacher or contact Mrs Clare Ashton on 01744 678190 or via the school email Bleakhill@sthelens.org.uk