

SEND Information Report

September 2016

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if your child attends Hunmanby Primary School.

What does the term Special Educational Needs mean?

- The term refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances.
- Special educational needs comes under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical

What support do we provide for you as a parent of a child with Special Educational Needs or disability (SEND)?

- Your child will be actively involved in their education. They will be consulted and their (and your) thoughts and feelings taken into account as we aim to work collaboratively to achieve the best possible outcomes for them. We aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions.
- Class teachers and the Head Teacher are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Mrs Tanner (SENCO) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. We are available to discuss this with you in school and explain where necessary.
- Provision for your child will be reviewed regularly.
- Homework can be adjusted as needed to suit your child's individual needs, extra support can be given in school as needed.
- If agreed to be useful, a home/school contact book may be used
- Email contact and texts can be established as an additional layer of home/school communication.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning and the use of different resources and equipment including ICT.

- Specific strategies (which may be suggested by the SENCO or Specialist staff from outside agencies) are in place to support your child to learn.
- Your child will be monitored regularly to check for progress. Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teachers

Responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in their classroom is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO (Special Educational Needs Co-ordinator) Mrs Tanner

Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing and monitoring how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Head Teacher Mr Fox

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Mr Fox will give responsibility to the SENCO and other Senior Leaders but is still responsible for ensuring that your child's needs are met.

- He will ensure that the training needs of the SENCO and all other staff are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor Mrs Clothier

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Our SEND Governor is Mrs Clothier

What are the different types of support available for children with SEND at Hunmanby Primary School?

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching). For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.

Specific group work within a smaller group of children

Pupils may be identified as needing some extra support in school. For your child this could mean:

- S/he will engage in group sessions with specific targets to help him/her to make more progress, usually led by an Advanced Teaching Assistant who has been trained in how to lead the programme.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Social Emotional and Mental Health (SEMH)

As a very caring and nurturing school, we recognise the importance of ensuring the mental well-being of our pupils. We do this by:

- Providing directed Social Emotional Aspects of Learning (SEAL) intervention groups
- Drawing and Talking one to one therapy delivered by specialist trained staff
- Small group work linked to our Forest School to build team work skills
- A 'Nurture Room' for SEAL interventions and as a 'Time Out' space when necessary
- A close relationship with staff from EMS for SEMH

Specialist support from outside agencies

This means your child has been identified by the class teachers and SENCo as having additional educational needs and therefore needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services are now available though one referral to the Inclusive Education Service IES, (previously known as: the SSA Outreach Team (for autism) or Sensory Physical Medical Service (for students with a hearing or visual need), Enhanced Mainstream school staff, Speech and Language therapy (SALT) Service or Educational Psychologist.

For your child this would mean:

- Your child will have been identified by the class teachers/ SENCO (or you will have raised your worries) as needing more specialist input in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for us to refer your child to a specialist professional e.g. a cognition and learning specialist from Graham School EMS, a speech, communication and language specialist from Kirkbymoorside EMS or Educational Psychologist. This will help us and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This may include a modified curriculum for some individuals.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified individual support for your child

This means your child will have been identified by the class teachers / SENCO as needing a particularly high level of individual or small group teaching. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Physical Medical Service (for pupils with a hearing or visual need)- now known as the Inclusive Education Service (IES).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.

- We would meet together to complete a Comprehensive Assessment of Needs (CAN-DO) and Education Health and Care Plan Request (EHCAR) which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and involving parents and all agencies working with your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will write an Education and Health care (EHC) Plan.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Your child will still be part of the class, under the direct responsibility of the class teacher.
- This type of support is available for children whose learning needs are severe, complex and lifelong.

How is SEND provision monitored across Hunmanby Primary School?

- The SENCO (Mrs Tanner), Head teacher, Senior Leadership Team and the Governing Body monitor SEND provision.
- Inclusion Passports, Provision Mapping and Intervention Mapping are used across the school to ensure consistency across the school for the inclusion of all pupils, including those with SEND.
- Monitoring takes place in the form of analysing data, learning walks and liaising with staff, parents and students for feedback.
- The SENCO (Mrs Tanner) regularly holds pupil conferencing sessions to monitor and assess how well children with SEND perceive their needs being met.
- The views of pupils with SEND are sought prior to and during SEND reviews as appropriate.
- Staff meet formally with the SENCO (Mrs Tanner) at least termly to discuss SEND in their class and to evaluate the effectiveness of provision.
- The SEND policy is reviewed annually in consultation with staff, parents and pupils.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should initially speak to your child's class teacher.

- If you are still concerned you could request a meeting with the SENCO(Mrs Tanner)
- If you are still not happy you can speak to the school Head Teacher or SEND Governor.
- Any concerns or complaints about SEND provision should be referred to the SENCO (Mrs Tanner) or the Head Teacher (Mr Fox).

How will the school let me know if they have any concerns about my child's learning in school?

- Hunmanby Primary School is a caring and nurturing school that strives to keep open lines of communication with students and parents throughout the year.
- If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:
 - o listen to any concerns you or your child may have
 - o plan any additional support your child may receive and how parents can work with the school to support their child
 - o discuss with you if a referral to an outside agency is appropriate to support your child's learning

How is extra support allocated to children?

- The school budget, received from NYCC LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- Decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with SEND and what training do they have?

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Dyslexia, Autism and Speech and Language difficulties and medical issues.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Pastoral care is high on the agenda at Hunmanby School, for all pupils, including those with SEND. Pupil views are regularly sought through the student council. The class teachers and senior leaders have an open door to all pupils and regularly conducts student interviews to ensure the views of pupils with SEND are collected and heard.

How will the teaching be adapted for my child with SEND?

- Class teachers are made aware of all students with specific needs and plan lessons according to all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff work alongside class teachers to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further.
- Personalised programmes may be needed for some pupils, alternative care and / or curriculum activities can be arranged on an individual need basis, the SENCO will discuss this with you and involve you and your child in the planning process should it be needed.

How will we measure the progress of your child in school?

- Your child's progress and application to learning is continually monitored and reported to parents through the schools regular monitoring rounds.
- The progress of all children on the school's SEN list and those with an EHC Plan (Statement until they are formally converted to an EHC Plan by NYCC) is formally reviewed each term, with all involved with the child's education, including the child where appropriate. Those with a statement or EHC Plan also have an annual review.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Who are the other people providing services to children with SEND in this school?

- Paid for centrally by the Local Authority but delivered in school or at clinic:
 - Autism Outreach Service

- Enhanced mainstream School specialist teaching staff (SpLD, emotional and social, Communication and Interaction)
 - Educational Psychology Service
 - Sensory Service for children with visual or hearing needs
- Provided and paid for by the Health Service (York NHS Trust) but delivered in school or clinic:
 - School Nurse
 - Occupational Therapy
 - Physiotherapy
 - Speech and Language Therapy
- In addition, SENDIASS (formerly known as the Parent Partnership Service) can offer impartial advice and support, making home visits, attending meetings, putting you in touch with support groups and assisting with paperwork. They can be contacted on 0845 034 9469.

How is Hunmanby Primary School accessible to children with SEND?

- The main building is accessible to children with physical disabilities via ramps and disabled entrances.
- A shower room with disabled toilet facilities, including a hoist is available.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND, alternative activities can be taught as required to enhance their curriculum.
- Extracurricular activities are accessible and encouraged for children with SEND, adult support can be arranged as required.
- Trips including residential are accessible and encouraged to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on each individual basis.
- All children on the school's SEN list from Year 5 onwards, have the SENCO from their prospective secondary school invited to attend reviews. This is to aid transition.

How will we support your child when they are joining or leaving our school?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

For students joining Hunmanby Primary School :

- The SENCO will meet with the SENCO of the child's parent/ pre-school/nursery setting to discuss the specific needs of your child and a transition package will be put together for them as early on as is needed.

- For any child, the SENCO will liaise with and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss the needs and transition with yourselves.
- Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school.

If your child is moving from Hunmanby Primary school to another school:

- We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child, a transition package will be put together as needed.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible and as needed your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- All children on the school's SEN list from Year 5 onwards, have the SENCO from their prospective secondary school invited to attend reviews. This is to aid transition.

Should you wish to discuss any aspect of this document in more detail please do not hesitate to contact us via the school office.