

# ANNUAL REVIEW

## SEND Information Report 2024-2025

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- |   |                                  |
|---|----------------------------------|
| 1. Communication and Interaction                    | 2. Cognition and Learning        |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

<b>General School Details:</b>	
School Name:	Chesnut Lodge School
School website address:	www.chesnutlodge.net
Type of school:	Maintained SEN School (SLD, PD, Medical Needs, PMLD)
Description of school:	2-16 Specialist SEN
Does our school have resource base? Yes or No	No – full specialist provision.
If Yes please provide a brief description.	
Number on roll:	84
% of children at the school with SEND:	100%
Date of last Ofsted:	April 2023
Awards that the school holds:	MOVE Silver, UNICEF Right Respecting School – Bronze, National Nurturing Schools Award, International School Award, Halton Health Schools Award, Anti-Bullying Alliance Award, Eco-Schools Silver
Accessibility information about the school:	<p>The school is fully accessible. All classrooms in the main building are on ground level. The mobile has a ramp for wheelchair users (though this is not always accessible). A number of classrooms and areas have ceiling hoists and there is a fully accessible multi-sensory room and sensory garden.</p> <p>The school has a swimming pool used by all pupils on a regular basis as part of their PE curriculum. The school has a fully inclusive outdoor area with an inclusive roundabout, wheelchair accessible swing, “trim trail”, woodland walk and recently refurbished sensory garden and we are also able to offer Forest School opportunities.</p>
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>All class based staff have appropriate training in working with students with physical disabilities, complex medical, cognition and learning and sensory needs. There is a comprehensive induction programme for all new staff which incorporates the Halton Safeguarding induction requirements alongside school policies and procedures.</p> <p>We have two staff trained to write Moving and Handling risk assessments and provide training on safe moving and handling.</p>

	<p>Four staff are currently trained first aiders, two of these have the Paediatric First Aid qualification. School will continue on its cycle of review and renewal of this qualification to ensure there are adequate suitably qualified staff.</p> <p>Two members of staff have completed the mental health first aid training.</p> <p>All staff complete the HCEST (Health Care and Education Supportive Training) Level 1 on an annual basis and a number of staff are trained at level 2. We have one member of staff trained as a trainer.</p> <p>All staff working directly with the students complete training on administering medication, and selected staff complete suction and tube feed training as and when required.</p> <p>In exceptional cases, specialised training appropriate to the role of staff in school can be given to meet the day to day care of students.</p>														
<p>Documentation available: All polices can be accessed via: <a href="https://www.chesnutlodge.net">https://www.chesnutlodge.net</a></p>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<table border="1"> <tr> <td data-bbox="919 734 1222 779">SEND Policy</td> <td data-bbox="1222 734 1484 779">✓</td> </tr> <tr> <td data-bbox="919 779 1222 824">Safeguarding Policy</td> <td data-bbox="1222 779 1484 824">✓</td> </tr> <tr> <td data-bbox="919 824 1222 869">Behaviour Policy</td> <td data-bbox="1222 824 1484 869">✓</td> </tr> <tr> <td data-bbox="919 869 1222 947">Equality and Diversity</td> <td data-bbox="1222 869 1484 947">✓</td> </tr> <tr> <td data-bbox="919 947 1222 1025">Pupil Premium Information</td> <td data-bbox="1222 947 1484 1025">✓</td> </tr> <tr> <td data-bbox="919 1025 1222 1104">Complaints procedure</td> <td data-bbox="1222 1025 1484 1104">✓</td> </tr> </table>	SEND Policy	✓	Safeguarding Policy	✓	Behaviour Policy	✓	Equality and Diversity	✓	Pupil Premium Information	✓	Complaints procedure	✓	
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<b>Range of Provision and inclusion information:</b>	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>SEN places are allocated by the Halton LEA. Visits to the school are arranged when parents and carers will discuss individual needs with school staff.</p> <p>Chesnut Lodge liaises with those familiar with the children utilising any information available to inform on the appropriate school setting.</p> <p>School works with all partners and students (wherever possible) to agree upon support and development.</p> <p>Information is shared with parents/carers regarding pupils understanding and behaviour to ensure consistency in the support given at home and school.</p> <p>All students continuing in the school after nursery age have an Education Health Care Plan and the school will work to meet the needs and objectives laid out in the plan / statement.</p> <p>School in partnership with home will formulate and adhere to Individual Behaviour Plans (IBP), working on targets developed in accordance with other agencies such as Speech and Language Therapy, Physiotherapy, Visual/hearing impairment etc.</p>

	<p>Regular (daily) communication takes place with parents/carers regarding educational, personal, social progress and needs of pupils.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>Chesnut Lodge offers support from specialist teachers and staff to allow pupils to access the curriculum and additional input for specific needs including:-</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• visual and hearing impairment</li> <li>• behaviour related difficulties</li> <li>• physical difficulties</li> <li>• sensory difficulties</li> <li>• continence</li> <li>• moderate / severe / profound learning difficulties.</li> </ul> <p>Chesnut Lodge also benefits from support from local authority services and specialist services including:-</p> <ul style="list-style-type: none"> <li>• Occupational Therapy and physiotherapy for pupils who require this input and specific resources.</li> <li>• The Continence team.</li> <li>• Community Complex Nursing Team and School Nurse who visit the site</li> <li>• Specialist and professional agencies to train our staff; advise on strategies and programmes.</li> <li>• Other local special schools</li> </ul> <p>School (in partnership with parents/carers) will make referrals for assessment if we believe they need a period of therapy.</p> <p>Chesnut Lodge will hold multi-professional meetings with parents and the pupil where necessary to review the child’s progress, identify supporting strategies and set monitoring/review deadlines.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>School has access to specialist equipment to support the curriculum and reinforce independence, living skills and personal hygiene, such as:—</p> <ul style="list-style-type: none"> <li>• Individual work spaces</li> <li>• ceiling hoists, specialised seating (when identified by Occupational Therapy) mechanical arms to hold monitors, big key keyboards and roll ball “mice”</li> <li>• Fully accessible ICT i.e. height/angle adjustable, touch screen, voice to text, wireless big keys, wireless roller ball, eyegaze etc.</li> <li>• A sensory room and sensory zones</li> </ul>

	<ul style="list-style-type: none"> <li>• Cookery/ Food Technology room.</li> <li>• Careers, enterprise and Independence zone.</li> <li>• Symbols and visual prompts</li> <li>• Wheelchair friendly swing and roundabout</li> <li>• Trim trail for able bodied students</li> <li>• Outdoor sensory trail</li> <li>• Bespoke Sensory Garden</li> <li>• Custom built play area</li> </ul>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>Chesnut Lodge is committed to supporting learners with their individual needs and accesses a range of therapies and specialist equipment to support these, including:-</p> <ul style="list-style-type: none"> <li>• Intervention from SaLT</li> <li>• Delivery of personalised speech and language programme</li> <li>• Support from trained staff within class</li> <li>• Support from specialist TA for small group or individual</li> <li>• Range of language resources and programme materials</li> </ul>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Individual needs are catered for within a wider school setting. The nature of the school intake means Chesnut Lodge systematically applies a range of strategies and resources such as:-</p> <ul style="list-style-type: none"> <li>• Small group support in class for guided reading / writing</li> <li>• Individual daily reading with support staff/ teacher/ volunteer</li> <li>• Reading schemes for 'struggling' readers</li> <li>• Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills</li> <li>• Delivery of a planned Speech and Language Development programme by a skilled teaching assistant</li> <li>• Regular meetings with Speech and Language professionals to discuss progress and identify further work required</li> </ul>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Chesnut Lodge School applies a range of strategies matched to need and level of cognition to support the development of literacy and functional communication through the implementation of:-</p> <ul style="list-style-type: none"> <li>• Daily phonics sessions</li> <li>• Small group support in class through guided teaching</li> <li>• Withdrawal or in-class support by teaching assistant for 1:1 intervention</li> <li>• Use of specialist apps for reinforcement</li> <li>• Opportunities for daily reading</li> </ul>

	<ul style="list-style-type: none"> <li>• Alternative strategies for students struggling with phonics programmes eg: ‘See and Learn’</li> <li>• Working in partnership with parents to encourage regular reading / enjoyment of books out of school</li> </ul>
<p>Strategies to support the development of numeracy.</p>	<p>Numeracy is an essential skill embedded in a range of learning opportunities at Chesnut Lodge as well as through:-</p> <ul style="list-style-type: none"> <li>• Use of specialist maths resources online for reinforcement</li> <li>• Small group interventions for ‘catch up/challenge’ maths activities using specific programmes such as “Numicon”</li> <li>• Enterprise opportunities / challenges for all students throughout the school.</li> <li>• Uniform Numeracy platform ensures consistency across all phases.</li> </ul>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> <li>• Personalised and differentiated curriculum</li> <li>• Small group support in class from support assistants or teacher</li> <li>• 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources</li> <li>• Nurture group sessions to support emotional health and wellbeing</li> <li>• Specialist equipment</li> <li>• Individual plans (educational, behaviour, pastoral)</li> <li>• Flexibility over class groupings with a highly individualised sensory curriculum running alongside conventional lessons where appropriate.</li> <li>• Strategies put into place as provided by professionals / specialist services / outreach</li> <li>• Thematic approaches to teaching where appropriate.</li> </ul>
<p>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 and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Target setting</li> <li>• Learning linked to EHCP outcomes via ‘Tree Trackers’</li> <li>• Individualised targets and review cycle</li> <li>• Individual pastoral support plans</li> <li>• CAF/CIN/multi agency meetings</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child / parents</li> <li>• Interventions are reviewed half termly and adapted / extended when necessary to enable pupils to achieve the targets set.</li> </ul>

	<ul style="list-style-type: none"> <li>• Active formative assessment recorded via the Evidence for Learning Platform.</li> <li>• Clear achievement criteria are always identified, and these are evaluated at the end of the time allocation.</li> <li>• Regular communication with parents through meetings, letters and phone calls, ensures that we are all working together towards the same agreed targets.</li> </ul>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> <li>• School Ambassadors-decision making-disseminating information and leading on new school initiatives.</li> <li>• Use of individual timetables and checklists</li> <li>• ‘Chunking’ of activities</li> <li>• Merseyside Enterprise Fair</li> <li>• Enterprise opportunities across whole school</li> <li>• Individual success criteria</li> <li>• Visual prompts</li> <li>• Thinking maps, pupil evaluations</li> <li>• ‘PSHE’ / personal development targets</li> <li>• 1:1 sessions with students when appropriate.</li> <li>• Learning Outside the Curriculum opportunities.</li> <li>• Travel Training</li> <li>• Work Experience where appropriate</li> <li>• Fundraising opportunities</li> <li>• Accessible learning environment so that students can move around the school independently</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>• Named midday supervisor at lunchtimes</li> <li>• Individual pastoral support plans which specify break and lunchtime provision</li> <li>• Playtime buddy system</li> <li>• Facilitation of auxiliary staff employed privately and responsible for personal care for named pupils</li> <li>• Care and support team who support pupils with their personal care and postural management</li> <li>• Postural managers leading on physical programmes including use of equipment</li> <li>• Regular school visits by the continence nurse supporting parents and staff with expert advice.</li> </ul>
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>• We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages,</li> <li>• We offer enrichment activities including Sports, Secondary, Sensory and drama clubs</li> <li>• We provide details on the school website of appropriate holiday activities in the borough.</li> <li>• We partner with local sports and swimming clubs to provide additional after school/holiday activities focussing upon provision for children with SEND.</li> </ul>

<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>Appropriate provision for learning outside the classroom experiences for all students throughout the school.</p> <p>Outdoor facilities are fully inclusive with a wheelchair accessible roundabout and swing, a trim trail for able bodied students, facilities for cricket, basketball and football, a sensory garden and a sensory trail for all to enjoy.</p> <p>The residential opportunity for pupils in the Secondary Phase is carefully planned enabling students of varying abilities to access the trip at an appropriate level eg: activities, length of experience. We have support from habilitation specialists who support pupils with visual impairment both at school and within our local community as part of mobility training.</p> <p>Chesnut Lodge works closely with Halton's independent travel trainers to support group and individual travel training sessions.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> <li>• Planned support from teaching assistant</li> <li>• Meet and greet at start of day</li> <li>• Parental contact daily through home-school book</li> <li>• Parental contact sessions when appropriate</li> <li>• Referral to CAMHS</li> <li>• Nurture groups in place</li> <li>• Individual pastoral support plan</li> <li>• Identified mentor</li> <li>• Signposting to other professionals when required eg: bereavement.</li> <li>• Individualised learning programmes including Draw and Talk therapy and RSE programmes as appropriate</li> <li>• School Ambassadors ensuring that pupil voice is encouraged, respected and acted upon.</li> <li>• Trained Mental Health First Aid staff within school alongside support from Lead Mental Health practitioners.</li> <li>• Support from NSPCC and the Health Improvement Team as and when required.</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 schools behaviour policy</li> <li>• Individual pastoral support plan</li> <li>• Individual behaviour support plan</li> <li>• Nurture programme</li> <li>• Risk assessments</li> <li>• Social skills / behaviour group using social skills programme</li> <li>• Daily behaviour record</li> <li>• Time-out support</li> <li>• Reward system</li> </ul>

	<ul style="list-style-type: none"> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Strategies in place for unstructured times of the day e.g. alternative location for break time</li> <li>• Referral to PBSS (Positive Behaviour Support Service)</li> <li>• Key worker identified</li> </ul> <p>Comprehensive recording system for incidents enabling patterns to be identified and appropriate strategies to be implemented.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>The Transition co-ordinator in school ensures that all pupils and their families are supported through;-</p> <ul style="list-style-type: none"> <li>• Regular meetings with parents</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Dual placements facilitated where appropriate</li> <li>• Work with Halton Safe Children’s service</li> <li>• Social stories and visual prompts for pupils</li> <li>• Work through PSHE on managing and preparing for change</li> <li>• Programme of visits</li> <li>• Longer term links with post 16 provision to increase familiarity</li> <li>• Independent Guidance Service commissioned to support career planning and transition to post 16.</li> </ul> <p>Work Experience Weeks with ex-students and local businesses supporting and independent work experience where appropriate.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<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>• Swimming pool used to deliver a percentage of +each child’s PE entitlement on a regular basis.</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> <p>MOVE programme run in school for appropriate students, working in partnership with home.</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.</p>	<p>Children know the staff well and understand that they can choose who they would like to speak to if they require support / advice.</p> <p>The school has links with a number of youth organisations including Halton Speak Out.</p> <p>Where appropriate, parents are invited in to support sessions or observe sessions involving their child.</p>



	<p>There is a designated member of staff who monitors attendance and provides emotional and educational support to families if the child is going to be absent for a long period of time for medical reasons.</p> <p>The school signposts appropriate groups and organisations which are relevant for family's needs.</p> <p>Parent section on school website signposting any relevant support and resources for families.</p> <p>Chesnut Lodge works closely with the local authorities Children's social care and localities team and will support families through a CAF/CIN</p>
How additional funding for SEND is used within the school with individual pupils.	Additional funding may be used for additional support, resources, interventions etc. and would be planned to meet each child's individual need.
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.	<p>Each student has an annual "Looked after child review" and termly PEP review meetings.</p> <p>Pupil premium plus funding is available to provide additional resources and support for Looked after Children. All requests have to be agreed by "virtual head" who oversees the provision.</p> <p>Designated teacher to champion the needs of children in care/children looked after.</p> <p>Pupil Premium Funding has been used for additional intervention time, to support Learning Outside the Curriculum experiences, specialised resources to enable students to participate in the curriculum more effectively and specific resources depending on the individual needs of a child.</p>
<b>SENCO name/contact: Mrs N Murphy</b>	<b>01514240679</b>
<b>Headteacher name/contact: Mr J Thompson</b>	<b>01514240679</b>
<b>ANNUAL REVIEW 2024-2025</b>	
<b>Completed by: J Thompson</b>	<b>Date: 12/09/2024</b>

**SEND Broad Areas of Need****Communication and Interaction**

<b>6.28</b>	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
<b>6.29</b>	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning**

<b>6.30</b>	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health difficulties**

<b>6.32</b>	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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**Sensory and/or Physical Needs**

<b>6.34</b>	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
<b>6.35</b>	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.