

SEND INFORMATION REPORT 2023-2024



St Philip Westbrook C of E Primary School

"Together we aim high and with God's love we can fly"

Physical Address	Westbrook Centre, Westbrook
Town	Warrington
District or Borough	Cheshire
Postcode	WA5 8UE

Contact Person(s)	Mr. P Stanley (Head Teacher) Mrs. L Anderson (SENDCo)
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Brief overview of our school

St. Philip (Westbrook) C.E. Aided Primary School is an inclusive school which believes in supporting all children to be the best that they can be. Our aim is to create a community based on Christian values where all children can learn and develop. Our Christian values underpin our teaching and learning and our Behaviour Policy. We recognise the importance of emotional, physical and spiritual development; our Mission Statement is 'Together we aim high and with God's love we can fly'. All children are expected to flourish in their potential as a child of God.

The following details will help users of our website to find our information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery school	
Preschool aged 3-5		Secondary with 6 th form	
Infant school		Post 16 provision (colleges)	
Primary school	✓	Special school 2-19 years	
Junior school		Higher Education (Universities)	

Best description of our setting?

Mainstream	✓	Special	
Resourced Provision		Academy	
Community school		Foundation	
Free school		Alternative provision	
Faith school	✓	Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder		School nursery	
Day nursery		Preschool playgroup	

What communication methods do we offer?

Signs and symbols	✓	PECS Picture Exchange Communication System	✓
British Sign Language		Braille	
AAC Augmentative and Alternative Communication		Sign supported English	
Makaton	✓		

What facilities does our education setting have?

Hydrotherapy pool		Sensory room or area	✓
Wheelchair access	✓	Accessible changing area	
Accessible toilets	✓	Low stimulus environment	✓
Secure environment	✓	Soft play facility	
Sensory adaptations (such as colour scheme)	✓	Physical adaptations (such as hand rails)	✓
Accessible parking	✓		

Any further comments regarding these statements:

- There is one accessible toilet.
- There is a lift next to stairs.
- Designated medical room.
- Sensory areas are available within Reception environment in response to need.
- Y1 resources room is equipped with sensory resources.

Available

Needs led school nurse	✓	Needs led SALT (speech and language therapy) programs	✓
Needs led OT (Occupational Therapy) programs	✓	Needs led physiotherapy	

SEND School profile

There are currently (Sept 2023) 52 pupils on the school's SEND register, with 8 of these pupils having an Education Health and Care Plan (EHCP). This makes up 9% of the whole school population, an increase of 4% from this point last year. Nationally the percentage of all pupils identified as SEND is 17.3% (June 2023) having risen from 16.5% (Jan 2022). The number of pupils on the register at the end of the academic year was 46.

In 2022-2023 two pupils were referred for an EHCP, both were successful in gaining assessment of their needs and were subsequently given an EHCP. Two children in the new reception cohort had an EHCP in place upon entry to St Philip's. One EHCP has been accepted and is currently going through the Local Authority's assessment process.

The classification of needs for pupils in school fit in to 4 primary categories:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

This is the school SEND information and responses to questions from the Warrington LA Local Offer.

Answers to Parent and Carer Questions:

How does the school know if children need extra support?

- Early identification:

We believe that early identification of special educational needs is crucial to ensure best outcomes for children. To support early identification, we:

- Record and discuss concern raised by parents/carers, previous settings or school, external agencies, teachers, or the pupil themselves, regarding concerns related to inadequate levels of progress or wide-ranging inclusion needs.
- Use screening, such as that completed on entry or as a result of a concern being raised, indicating a gap in knowledge, skills or developmental needs.
- Use whole school tracking which identifies any lack of expected progress.
- Use observation of the pupil that may indicate that they have additional needs.
- Ensure staff follow the St Philip's Graduated Approach to early SEND identification as supported by the SEND code of practice - 2014 (amended March 2020).
- Access resources and training for staff provided by the National College

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's class teacher, this may then result in referral to the school SENDCo whose name is Mrs. Anderson - contact details are 01925 445391.
- If your child has not yet started at St Philip's and you have SEND concerns, please contact the SENDCo on the number above.
- All parents and carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

What do school leaders and governors do to make sure that all children with SEND feel welcome, included and achieve their potential?

School support for SEND includes:

- The Senior Leadership Team regularly discuss SEND issues in Senior Leadership meetings.
- SLT are quickly responsive to need and will allocate staff and resources accordingly.
- The school keeping an up to date SEND register and records for all pupils with SEND.
- Early identification of children with SEND.
- Timely referrals are made to outside agencies where appropriate.
- Accurate recording and appropriate sharing of information and effective communication.
- All pupils being provided with high quality teaching that is adapted with scaffolds to meet the needs of all learners.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - Classroom observation by the senior leadership team, the SENDCo and external verifiers.
 - Ongoing assessment of pupils with SEND.
 - Work sampling and scrutiny of planning to ensure effective matching of pupil work to need.
 - Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
 - Pupil and parent feedback on the quality and effectiveness of interventions provided.
 - Attendance and behaviour records.
 - SMART planning for pupils with SEND, which is monitored and analysed by the SENDCo.
 - Pupil progress meetings
- The SENDCo works with teachers and teaching assistants to develop a plan to support the pupil's identified needs. This may be in the form of an Individual Education Plan (IEP), which is shared and discussed with parents/carers.
- A Pupil Passport may also be used to collect information regarding in school/class adjustments that support a pupil's engagement and progress.
- Where deemed necessary and appropriate, a pupil is referred to outside agencies such as an Educational Psychologist, Occupational Therapy service or Speech and Language Therapy service. The process is explained to parents/carers by class teacher with the SENDCo.
- Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
- Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are discussed in termly progress meetings that are undertaken between the class teacher and a member of the senior leadership team.

- Additional action to increase the rate of progress is then be identified and implemented. A review of the impact of the differentiated teaching and/or additional strategies to further support the success of the pupil, is undertaken. This planning for pupils with SEND is overseen by the SENDCo.
- Flexibility and adaptations when things are not working.
- Support and challenge from the designated SEND governor, who has responsibility for SEND matters. They meet regularly with the SENDCo and make visits to school.
- Where it is decided during early discussion that Special Education provision is required to support increased rates of progress, parents/carers will be informed that the school considers their child may require Special Educational Needs & Disabilities (SEND) support and their partnership sought in order to improve attainment and progress.

The Assess, Plan, Do, Review model

Action relating to SEN support will follow an assess, plan, do, and review model:

1. Assess:

Data held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents/carers will be invited to this early discussion to support the early identification of action to improve outcomes.

2. Plan:

If review of the action taken indicates that 'additional to, and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified and planned for by the class teacher with advice from the SENDCo. This will usually be in the form of an IEP. A date will be set to review the plan and targets.

3. Do:

The actions from the plan will be implemented over the defined period of time and any additional bespoke interventions will take place. The outcomes of the plan and the intervention is recorded.

4. Review:

Progress in most cases is reviewed on a termly basis with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of the a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools, specialist teachers
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Services

NB. For a very small number of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot be reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Educational Health and Care plan (EHCP) being provided.

How do school match the curriculum to the child's needs?

- We set challenging and aspirational targets for every pupil whatever their prior attainment. We use rigorous formative and summative assessments to set these targets and plan a differentiated curriculum to meet the needs of individuals within the class. Potential areas of difficulty are identified and any barriers to learning and achievement are clearly assessed so that these can be planned for within the curriculum to ensure targets are achieved. In a case where it is not possible to meet these needs then additional or different provision is planned. We will do what is necessary to enable pupils to: develop, learn, participate and achieve the best possible outcomes.

Figure 6: A tiered approach to educational support



- If a pupil is identified as having SEND the curriculum and environment is adapted or differentiated in different ways according to the pupil's needs and recorded on the school's Provision Map. The 'Waves of provision' approach is taken:

- WAVE 1 Quality First Teaching (QFT) – class teachers routinely use their knowledge of pupil's attainment levels and learning styles to differentiate the work to match the pupil's needs.
- WAVE 2 Targeted Intervention – if pupils have been identified with specific needs, their work

may need to be further differentiated or the environment adjusted to remove barriers to learning and enable them to access the curriculum more easily. Work may be differentiated by outcome, pace of completion, support offered or by breaking it down into smaller chunks.

- WAVE 3 Specialist Support – if the school feels it is appropriate, specialist equipment, resources or learning support programme may be made available.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- Teaching Assistants (TAs) in school provide support to teachers across Waves 1, 2 and 3. Teachers and TAs may work individually with a pupil on a specific task or in small intervention groups and this will be planned by the class teacher and SENDCo.
- Specialist equipment may be given to a pupil to help them, such as a visual timetable, wobble cushion or adapted equipment.
- Pre and post teach opportunities and support may be offered if appropriate.
- If the pupil has received support from outside agencies such as an Education Psychologist (EP) or a Speech and Language therapist (SALT), these programmes and recommendations will be incorporated into the pupil's learning and outlined in their Individual Education Plan (IEP).
- Subject leads plan, guide and advise on subject specific adaptations and appropriate scaffolds.

How do parents/carers know if a child is doing well and how does school support parents to support a child's learning?

- Through regular discussions with the class teacher and teaching assistant.
- Attainment towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews and at parent meetings.
- Individual Education Plans (IEPs) may be drawn up and discussed with parents/carers. These will identify targets to work towards and will be reviewed each term.
- Parents and carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. The contact number for the school office to arrange an appointment is 01925 445391.
- Progress of children with SEND is reviewed more frequently and ways in which parents/carers can

support children at home will be discussed. These normally come in the form of small targeted supporting activities.

- Children with an EHC plan have a formal Annual Review, this can be brought forward if necessary.
- Recommendations received from an external agency are discussed with parents and pupils.
- If an external agency is coming into school to assess a child, provision can be made for parents/carers to meet with them and discuss the child.

How do school support a child's overall emotional health and wellbeing?

- St. Philip's has a positive behaviour policy based on the Christian Values which encourages children to seek the best from themselves and encourage others.
- Some children may be mentored on an individual basis if this is seen as contributing to their emotional and/or behavioural well-being.
- If a child has a medical need school will liaise with the appropriate professionals to ensure that staff are well-informed regarding the child's needs.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- If we feel, after discussion with parents, that a pupil requires further expert support we refer to external agencies for counselling and support. We have previously commissioned the work of behaviour therapist, bereavement counselling etc.
- The school offers a wide variety of pastoral support for pupils. There is a dedicated pastoral team in school which includes a member of the SLT who are always available to support staff, pupils and parents. This includes an evaluated Personal, Social, Health and Economic curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional, social knowledge and wellbeing.
- Wellbeing is considered an important part of our curriculum and is addressed through activities, resources, assemblies and on an individual needs/ circumstance basis.
- Pupil and parent/carer voice questionnaires are in place and are monitored by senior leaders and the SENDCo.
- Small group evidence-led interventions - such as ELSA and Anxiety Gremlin - support pupil well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills such as TalkAbout.
- Pupils can be referred to external support services such as Future in Mind for additional support and specialist expertise.

Which specialist services and expertise are available at, or accessed by school?

We are supported by a range of professionals from whom we can access support as appropriate:

- Educational Psychologist
- Speech and Language Therapists
- Behaviour Therapist
- SEND Orthoptists
- School Health Nurse
- Vision and Hearing Specialist Teachers
- Occupational Therapist
- Parent Partnership
- Early Help Team
- CYPMHS
- Social Services
- Futures in Mind

- NSPCC
- Other charities
- Additional specialist services may be consulted if deemed necessary.

Access to these services is prioritised according to need and availability. This would be dependent on the school judging that the pupil meets the required criteria for this support.

What training and accreditation do staff supporting children with SEND receive?

- The SENDCo is a trained teacher.
- The school SENDCo attends regular training and updating sessions led by the Local Authority. Information regarding local and national provision for children with SEND is shared as appropriate through whole staff or individual inset.
- The school has achieved the Committed to Inclusion Mark. The award is evidence based and ensures inclusivity and holistic work of the school to support pupils with SEND.
- The school takes part in peer review processes to identify and develop best practice.
- Participation in a variety of Speech and Language Therapy training which has been undertaken by a number of teaching and support staff across the school.
- Individual training for 1-1 staff in supporting pupils on the autistic spectrum.
- Individual teacher and Teaching Assistants have received training in how to support pupils with behavioural difficulties.
- Mental Health First Aid training has been completed by a number of school staff.
- All teaching staff have received training in a multi-sensory approach to phonics and spelling.
- National College

How are children with SEND included in activities outside the classroom, including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- School works closely with parents/carers to ensure that barriers to participation are removed.
- School actively encourage and support SEND children in participating in ASC and competitions – children are individually invited and payments waived.

How accessible is the school environment?

- The accessibility plan and annual audit identify any areas of school that would not meet all our pupil's needs.
- The refurbished and extended school building is accessible by wheelchair and there is one disabled toilet that has been adapted to ensure accessibility for pupils, staff or visitors with a disability.
- There has been a lift installed to enable access to a part of the school with steps.
- A medical room has been provided to ensure a safe place for insulin testing/injections.
- The school car park has a designated disabled parking bay.
- Further reasonable adjustments are made according to need, for example children with a visual or hearing disability and all adjustments will be made in accordance with the Equality Act 2010. As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible. We carefully consider the layout and use of the building in relation to the needs of the individual child in order to meet their needs appropriately
- Improvements are continually being made in line with our current accessibility plan.

- Classroom environments are engaging, but calm and not over stimulating for children with SEND.

How are children prepared and supported for joining the school or the next stage of education and life?

A number of strategies are in place to enable effective pupil transition: The SENDCo liaises with other settings at the point of transition, both into school in the early years, and out of school to secondary education.

On Entry to Reception:

- A planned introduction program is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The pupils and parents/carers are invited to spend time together in the new classroom environment in the Summer term.
- Pupils are invited to spend time in their new class in the Summer term.
- The SENDCo talks with new parents/carers of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- School liaises with pre-school settings and parents/carers before children start school. This includes handover of certain documents for key information, such as: Pupil Passports, data, record of interventions.
- Social stories and transition booklets are shared with key information

On Entry to any Year Group:

- The previous school records will be requested immediately and a meeting with parents to identify and reduce any concerns.
- Social stories and transition booklets are shared with key information

Transition to the Next School:

- The transition program in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- Children moving between year groups and/or Key Stages are supported through visits and/or Transition Booklets.
- St. Philip's works closely with our local high school and other educational settings to ensure smooth transition for all children. Extended or additional transition can be arranged for children with SEND to further reduce any anxiety and allow bespoke plans to be put in place.
- Meetings are held between staff and parents/carers where appropriate to share knowledge, data, progress and any other relevant information so that a complete picture of each child is shared.
- An Annual Review in Year 5 for pupils with an EHC plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to high school the SENDCo of both schools will liaise to discuss the needs of pupils with SEND to ensure a smooth transition. This may include the SENDCo from the new school attending any formal meetings including the Year 6 Annual Review for pupils with an EHCP.
- The records to pupils who leave the school mid-phase will be transferred within five working days of the parents notifying us their child has been enrolled at another school.
- Pastoral team attend high school with SEND children and liaise as soon as places are allocated.

How are resources allocated for children with special educational needs?

The school receives funding to respond to the needs of pupils with SEND from several sources including:

- 1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- 2) The notional SEN budget, this is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- 3) For those pupils with the most complex needs, the school may be allocated additional funding from the Local Authority's High Needs SEN Budget. This funding usually supports children with EHCPs. This funding is then used to provide resources to support pupils with SEND through support that might include:
 - Targeted differentiation to increase access to text. (IT, enlarged print, coloured overlays, coloured books, different recording strategies, additional time etc.).
 - In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviors, organisation etc.) This support will be delivered in a way to prevent over reliance and promote independence.
 - Out of class support (relationship building, social, emotional skill development).
 - Small group or individual tuition (pre teaching, post teaching, targeted additional support).
 - Specific support, advice and guidance provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in behaviour, physiological and emotional needs etc.).
 - Provision of specialist resources or equipment (use of IT, sloping board, sensory equipment etc.).
 - Partnership work with other settings.
 - Access to Specialist Lead Teacher support from the Local Authority.
 - Access to lunchtime clubs targeted at increasing resilience or education based.
 - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs).
 - Access to support from charities and community sources.
 - Implementation of strategies from support agencies.

Funding decisions:

- Following detailed assessment of the child, the class teacher, in consultation with the school Head Teacher and SENDCo decides on the nature and regularity of support needed for a child with SEND needs.
- This support may be as part of a small group or possibly on a one to one basis.
- Support is reviewed regularly with parents and may change according to the ongoing needs of the child and any advice from outside agencies.

How do we work in partnership with parents/carers?

- Parents/carers are kept informed of their child's progress through regular meetings and are encouraged to keep an open dialogue with school if there are any concerns.
- Parents/carers are encouraged to comment on their child's IEP or other support plans.
- We hold open events in school where parents can visit and join in.
- Parents/carers receive regular newsletters from school.
- Parents/carers are invited to attend class assemblies, concerts, sporting events and special celebrations during the year.
- Parent Governors are elected to our School Governing Body and there are also possibilities for parent volunteers to help in school.
- Parents/carers can join our Friends of the School fundraising group.
- Parents/carers have access to the school's Twitter accounts where information is shared, and success celebrated.
- Parents/carers feedback is welcomed and valued.

How do we listen and respond to children with SEND?

We make sure we listen to children in our school and respond to what they say in a number of ways including:

- Giving children the opportunity to talk to a trusted adult of their choice.
- Talking to children and/or groups of children to understand their experiences.
- Inviting and encouraging children to contribute to the review of their EHCP or IEP.
- Completion of questionnaires.
- Agreeing individual targets with children
- Giving children the opportunity to set their own targets and share what works for them.

Who are the key staff in school?

A pupil's teacher is the first point of contact for parents/carers. The following staff can also be contacted:

- The SENDCo (Mrs. L Anderson,) via the school office.
- The Headteacher (Mr. P Stanley), via the school office.
- Pastoral support team (Miss Stewart and Miss Burness).
- The School Governor for SEND. Their name is Alan Guthrie, contacted via the school office.
- For complaints parents/carers are directed to follow the school's complaints procedure which can be located on the school's website.

Support Services for parents of pupils with SEN:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS Service <http://cyp.iassnetwork.org.uk/>
- Warrington Local Authority Local Offer via our website page: <http://stphilipwestbrook.co.uk/parent-information/sen/>
- Independent of the Local Authority you can also contact: Warrington SEND Information, Advice & Support Service (SEND IASS) - formerly Parent Partnership <http://www.warringtonsendiass.co.uk/>
- Warrington Local Authority offer can be found at [Warrington's Local Offer | Ask Ollie \(mylifewarrington.co.uk\)](http://warrington.co.uk/LocalOffer/AskOllie)

How will we know if we have been successful?

We consider a variety of evidence to judge whether we have met the needs of the pupils in our school with SEND including:

- Their academic progress.
- Their behaviour.
- Their school attendance.
- Their involvement in activities, visits and clubs.
- Their involvement in the full life of the school.
- Destinations and smooth transitions. For example, feedback from secondary schools.
- Parent/carer feedback.
- Pupil voice

We also want to understand the experience of children with SEND so we regularly discuss with children:

- Their sense of inclusion.
- Positive attitudes to self, peers and school.
- Their personal resilience and confidence of learners.

Children and Young People Questions

How does the education setting know if I need extra help?

We will talk to you about your learning and how you feel you are doing. We will also talk to your parents/carers.

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.

What should I do if I think I need extra help?

Speak to your parents/ carers and ask them to talk with 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.

How will my work be organised to meet my individual needs?

We will look at your strengths and your preferred learning styles and try to make sure that the things that you may find more difficult are made easier for you through the right kind of support and help. This way you will be able to make the kind of progress that you feel comfortable with.

For example:

- 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.
- We will listen to you and understand what you find difficult so that we can offer the right kind of support.
- We will give you additional support should you need it.

How will I be involved in planning for my needs and who will explain it and help me?

Your teacher will talk to you about your targets and how we can work together to make these achievable for you. You can talk to your teacher about how you learn best and what kind of resources are helpful to you. You may set your own targets.

Who will tell me what I can do to help myself and be more independent?

Your teachers, teaching assistants and parents/carers will talk to you about strategies you might use to become more independent.

What should I do if I am worried about something other than my work?

Always share any worries that you might have with your parent/carers and/or teachers, TAs or any other school staff.

How will I know if I am doing as well as I should?

If you are worried about something at school, talk to a trusted adult or friend and ask them to help you to sort it out.

How can I get help if I am worried about things other than my work?

Your teacher will talk to you and your parents/carers about the progress that you are making and what you are doing well. They will also be able to talk to you about how you can make things even better. If you have specific targets you will be invited to come along to meetings with your teacher and parents/carers to talk about your individual targets, and if you have an EHC plan you will be invited to your Annual Review.

Are there staff in school who have had special training to help young people who need extra help?

All staff in school are ready to listen to any concern or worry that you might have. Some children might have a mentor or trusted adult in school if we feel that this would be even more helpful for them.

Can school staff get extra help from experts if they need to? (E.g. advice and training on medical conditions)?

If you have a worry that we aren't able to sort out in school, we will find someone from outside school who will be able to help you.

If I have difficulty in taking part in activities what different arrangements can be made?

In school, the building is accessible by wheelchair and there is a disabled toilet. If you find it difficult to join in with activities we will talk to you and your parents/carers about ways that we can make you feel more comfortable. If we are going out of school for a visit, we will talk to you and your parents/carers about how to make things right for you so that you can join in as much as you possibly can.

What help is there to help me get ready to start school?

Before you leave our school, we will talk to your new school about what works well for you and what you are worried about, so that your move can go as smoothly as possible, and you feel comfortable in your new setting. We will let your new teachers know all about your successes. If needed, we will arrange extra visits to your new school; your parents/carers may wish to go with you for some of these.

Terms used in this report:

Abbreviation / technical term	Meaning
SEND	Special Educational Needs and Disabilities
Targeted Support	Children who are receiving intervention to support their learning
SEN support	Children who have identified learning needs. These children are often known to external agencies for support and assessment
EHCP	An education, health and care plan is a legal document that may be applied for to the Local Authority if a child has a specific learning needs. It gathers information from professionals and outlines, needs and recommendations to support the pupil's learning.
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education Plan. Each child on SEND support register has a Individual Education Plan to help them achieve specific targets and make good progress in school.
VI	Visually Impaired
HI	Hearing Impaired
SENDCo	Special Educational Needs and Disabilities Co-Ordinator
TA	Teaching Assistant