

This page is part of the Local Offer for Halton. Under the children and families bill which becomes 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.

General School Details:	
School Name:	Simms Cross Primary School
School Website:	www.simms-cross.co.uk
Type of school:	A primary school with a maintained nursery and a resource base for 14 children with a diagnosis of Autistic Spectrum Conditions (ASC)
Description of school:	The school is situated close to the town centre of Widnes. The school aims to provide an inclusive learning environment where all children's needs are recognised and met. The school has a high staff to pupil ratio to support every child's learning and social development. The school works closely with parents and a variety of other agencies and professionals.
Number on roll:	240 mainstream children plus nursery and resource base pupils
% of children at the school with SEND:	30% (school support/enhanced)
Date of last Ofsted:	June 2014
Awards that the school holds:	NAS Accreditation, Healthy Schools Award, Primary Science Quality Mark
Accessibility information about the school:	The school does have wheelchair access but due to the age of the building access through all of the school is currently restricted due to steps within corridors, mobile ramps are available
Expertise and training of school based staff about SEN. (CPD details)	All staff have a basic understanding of Autism and several teachers and teaching assistants have further qualifications in this field. The school has gained accreditation from the National Autistic Society (NAS). Many staff are also knowledgeable around language and communication and have completed several courses including Elklan. The SENCO has several qualifications relating to SEN including Specific Learning Difficulties, Behaviour Management and Autism. Several Teaching Assistants have accessed training relating to specific intervention programmes such as Projext X, a reading intervention. All staff are trained in Team Teach and Read, Write Inc. The school also offers Nurture Group provision with trained staff.

		SEN Policy	Yes
		Safeguarding Policy	Yes
		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 involve pupils and their parents in planning to meet them.	The school works in partnership with parents and other professionals to identify a child's special educational needs. Through ongoing assessment and the monitoring of progress of a pupil any concerns a teacher had would be first shared with the child's parents and the school's Special Educational Needs Coordinator (SENCO). At this point a plan of action would be developed that may include an Individual Support Plan. This would include targets for the child to work towards. This document would be reviewed and updated on a regular basis involving both the child and the parents.
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.	Progress would be monitored following the implementation of a support plan and additional support and intervention being provided. If progress was not made the school would refer to other agencies for assessment and support. This may include an educational psychologist, speech and language therapist or paediatrician. Assessment would include a meeting with parents also. A programme may then be developed and the impact reviewed. In some cases a referral may be made to the local authority for specialist time limited support, for example to support a child's literacy difficulties.
How we provide access to a supportive environment; ICT facilities / equipment/resources/facilities etc.	All classrooms are well resourced with an interactive whiteboard that is networked to enable access to a variety of resources both from within school and externally. In addition lap tops are available to support children for example if writing manually is difficult. All lessons are differentiated to meet the needs of all children and this is achieved through providing additional resources such as written instructions, hands on resources or additional adult support.
What strategies / programmes /resources are available to support speech & language and communication including social skills?	A number of staff have received specific training in language and communication development. Programmes include Narrative Therapy around developing sentence structure, Socially Speaking developing social interaction and SEALs work supporting interaction and working together. Many staff have worked with speech and language therapists to implement language programmes. In addition, all teachers access speaking and listening skills and provide opportunities for children to develop their communication skills for a variety of purposes such as

	presentations, assemblies, plays and interviews.
Strategies to support the development of literacy (reading / writing)	All classes have a daily literacy lesson that incorporates work on grammar, punctuation and spelling. In reception and KS1 there are daily Read, Write Inc lessons that focus on phonic knowledge and fluency of reading. Children are set for these lessons and regularly assessed for progress. Children have individual writing targets that are addressed across the curriculum. In addition children are supported through guided group work where writing structures are modelled and group and individual targets addressed. At least weekly children write independently for an extended period. Children are included in a guided reading session at least once a week and 1:1 reading with an adult occurs at least twice a week for those working at earlier levels. Reading at home and reading for pleasure is strongly encouraged. Additional support is provided through precision teaching, Project X, additional guided group work and individual programmes of support.
Strategies to support the development of numeracy	All classes have daily numeracy lessons that focus on developing an understanding of the number system. Children are then encouraged to apply their skills and knowledge to solve problems both in maths and other subjects such as science. School has a variety of resources to support learning and for those children who may need additional support intervention programmes are provided such as the Numbers Count programme and precision teaching.
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	Some pupils are working at early levels of learning or maybe making very small steps of progress. For these children PIVATs maybe used. This is an assessment tool that helps to identify the next steps in a child's learning. These can then be incorporated into the teacher's planning so that appropriate support is provided and that the learning planned is appropriate to the child's needs. Tasks can be broken down into small steps with practical hands on resources and visual prompts to support learning. Some children work better on their own rather than in a group so an individual work station may be provided.
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.	All children are assessed half termly and the data input into the school's tracking system. The data is analysed for each class and a pupil progress meeting held with the head teacher, class teacher, SENCO and subject leads. Assessment is generally ongoing with children's work marked on a regular basis to provide feedback to pupils and to inform teacher assessment. Most children are currently assessed against the national curriculum standards with PIVATs used for those children making very small steps of progress. In the Early Years progress is assessed within the areas of learning and judgements made against emerging, expected and exceeding age related statements. For those children with additional needs who may have a support plan progress towards targets is monitored and reviewed in partnership with the pupil and parents. Additional support may be applied for through the local authority following advice and support from external agencies and other professionals.

Strategies / support to develop independent learning	Independent learning is encouraged for all children and is largely dependent on an individual pupil's ability and needs. This initially maybe through involvement in a guided group with a known teaching assistant moving to a guided group with a lesser known adult. Tasks would be carefully structured to ensure initial success with clear success criteria. Any success would be celebrated and tasks in terms of difficulty and length gradually increased. All teachers are aware of the need to develop independence in learners, for them to experience challenge, to develop resilience and to use their knowledge and skills in a variety of contexts. Pupils also need to know that it is OK to make mistakes and to try again. Also that it is OK to ask for help when you do not understand.
Support / supervision at unstructured times of the day including personal care arrangements	We have a high ratio of midday assistants to pupils and also employ additional MDAs to support children with additional needs. There is also additional staff on duty each break and lunch time to support pupils from the resource bases and those pupils who have additional needs.
Extended school provision available; before and after school, holidays etc	The school does not offer formal wrap around care though a free Breakfast club is available daily for all children from 8.00-8.30. A play scheme runs on most Saturdays and during the summer holidays. This is through Halton Play Council. The school offers a variety of after school clubs largely in the autumn and summer terms.
Strategies used to reduce anxiety, promote emotional wellbeing and develop self-esteem including mentoring	<p>All classes have a named teaching assistant that offers both learning and social/personal support. All pupils feel there is somebody in school they can talk to if they have worries. School also runs Nurture groups to support children's well-being. 1:1 support is also offered to some pupils if there are more specific difficulties such as managing emotions. The school has a Learning Mentor to again offer support to individual/groups of children including Nurture provision.</p> <p>A senior member of staff has accessed training around mental health in children and has developed closer links with CAMHS. The school uses the Boxall Profile to assess developmental needs. The school will also use other agencies to support pupils, for example Young Addaction.</p> <p>The school also runs the Seasons for Growth programme for children who have experienced significant change such as bereavement.</p> <p>Individual reward cards, treats and consequences are used alongside whole class/school rewards and consequences for those pupils who need a more personalised approach.</p>
What strategies can be put in place to support behaviour management?	The school has a behaviour management policy that clearly sets out strategies that are used to reward appropriate behaviour and consequences for inappropriate behaviour. Some children will require a more individualised approach and this may begin with an individual behaviour plan with targets to work towards. Children will be positively praised and small "treats" incorporated

	<p>into their day. For some children short periods of structured activities are rewarded by a “choose time”.</p> <p>Some children have a visual timetable and visual prompts to structure activities so that they know exactly what they have to do and for how long.</p> <p>Home- school diaries are also used for some pupils to support communication between parents and school.</p>
How we support pupils in their transition into our school and when they leave us	<p>Initially parents visit the school and meet with the Head Teacher and SENCO if appropriate. A visit is then planned for parents and the child together. Following this a plan of transition will be developed dependent on need. This may include the SENCO visiting the child in their current setting, the child spending a little time in the new setting initially with parents and then increasing time on their own, leading to half days and a full day visit. Photos can also be used to enable the child to become familiar with the setting. A similar programme would be developed if a pupil was to leave Simms Cross and transfer to a new setting.</p> <p>The SENCO also supports parents in visiting new settings such as high schools.</p>
Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	<p>When appropriate the school may make a referral to an outside agency for an assessment or a professional may already be involved with the pupil and a programme of support in place. Several teaching assistants have worked with speech and language therapists and implemented language programmes, this also includes programmes provided by occupational therapists and also recommendations and strategies from educational psychologists.</p> <p>For those pupil with medical needs a care plan is developed in partnership with a health professional such as a member of the continence team.</p>
Extra support for parents and carers and pupils offered by the school / how parents are involved in their child’s education.	<p>The school holds twice yearly learning reviews where pupils and parents have the opportunity to talk about their progress and their targets. An end of year written report is also provided. For any child a parent can request a meeting with the class teacher or HT to discuss progress or any concerns. For children with additional needs more frequent meetings may be held and communication may be on a daily basis either verbally or through a home school diary. Annual reviews are held for children receiving additional funding to review progress and the action plan and to decide next steps. The school runs regular coffee mornings for parents of children with ASC. The SENCO organises these and invites speakers along at the request of parents.</p> <p>In addition the school works with other agencies to offer parenting support and will sign post parents to other agencies such as Halton Carers, Parent Partnership, play schemes, CRMZ and the Children Centres.</p> <p>In some instances a CAF may be implemented to support the family in accessing support and providing a coordinated approach</p>

	to this.		
How additional funding for SEN is used within the school with individual pupils.	Any additional funding for pupils with additional needs is generally used to support staffing ratios. Staff will then be deployed to address learning, social, medical and personal needs. This may involve supporting communication programmes, toileting programmes, or support plans.		
Examples of how pupil premium is used within the school.	Pupil premium is used to support staffing ratios so that school can provide Nurture Group, and 1:1 social-emotional support. School has also purchased resources such as a new reading scheme, staff training for example Project X reading intervention. In addition to this, we have used funding for Year 6 pupils to visit London.		
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