

## **SEN Information Report**

### **Hedon Primary School**

#### **1. The kinds of special educational needs for which provision is made at the school.**

Hedon Primary School is a mainstream setting.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;

#### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

At Hedon Primary School all children are assessed on entry.

Any immediate concerns resulting from these assessments will be communicated to parents and logged with the SENCO.

They are taught the National Curriculum for their year group.

Termly formal pupil progress meetings are held where children not making expected progress are identified. Informal data collection and information about the child will be gathered to inform rigorous differentiation to accelerate progress. Targeted small group interventions may also occur. These will be in addition to full inclusion in the core curriculum. The role of the SENCO at this stage is to provide advice and support. Parents are informed at parent consultation evening.

If after 3 pupil progress meetings the child is significantly below expectations and not achieving the National Curriculum requirements for their year group then the school may assess their abilities using a variety of screening methods. The results of these will inform future planning and indicate which professional may need to perform further tests in order to identify strengths and weaknesses or diagnose specific learning conditions.

#### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—**

##### **(a) how the school evaluates the effectiveness of its provision for such pupils;**

All children are assessed against the National Curriculum requirements for their year group. Interventions are assessed for impact on progress for each individual child. Governors are informed of overall and SEN progress through reports.

##### **(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

All children are assessed on progress by the class teacher, through observation, questioning and written evidence. If individual children have needs that require other assessment arrangements, these will be available. We pride ourselves on our open door policy and welcome opportunities to discuss the progress of all children.

### **(c) the school's approach to teaching pupils with special educational needs;**

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

### **(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

Teachers ensure that the work undertaken by SEN children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

### **(e) Additional support for learning that is available to pupils with special educational needs;**

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we direct the children to work in small groups, or in a one-to-one situation outside the classroom.

### **(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

We are an inclusive school and ensure that trips are accessible to all our pupils. Where there may be particular concerns we welcome parents to accompany their child.

### **(g) Support that is available for improving the emotional and social development of pupils with special educational needs.**

At Hedon Primary School we have a trained Emotional Literacy Support Assistant (ELSA) who is timetabled to lead short 1:1 programs for children experiencing social and emotional difficulties.

Social Skills groups may take place in Foundation Stage when appropriate.

Where children may require further support with behaviour we will access the services of the EPBST team.

Medical or personal care needs are managed on an individual basis.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

Mrs G Ingham  
Hedon Primary School  
Kettwell Lane  
Hedon  
Nr Hull  
HU12 8BN  
01482 899327  
[hedon.primary@eastriding.gov.uk](mailto:hedon.primary@eastriding.gov.uk)

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

What specialist services and expertise are available at or accessed by the school?

We are able to purchase the services of an SEN professional who can carry out assessments for dyslexia or visual stress.

We can access the EPBST service for guidance advice and assessments from a qualified Educational Psychologist.

What training have the staff supporting SEND had or what training are they having?

Arrangements are made to access relevant training for staff depending on the individual needs of the child, for example individual Speech and Language programs.

Members of staff delivering Maths and English intervention programmes are trained “in house.”

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

As a school we aim to make reasonable adjustment to ensure our pupils can access the curriculum fully. Equipment and resources are sourced as they are required to meet individual needs.

The building is currently stepped and wheel chairs access is problematic. We have hand rails for those children who need additional support when climbing the steps and nonslip mats in toilet areas.

We have disabled parking access close to the school entrance if required.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

How are parents involved in the school? How can I get involved?

Parents are encouraged and welcomed to become involved in the education of their child. This may be through joining the Friends of School or volunteering. Parents are represented on our governing body.

Who can I contact for further information?

There are timetabled visits for new parents and formal consultations termly.

Foundation Stage have a home-school book.

Children receiving SEN support or with an EHC may have additional termly meetings to review progress and agree desired outcomes for the next term.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

SEN children are represented as School Ambassadors. They also have their own pupil speak version of their IEP. From September 2014 a more formal method of recording the views of SEN children will be developed in line with the requirements of the new Code.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The first point of contact for parents at school will be the class teacher.

If parents are worried they are encouraged to talk to the SENCO.

If there are still concerns that need addressing the next person parents should contact would be the Headteacher.

Concerns which are still unresolved after this point need then to be brought to the attention of the SEN governor.

If a parent wishes to make a formal complaint, information about the school policy and procedure are available from the school office.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The governing body involves other bodies as the need arises.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

FISH is the Families Information Service Hub which can provide advice and links.

FISH  
Room KS42  
County Hall  
Beverley  
HU17 9BA

Tel: (01482) 396469  
Monday - Thursday 8.30am - 5.30pm  
Friday 8.30am - 4.30pm

E-mail: [fish@eastriding.gov.uk](mailto:fish@eastriding.gov.uk)

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.**

Transitions are planned and prepared for in conjunction with the next setting; information is shared between SENCOs and the current class teacher. Extra supported visits are organised if required.

**13. Information on where the local authority's local offer is published.**

The East Riding Local Offer is published through a dedicated website managed by FISH.

There is a link to the FISH website on our school website.