

Hedon Primary School

SEN information report 2019

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction: for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning: for example, dyslexia and/or visual stress, dyspraxia
- Social, emotional and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties
- Moderate and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment: for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Pupil progress meetings are held termly, involving the class teacher, the SLT, the SENCo and the Maths and Literacy co-ordinators, and children who are causing concern for any of the above reasons are discussed and appropriate interventions are put in place.

The SENCo is able to assess children for general cognitive ability using the British Picture Vocabulary Scale tool and can test individuals for visual stress. If a child needs to be referred to an outside agency for more specific assessment, or to the school's assigned educational psychologist, then this will be done by the SENCo, once parental or care-giver permission is given.

Consulting and involving pupils and parents

We pride ourselves on our 'open door' approach and encourage parents and care givers to share their concerns with their child's class teacher in the first instance. The teacher will then make an informed decision as to what additional support the child needs in the classroom (alongside quality first teaching), will put that support in place for at least half a term and will then consider if the gap in the pupil's knowledge or ability has been filled. If there is no progress made, or it becomes apparent that the child requires more specialist support, then the class teacher will approach the SENCo. The SENCo is always available to offer advice and signpost staff towards appropriate resources.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Notes of these early discussions will be added to the pupil's record (on SIMS and in the class SEN folder) and given to their parents/care givers if requested. A child who we feel needs more structured support will be given a termly support plan (TSP) with SMART targets for the term (or more frequently if targets are met before the end of the term). Pupils themselves can contribute to the targets they feel they need to achieve in order to make progress.

Parents and care givers are given the opportunity to contribute to this TSP and are provided with a copy of the plan. Parents and care givers are always invited to the annual review of their child's education and health care plan (EHCP)- if they have one. Pupils complete a two-page pupil profile before the meeting. This can be done with the TA asking the questions and writing down the child's responses, or by the child themselves. If they cannot manage to write their observations, they can draw their responses, which will be annotated

by the TA. We always have the child with an EHCP in at the start of the review meeting and encourage them to contribute (directly or via their TA or parent/carer) to the review sheets. We always aim to make the review meeting as child-centred and child-friendly as possible.

Parental and care giver contributions are sought via a written form, and their views and concerns are included in the review document we submit to the LA on completion of the review.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will decide (with the SENCo, if required) the pupil's specific needs to address areas of weakness. This will draw on:

- the teacher's assessment and experience of the pupil
- the pupil's previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly by all adults working with the child, and any child causing concern will be discussed and a way forward decided upon at the termly pupil progress meetings.

Any child at school considered to require 'school support' (as per the SEND CoP) will have a personal attainment tracker. For example, if a child is struggling in reading, then the NC attainment targets are broken down into more easily-reached steps. Each step is highlighted and dated by the class teacher or TA when the pupil is considered to have reached that particular step. In this manner, we are able to track the 'small steps' progress for a child who may otherwise appear not to have made any progress (ie still 'working towards' ARE in core areas).

This information is collated by the SENCo every half-term and recorded; the information is shared with all teaching staff and the SLT. At the end of each term, the progress of the child is RAG-rated to alert the class teacher and the SENCo to any children who are not making sufficient 'small step' progress. At this stage, the help and advice of the EP may be requested for further cognitive assessment of the child.

Supporting pupils moving between phases and preparing for adulthood

If the pupil is moving to another primary school, secondary school or other setting, we share all SEN information with them. We will agree with parents (and pupils) which information will be shared as part of this process, but always encourage full disclosure so as to enable a smooth transition to be made.

For pupils moving on to secondary school, we liaise with the schools to arrange additional visits for our SEND pupils, but also for those pupils we consider to be 'vulnerable' (ie not able to cope easily with the demands of secondary school without additional support and preparation). Staff from our catchment secondary school also visit our Y6 in their final Summer term to talk about the move to a new (and much bigger) school and what to expect in KS3. All pupils attend a 3-day induction week at our catchment secondary school in their final term.

As per the SEND CoP, Y5 pupils with an EHCP have their annual review meeting with the EP in attendance and the SENCo from their intended secondary school, if known. This allows a frank and informative discussion of the individual child and their needs on transition.

Our approach to teaching pupils with SEN

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality first teaching is our first step in responding to pupils who have SEN. This teaching may be adapted for individual pupils and interventions may be in place to recap or revisit learning. Pre-teaching is also put in place for those children who may struggle to grasp key concepts on first hearing.

We provide interventions such as phonics, SLT, basic numeracy and literacy skills, social communication (or friendship) groups, ELSA sessions and gross and fine motor skills development. Some of these may involve a TA having been trained to deliver a programme identified for a child by an external agency such as SaPTS.

We always strive to be an inclusive school in our approach to meeting the needs of our children with SEND, but there may be instances where an intervention will prove to be more effective in small groups working alongside the classroom with a TA.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, coloured background with the SMARTboard, etc.
- adapting our teaching: for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ensuring that children with visual or hearing impairment are seated at the front of the classroom, sideways on, with minimal background noise or glare
- creating calm areas for children who are struggling to self-regulate
- highlighting any areas of difficulty for visually impaired pupils in the school building or grounds with yellow paint

- ensuring that the outer gates accessing the school grounds are secured at all times
- providing grab rails in lavatories and alongside steps for children with poor mobility
- providing access to a lavatory equipped for children with disability

Additional support for learning

We have teaching assistants who are trained to deliver interventions such as ELSA, phonics, SLT and SaPTS programmes.

Teaching assistants will support pupils on a 1:1 basis when this support has been designated within the child's EHCP, or if the safety of the child, their peers and staff cannot be guaranteed without such close support.

Teaching assistants will support pupils in small groups when the intervention is specific to the needs of a number of children, and not just those with SEN.

We work regularly with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- Inclusion Service
- SLT
- SaPTS

Occasionally, a child may require additional physiotherapy in school, which will have been demonstrated by the professional and discussed with the member of staff who will be delivering that input.

Expertise and training of staff

Our SENCo has the NASENCo certification, which is a national requirement of all SENCos in schools, and is a certified Attachment Aware lead. Both qualifications are at Master degree level. Our SENCo has 6 years' experience in this role and has worked as a teacher in both secondary and primary schools.

Our SENCo is allocated 3 hours per week to manage SEN provision.

We have a team of teaching assistants, including one higher level teaching assistant (HLTA), who are trained to deliver SEN provision.

In the last academic year, staff have been trained in autism awareness, dyslexia awareness and attachment difficulties of vulnerable pupils.

We use specialist staff for SLT and sensory and physical needs.

Securing equipment and facilities

We have in school a bank of SEN resources which are available for use by class teachers and TAs working with SEN children.

If a child is recommended a particular piece of equipment- for example, a writing slope- by an outside agency working with that child, then the item will be purchased if we do not have it in our SEN resources.

We also make our own resources.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- reviewing pupils' individual progress towards their goals each term via their tracker
- reviewing the impact of interventions after each half term
- planning meetings with the EP
- using pupil questionnaires
- monitoring by the SENCo
- monitoring of programmes set up by outside agencies
- holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Occasionally, we will have to have additional staff with a child who may not be able to self-regulate without that close supervision. This decision will be made by the head teacher ultimately, in discussion with the child's parents/carers.

All pupils are encouraged to go on our residential trips to Whitby in Y5 and to Kingswood Outdoor Activity Centre in Y6. Again, arrangements are put in place to accommodate any child who would normally have 1:1 support in school.

All pupils are encouraged to take part in class assemblies/sports day/school plays/special workshops, etc. at whatever level they feel happy with.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities

Pupils with physical disabilities are welcomed at our school. We encourage parents/carers and the child to visit the school to understand the topography of the building and the grounds, to have a tour of the classrooms and to meet the teachers and their pupils in the classrooms.

If a child with SEND is to come to our school, the outside agencies working with that child will also visit the school to advise on adaptations required to meet the needs of the child, both in terms of their learning and access to all areas of the school.

We pride ourselves on the welcoming and inclusive nature of our school. All steps are taken to ensure that a child with SEND has the same positive experience in school as any other child.

Our accessibility plan can be found in the school's website:

<https://hedonprimaryschool.co.uk/>

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- identified pupils have individual ELSA support
- circle time is used in PSHE
- pupils with SEN are encouraged to be part of the school council
- pupils with SEN are also encouraged to be members of our school clubs to promote teamwork, building friendships, etc.
- pupils with SEN are encouraged to take part in the residential trips
- our SENCo is a certified Attachment Aware lead practitioner
- feelings boards are used in each classroom and monitored by the class TA

We have a zero tolerance approach to bullying. Instances of bullying are addressed quickly, using the restorative justice approach, which encourages pupils to think about the effect their words and actions may have had on others. Our ELSA practitioner also runs an anti-bullying group to explore this aspect further.

In circumstances where we feel that we cannot manage a child's emotional or mental health without support, we would make a referral to CAMHS following a discussion with parents/carers and their agreement.

Working with other agencies

As and when appropriate or, indeed, necessary, our school involves other agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance, or if they feel that that is not appropriate, to the SENCo or head teacher. If they are not satisfied with the response, parents/carers will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Parents/carers of pupils with SEND can access a comprehensive list of services and support via the local authority's Local Offer. This can be accessed via the school's website, or at www.eastridinglocaloffer.org.uk

Contact details for raising concerns

At school:

Mrs G Ingham, SENCo } tel: (01482) 899327
Mrs A Barnett, Head teacher } e-mail: hedon.primary@eastriding.gov.uk

At the local authority:

SEN Team tel: (01482) 392163
e-mail: send.enquiries@eastriding.gov.uk

SEND Information, Advice and Support Service tel: (01482) 396469

Families' Information Service Hub tel: (01482) 396469
e-mail: fish@eastriding.gov.uk

East Yorkshire Parent Carer Forum tel: (01262) 678283
e-mail: admin@eypcf.co.uk

Glossary of abbreviations

ARE	Age-related expectations
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
EP	Educational psychologist
ELSA	Emotional Literacy Support Assistant
HLTA	Higher Level Teaching Assistant
LA	Local authority
NASENCo	National Award for Special Educational Needs Co-ordinators
PSHE	Personal, Social and Health Education
SaPTS	Sensory and Physical Teacher Support
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SLT	Speech and Language Therapy
TA	Teaching Assistant