



### **The School Offer: All Saints Upton C.E.Primary Widnes.**

#### School Details:

- All Saints Upton C.E.Primary School.
- Website:
- Primary 4-11 years
- All Saints Upton is a one form entry primary school
- Number on role: 179
- Percentage of SEND:  
School Action 37.59%  
School Action Plus 25.06%
- Date of last Ofsted: Summer 2013
- Awards that the School holds:
- Accessibility information: All saints Upton is a new school building which was opened in It shares the site with Upton Pre School which offers families a “Breakfast” and “After School Club” and Upton Children’s centre which is open during the school holidays. All classrooms open out on to the playground facilitating easy access both into and out of the school building. We have 3 “disabled” toilets: by the main reception and office, beside the school hall and within the EYFS setting. We have extensive grounds comprising of a small wooded area currently under development, two playing fields, each with its own “trim trail”, and two separate playgrounds for both Key Stage 1 and Key Stage 2 which we are currently looking to further enhance with additional play equipment and seating areas.
- Expertise and training of school based staff:  

All Saints Upton has an experienced team of highly professional staff. The SENCO trained with and worked for the LA’s Learning Support Team and subsequently studied for a diploma in special needs with the O.U. prior to becoming SENCO. Our deputy SENCO is currently studying for a National SEN award and will qualify in autumn 2014. All our teachers are graduates with either B.ED or PGCE teaching qualifications. We are very fortunate to have a dedicated team of experienced and highly committed Teaching Assistants who not only provide 1:1 support for children with SEND but also support the teachers’ work in the classroom and provide additional intervention both within and outside the classroom. All

our staff access good quality training as well as visiting other schools to see best practise. We aim to share our expertise, with everybody on the staff being held in equal value as part of a team.

- Documentation available:

SEN policy

Safeguarding Policy

Behaviour Policy

Equality and Diversity

Pupil Premium information

Complaints Procedure

### **Range of provision and inclusion information.**

- How we identify special educational needs as a school and how we involve pupils and their parents in planning to meet them:

Before transition to our school we will have already talked to your child's previous setting with regards to possible SEND needs, so that we can use any relevant information available to identify the type of support your child will need in our school.

If you tell us that you think your child has additional needs or SEND, we will discuss this with you and carry out assessments. We will share what we find and agree next steps with you about how we can support your child.

If your child does not appear to be making the same level of progress as other children of their age, after consulting with you, we will offer targeted support to your child and accompanying resources and information so that you can also be involved in the practise of small interventions to help support your child at home. If after a further period of consolidation and assessments we still have concerns, we may, with your permission, also seek advice from other professionals from the Local Authority to help identify possible barriers to your child's learning. Parents and carers as well as your child, will be involved at all stages.

When we are assessing SEND, we discuss if your child's understanding and behaviour are the same at school and at home. We will always work with you so that we can all help your child in the same way and provide a consistent approach.

Sometimes we will write an individual education plan (I.E.P.) or an individual behaviour plan (I.B.P.) with pupils and parents/carers. These are to help target a small number of “learning steps” which we can then measure in school over the period of 6-12 weeks. In addition we may also draw up a “person centred plan” in which we collect all the information about your child to make sure we identify all their strengths as well as all the areas we need to focus on together. You and your child will be at the centre of these plans and involved at all times.

Sometimes we give extra resources or additional homework for your child to practise activities that are new and present an achievable challenge so that you can become involved with supporting your child at home.

**What extra support we can bring to help us meet SEND: specialist services, external expertise and how we work together.**

- We have support from specialist teachers/support staff to help your child access the curriculum and additional input for specific needs e.g. speech, language and communication, behaviour related difficulties, autism spectrum conditions, moderate/severe learning difficulties and physical disability.
- We have access to extra advice and support from the Local Authority which provides a wide range of services e.g. outreach teachers to observe and help plan interventions, behaviour specialists and educational psychologists.
- We can access support from: occupational therapy, physiotherapy and speech and language therapy through a referral, if your child needs this input, and specific resources.
- When a number of support agencies are involved with your child we will hold “multi-professional” meetings so that you and your child can be involved in discussions about their support needs. At these meetings we will discuss:

What supports are being used?

What targets do we have to measure effective learning?

Set a review date to explore how well the pupil is doing.

**How we provide access to a supportive environment; ICT facilities/ equipment.**

- We aim to provide a stimulating and supportive learning environment for all our children, providing a variety of resources to support every child's learning. We tailor our support for a child with SEND to ensure that we have appropriate resources in place. Resources we have used recently have been:

individual workstations

use of "sit and move" cushions

"ear defenders" to aid concentration

"time out" areas where for a short time, a child who is having difficulty settling /sustaining an activity can withdraw and refocus/calm

use of "posture packs" to encourage a good writing/reading posture

"Irlen overlays" to help children with visual perception/disturbance difficulties to be able to read more comfortably

"Comic strip conversations" to help children with communication difficulties to talk about worries/upsets

Lunchtime club to help children who have difficulties managing their behaviour in the playground.

Visual timetables to help children understand and prepare for the many different activities during a school day

Prompt cards, task planners and symbols to help a child with organisational difficulties

ICT resources such as lap tops/IPads.

**What strategies /programmes /resources are available to support speech and language and communication including social skills?**

Interventions from the Speech and Language Therapist delivering therapy in school.

Reinforcement of SLT intervention by daily practise with the child in class.

Support from the teaching assistant within the class to embed the SLT intervention plan.

Range of language resources and programme materials from which to draw on.

Use of visual timetables for children who need to know the structure of the school day and be able to anticipate “what comes next” in school. For children with social and communication difficulties we use “choice cards” to build in rewards for the completion of tasks. Similarly for children who do not understand social rules and structures both within the classroom as well as in the playground, “social stories” are written, to help make the rules explicit. The use of workstations for children needing a more individual space in which to work can be created to help with concentration, and “time out” periods in which to regain calm before returning to the class, are all used to good effect. We are well supported by outreach teachers from “Brookfields” school who regularly come in to observe children with social communication difficulties. They meet with parents and teachers to discuss any concerns and offer advice and support to ensure that good provision and planning are made for the child. If we have concerns about your child’s language and understanding we will always keep you informed so that we can work together to support your child.

**Strategies to support the development of literacy (reading)/writing).**

Small group support in class for guided reading/writing.

Individual daily reading practise.

Withdrawal intervention group

Precision teaching

Phonological Awareness Training(P.A.T.)

“Toe by toe” reading programme.

“Read Write inc.”

“Firm Foundations in Phonics”.

Peer tutoring at the start of each day.

**Strategies to support the development of numeracy.**

Small group support in class through guided teaching.

Withdrawal in a small group for “catch up” maths activities using specific programmes such as “First Class Number”

Resources such as “Numicon”

Daily practise using the maths programme “The Power of Ten”.

Peer tutoring at the start of each day

1:1 tuition before school

Use of specialist maths resources online for reinforcement.

**How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.**

Personalised and differentiated curriculum

Small group support in class

Small group withdrawal support

1:1 support in class from a Teaching Assistant to facilitate access through support or modified resources.

Specialist equipment

Individual plans

Provision map

Strategies introduced by professionals/specialist services/outreach.

**How we assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers) What do we do when provision of interventions need to be extended or increased.**

Observations

Target setting

Individual plan, targets, assessment and review.

External professionals to undertake observations, proffer advice and assessments.

Regular reviews of targets with child/parent/carers.

**Supervision/support at unstructured times of the day including personal care arrangements.**

Teaching assistant responsible for personal care of named pupil.

Named midday supervisor at lunchtime for named child.

Teaching assistant support for named pupil at lunchtimes/playtimes.

Teaching assistant support for lunch club for named pupil with difficulty managing his behaviour at unstructured times.

**Extended school provision available before and after school.**

Each term we have a range of after and before school, as well as lunchtime activities such as: table tennis, running, dance, philosophy, hockey, reading, maths.

A breakfast and after school club is offered by Upton Pre school on our site for children who would like to attend.

**Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring.**

- Throughout the school we follow the **SEAL** curriculum (Social Emotional Aspects of Learning) which helps to build resilience and empathy as well as developing a wider vocabulary with which to express and understand our emotions. In addition we also provide a small group intervention called **Silver SEAL** for small groups of children from year 2 – 6, who need more opportunities to understand and practise the activities designed to help children express their emotions in different situations. In EYFS(reception) and year 1 we have a comparable small group intervention more appropriate to the developmental age of the children called **Ginger Bear**.
- For children who have experienced significant change in their lives, or bereavement we offer a small group intervention called “**Seasons for Growth**” which follows a programme of activities to help children process and understand difficulties they may have experienced in the past and builds up resilience and confidence to deal with the future.
- For individual children who have difficulties controlling anger and emotional behaviour we have access to some software called “Em. Wave”. This shows children how to become more aware of the physical signs of anger and intense emotion in our body such as increased heart



rate and quicker shallower breathing. Through practise we show how we can gain control again through calming techniques.

- School starts at 8.55 am, but in order to help children settle calmly at the beginning of the school day, we have a “staggered” entry into school each morning. Children can come into school from 8.45am. Staff are present to meet and greet them at the door and are available for any quick messages from parents that need to be given before the beginning of the day or to arrange a longer more private meeting at the end of the day.
- We use a software programme called “PASS” (Pupils Attitudes to Self and School) on a regular basis to help us identify pupils who need more emotional support in school and to help us tailor interventions that would seem helpful to the child.
- For some children we offer a home school book so that we can regularly communicate with parents about how a child’s school day has been. For others struggling with confidence, we have a “celebration” book to help children feel more positive about themselves and what they can achieve.

#### **What strategies can be put in place to support behaviour?**

- Our behaviour policy underpins how we deal with and support behaviour management.
- When a child struggles to manage their behaviour in school we will always keep you informed. It is essential that your child feels supported by a team of people - family as well as school staff- all of whom understand and respect each other and all of whom adopt a consistent approach together. We may write a “person centred plan” or a “behaviour plan” to ensure that we understand what triggers are causing behavioural issues for your child in school and what realistic targets we can put in place for your child to achieve.
- Consequences and rewards are used in equal measure to help your child learn the boundaries and structures we all need to work within to maintain a happy balance and from which we can reach our potential.
- Daily feedback to parents either after school or by phone ensures that everyone is working to the same end, to help your child feel in control of their behaviour and an important part of our school community.
- In the event of concerns about your child’s ability to understand the impact their behaviour has on their capacity to learn, we will discuss with you and your child the possible need for a referral for outreach support for your child. We can draw on expertise in this area from the Local Authority to use both in school and also for you to access at home.
- Some children may find unstructured times of the day such as playtimes quite challenging. We encourage children to play with a variety of equipment which encourages cooperative and imaginative play. All staff are on duty at playtime, so that we can be with the children and support play opportunities. Many staff take the lead in promoting different activities with the children and as a result more positive play skills are learnt.
- At lunchtimes, some children who need to have the lunch break “chunked” into shorter periods, are supervised doing different activities, sometimes inside and sometimes outside. Some children have had a designated mid- day assistant again to assist outside after lunch to try to ensure that their time with their peers is as enjoyable as possible.

- All staff are trained in “Team Teach”. This is a positive handling and a holistic approach to behaviour management, involving policy guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restraint is only a small part of the framework.

#### **How we support pupils in their transition into our school and when they leave us.**

Before your child enters our reception class parents/carers will have had the opportunity to have visited school, meeting the staff informally for a tour of the building and a short introduction to life at All Saints Upton. The class teacher and nursery nurse will visit you at home so that your child can once again meet school in their own familiar setting. In the last half term prior to starting we invite your child in to school to have a short visit where they can try some activities and meet their new class mates. We endeavour to make their induction period in their first term as positive and nurturing as we can. Children start on a part time basis for 3 weeks so that the school day is gradually increased to full time over this period. We have found this to be of great benefit to the children ensuring that transition into school runs as smoothly and manageable for you and your child as possible. For our new starters to the reception class we also try to visit them in their previous “setting”- nursery/ pre-school etc. This gives school an opportunity to meet with your child’s key worker and helps us to prepare thoroughly for the introduction of your child to our school.

Similarly, when our year 6 children are preparing for their transition to high school we meet with their new school’s staff to give as complete a picture as possible of your child’s learning style and needs. For some children it will be appropriate to arrange a private tour of their new school and an introduction to key staff supporting them. For others we will organise a longer transition period so that your child will visit and stay for a sample of lessons with different teachers. This helps to reassure children that the transition is manageable. Before leaving our school, some of our year 6 may contribute to a “pen portrait” of themselves, which will detail for all their new teachers what their learning style, strengths and needs are. Going to high school is a big but also an exciting step for our children, and we aim to make it as smooth and positive as possible. We are always ready to discuss with you and your child any worries or concerns you may have around transition. To this end, we work closely with Halton’s “transition lead”, who can help us support families needing further reassurance. We have also used “photo voice” provided by the local authority to help children come to terms with change and new horizons.

#### **Access to strategies, resources, programmes, therapists, to support occupational therapy/physiotherapy needs and medical needs.**

- If we are concerned about your child’s coordination, developmental or sensory needs we can, with your permission make a referral and access assessments, advice and therapy for your child. As teachers we value the advice and support which the Woodview Child Development clinic provides to our school. We often have children following exercise programmes in school, provided by the occupational therapists to help with coordination and fine and gross motor skills. Often on the advice of these professionals we purchase additional equipment to support our children such as “sit and move” cushions, posture packs, special pencil grips and weighted blankets. Children’s progress is regularly reviewed and assessed by Woodview. Access to support with sleep routines, behaviour concerns, as well as medical needs can all be accessed through a school, or G.P. referral to Woodview. Their nursing staff help draw up “health care plans” for our children who have medical needs, often offering additional training to our staff in the use of best practise for particular new procedures.

**Extra support for parents and carers and pupils offered by the school/how parents and carers are involved in their child's education.**

- Pupils' views are very important to us. We try and put your child at the centre of our planning to meet their needs and involve them through listening to what they have to say. We use "assertive mentoring" individually with each child, from years 1 – 6, to set learning goals and review progress, which aims to tailor a much more individual approach allowing each child time to express their feelings about their learning.
- We aim to involve parents in their child's learning providing opportunities to share activities in school to support parents' understanding of topics taught such as the "Maths Challenge" week last term, where parents came in to school to share fun maths activities. We trained a group of parents to help children practise their reading this year, providing extra support to boost confidence. Teachers regularly show parents what they need to know in order to help their child learn more effectively. Workshops are sometimes provided for parents, or after school presentations so that we can share our expertise and involve you as much as possible in your child's learning. Theme/topic projects help you and your child to get involved at home so that our children can have a rich learning environment.
- The school works closely with Halton's "IWST" team (Integrated Working Support Team) who are available to help both school and parents, offering advice and expertise to help ensure parents and carers feel supported.
- Having Upton Children's Centre on our shared site is an invaluable resource which offers many training opportunities for our parents. They provide a full programme of activities available for all ages. Positive parenting and behaviour management classes, baby massage, access to the sensory room and crèche facilities are all readily available.
- We have close links with so many agencies and groups working with children and young families in Halton and are happy to talk to you about the supports you feel you need, helping you access them or signposting them to you.

**How additional funding for SEND is used within the school for individual pupils.**

- Schools receive funding for all pupils including those with special educational needs and disabilities. This is used to meet children's needs
- The Local Authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.
- If an assessment of SEND identifies something significantly different to what is usually available, additional funding will be allocated by the Local Authority.
- We use our funding allocations for SEND to maximise the supports and interventions which we offer, prioritising children early so that they can build on strong foundations and reach their potential.

**Examples of how pupil premium is used within school.**

- We use our “pupil premium” to provide targeted interventions and “catch up” programmes to help our children make excellent progress.
- Equipment and new technology is procured and used to engage and enhance learning.
- Generous staffing levels ensure we provide small group interventions.
- For our most vulnerable children we provide consolidation and extension groups to ensure excellent progress is made and confidence boosted.
- We offer additional classes before school for our older children to recap strategies and key skills.

**SENCO name: Liz Sandiford**

**Deputy SENCO: Olivia Tutt**

**Head teacher: Chris Mc Connell**

Completed by Liz Sandiford July 2014