

# Special Educational Needs Information Report

## 2016-2017

**School Name: Hurst Primary**

**School Type: Primary School**

### **1. How accessible is the school environment?**

- The Hurst Primary School buildings are mainly on one level; this makes it easily accessible for disabled children and adults. There are alternative routes to avoid the small flight of stairs.
- There is a disabled parking bay.
- There is a ramp situated at our main entrance.
- There are double doors strategically placed around the building to allow wheel chair access.
- There are two disabled toilets, which are large enough to accommodate changing and personal hygiene care.
- All classrooms are carpeted to minimise sound.
- Auditory/Visual enhancements will be made where appropriate.
- As a school we are happy to discuss individual access requirements.

### **2. How are children identified as having Special Educational Needs?**

Children are identified as having SEN through a variety of ways including the following:

- Child performing well below age related expectations
- Concerns raised by parent or carer
- Concerns raised by teacher, for example behaviour or self- esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies, for example Educational Psychologists
- A medical diagnosis through a paediatrician
- Liaison with previous school or setting

### **3. How are parents and carers supported if they think that their child has SEN?**

- We pride ourselves on building positive relationships with parents.
- We have an Open Door policy and encourage parents to speak to their child's class teacher in the first instance if there are any concerns.
- If there are further concerns, parents and carers are invited to meet with our Assistant SENCo (Special Educational Needs Coordinator), Mrs. Cordingley or Senior Assistant Head Teacher with responsibility for all aspects of Inclusion, Mrs. Winslade.
- At this meeting the SEND (Special Educational Needs & Disabilities) process will be discussed.

The process...

- 1) Following discussions, our Assistant SENCo or Senior Assistant Head Teacher for Inclusion will work with your child and their class teacher and or other class-based adults to identify areas of need and set appropriate targets.
- 2) Additional support may be given to your child if it is deemed appropriate. This may be additional support from the Class Teacher or Teaching Assistant, some small group or 1:1 work or Speech and Language work directed by a therapist. If the need is identified as falling within social, emotional, mental health (SEMH) criteria, they may be given some therapeutic or pastoral support.
- 3) Your child's progress will be reviewed regularly and you will be kept informed.
- 4) If targets have not been met they will be reviewed and broken down into smaller steps.
- 5) If concerns continue our Assistant SENCo or Senior Assistant Head Teacher for Inclusion will make an appointment with you as parents/carers to discuss the involvement of outside agencies.
- 6) Following outside agency involvement, recommendations will be made as to how best to support your child and some new targets set.
- 7) Their progress will be reviewed on a regular basis and you will have the opportunity to be involved in this process.
- 8) If there are still concerns about progress, a meeting will be set up to discuss a referral for an Education Health Care Plan.

### **4. How are parents/carers kept informed about the support the school have put in place?**

- The class teacher will meet/telephone parents at least once a term at either Parents' Evening or informally to discuss your child's need, support and progress.
- Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy and literacy skills then the pupil will be placed in a small focus group. This will be run by the teacher, teaching assistant or another teacher; the length of time of the intervention will vary according to need but will generally be for at least half a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on a provision map. Parents are notified about interventions by the class teacher.

- If you have any queries related to the interventions please do not hesitate to contact the class teacher, Assistant SENCo or Senior Assistant Head Teacher for Inclusion.

#### **5. How is the curriculum differentiated and matched to a children's needs?**

- When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips, easy to use scissors or coloured overlays for reading.
- The class teacher works with all children in his/her class. The class teacher will plan the work of the teaching assistants. All support staff receive internal or external training for the areas of SEN support that they carry out.

#### **6. How is progress measured?**

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods including Early Year Profile and National Curriculum expectations.
- Children who are not making expected progress are picked up through progress meetings with the class teacher and Senior Leadership Team.
- In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed.

#### **7. How are parents/carers kept informed about their child's progress?**

- We communicate regularly with parents. You are welcome at any time to make an appointment to meet with either the class teacher, Assistant SENCo or Senior Assistant Head Teacher for Inclusion to discuss how your child is getting on.
- If your child is on the SEND list they will have some smaller targets to achieve. This is discussed on a termly basis and parents are given a copy of the area of support. The targets are set by the class teacher having liaised with the Assistant SENCo or Senior Assistant Head Teacher for Inclusion; parents are also encouraged to contribute.
- If your child has complex SEND they may have a Statement of SEN or Education Health Care Plan which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written.
- Reading Records are sent home daily.
- Termly interim reports.
- Parents Evenings.

## **8. How are parents/carers helped to support their child's learning?**

- The class teacher, Assistant SENCo or Senior Assistant Head Teacher for Inclusion can offer advice and practical ways that you can help your child at home.
- Where appropriate teachers can use a home/school communication book for individual children to enable comments to be shared.
- Our Informer Newsletter is circulated fortnightly to parents highlighting aspects of school life.
- We also invite parents to workshops where we explain how we teach certain areas of the curriculum or how to support your child in reading, writing and maths.
- We have produced a number of video clips, available on our website, that demonstrate mathematical calculations and how they are taught in school.
- If external agencies, for example Speech and Language Therapists are involved, recommendations will be shared with you so that strategies can be implemented at home and school.
- Our Assistant SENCo or Senior Assistant Head Teacher for Inclusion may occasionally organise informal coffee mornings where there are members of the ASD team available to provide an opportunity for parents to get together and support each other.
- In the spring term there is a Homework Club for Year 6 after school to support any pupils who have been unable to complete their home learning.
- We subscribe to an online reading scheme, Bug Club that can be used at home in addition to the reading books that your child brings home.

## **9. How are wellbeing, personal and medical needs supported in school?**

- We have a caring and understanding ethos and believe that high self-esteem is crucial to a child's well-being.
- The school gates to the KS1 playground are staffed with adults who greet and welcome the younger pupils and their families each morning to ensure a smooth transition between home and school at the beginning of the day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they should be your first point of contact.
- We offer a lunch club for children to attend for various reasons, such as a medical need, to develop social skills or as pastoral support.
- If further support is needed the class teacher will liaise with our Assistant SENCo or Senior Assistant Head Teacher for Inclusion who will give advice and support.
- We offer a wide variety of pastoral support for children who are encountering emotional difficulties and work closely with children and parents.
- We have separate playgrounds for the older and younger children to enable the younger ones to develop social skills and independence in a safe environment.
- Our website contains a link with details of how to contact our school nurse.

### **Children with medical needs**

- If a child has a medical need that may affect their school life it will be recorded in a Health Care Alert Booklet. For children with more complex needs a more detailed plan will be compiled in partnership with the school nurse or designated nursing team from the relevant hospital and our SENCo/Senior Assistant Head Teacher for Inclusion. This is discussed with all staff who will be working with the child.
- We have fully trained first aiders in school and Teaching Assistants in FS, KS1 & KS2 have a basic knowledge of first aid.
- If your child has a medical condition that requires daily medication, a meeting will be held with parents/carers, Senior Assistant Head Teacher for Inclusion, designated staff members and first aider to explain our Health and Safety Policy and procedures.
- We have a policy regarding the administration and management of medicines on the school site.

### **Behaviour**

- We have a positive approach to behaviour with clear rewards and sanctions that is followed by everyone within the school community.
- We have a weekly Achievement Assembly where positive praise is given to children who keep our Golden Rules or demonstrate good citizenship.
- If a child is having difficulties controlling their behaviour at a specific time we provide as much positive support as possible to help them improve.
- Further details can be found in our Behaviour and Discipline Policy.
- As a result of the support we give, we rarely exclude children.

### **Attendance**

- Attendance of every child is monitored on a daily basis by a member of the office team. Lateness and absence are recorded and reported to a member of the Senior Leadership Team.
- Where families are struggling with attendance and punctuality we invite them to an Attendance Surgery meeting where advice and strategies are offered to help improve the situation.
- If there is not an improvement following this meeting the family will be referred to our Fast Track process involving an Education Welfare Officer and a member of the Governing Body.

## **10. How do children contribute to the everyday life of the school? How are their views gathered?**

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- We have three School Councils, representing Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, where issues or viewpoints are discussed.
- We have pupil questionnaires to gather ideas and opinions about curriculum topics.
- Where necessary, children requiring pastoral support set their behaviour targets with their class teacher and the Deputy Head Teacher.
- If there are formal meetings about children involving outside agencies their views will be sought before meetings and where appropriate they may be asked if they wish to attend.

## **11. What expertise and specialist services are available through the school?**

- The Senior Assistant Head Teacher for Inclusion has a wide range of experience in many aspects of Special Educational Needs.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -
  - Educational Psychologist
  - CAMHS (Child & Adolescent Mental Health Service)
  - Speech & Language Therapy
  - School Nurse
  - Social Care
  - Occupational Therapy
  - Paediatricians
  - Physiotherapists

## **12. What training do staff receive?**

- All staff receive some training related to SEND
- Our Senior Assistant Head Teacher for Inclusion has been trained in a wide range of SEN including dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Speech Language and Communication and Social and Emotional Aspects of Learning.
- We also have a Speech and Language Teaching Assistant who has specific speech and language training.
- Our TAs, (teaching Assistants) have had relevant training directly linked to the individual children who they are supporting.
- Updates on changes to procedures or legislation are given during staff training and meetings, as appropriate.

### **13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?**

- Activities and school trips are a very important part of every child's learning experience at Hurst Primary.
- If a child is normally supported by a teaching assistant in school then he or she will accompany them on the trip.
- As much as is possible and necessary, modifications and considerations are made to ensure that children are able to take part in activities with their peers.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take place in an activity, then alternative activities, which cover the same curriculum areas will be provided in school.

### **14. How are children supported when changing schools or transferring to other education, employment or training?**

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to their new surroundings.
- When children are preparing to leave us for secondary school, visits are arranged by the receiving school.
- If your child has a special educational need further visits may also be arranged.
- Where needed, specialist transition work will be organised with targeted children, supported by staff to help them make a smooth transition to new settings.
- We liaise very closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### **15. How are resources matched to a children's needs?**

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.
- Our Assistant SENCo and Senior Assistant Head Teacher for Inclusion have a termly meeting with Mrs West, the SEND governor, who monitors SEN, Safeguarding and Child Protection to ensure that policies and procedures are followed. Termly reports are shared with the governing body.

## **16. How do the school decide how much support is provided?**

- The class teacher alongside the Assistant SENCo and/or Senior Assistant Head Teacher for Inclusion will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

Impact is measured by:

- Reviewing children's targets and ensuring they are being met.
- Considering the child's academic progress and measuring against national/age expected levels and whether the gap is narrowing – that they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children possibly moving off of the SEN register when they have 'caught up' or made sufficient progress.

## **17. How are parents and carers involved in discussions and planning?**

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at Parents' evenings.
- You are also welcome to make an appointment to meet with either the class teacher, Assistant SENCo or Senior Assistant Head Teacher for Inclusion to discuss how your child is getting on.

## **18. How can parents and carers get involved in the school more generally?**

- Parents are welcome to attend our regular class assemblies and productions.
- Parents are welcome to help out as volunteers, for example listening to readers.
- Workshops are available for parents at various points during the year.
- We always encourage parents to join our Parents' Association who organise celebrations and special events in the school.



**19. Who can parents/carers contact for further information?**

- First point of contact would be your child's class teacher.
- You could also arrange to meet with our Assistant SENCo or Senior Assistant Head Teacher for Inclusion.
- Look at our Special Educational Needs Policy on our website.

**20. How are parents and carers supported to decide whether this is the right school for their child?**

- Contact our School Office to arrange a meeting and tour of our school.
- If your child has a special educational need or a disability you could contact the Senior Assistant Head Teacher for Inclusion who will discuss how the school could meet your child's needs.