

# Hathern CE Primary School

## **SEN Information Report (School's contribution to Local Offer)**

Hathern Church of England Primary is a mainstream school providing for children aged 4 -11 years old. We aim to actively include children with a range of special needs. All staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children. We value all children and the whole child whilst ensuring that their learning is specific for them regardless of ability. Some children need increased support to access learning because:

- they have a significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure that we develop and maintain a range of flexible resources to meet the needs of all children.

### **How do staff identify and assess pupils with SEND?**

Class Teachers assess children on a daily basis in school as part of their assessment for learning and marking and on a more formal basis once a term. These assessments are used to create targets for your children. These targets are set between the Class Teachers, SENDCo and Headteacher, after which they are monitored regularly. All class teachers keep records of progress on their children to enable them to identify areas of difficulty and areas in which expected progress is not being made. All data is inputted into our tracking software. These records can highlight areas which may indicate a need for special provision. Additionally, adults who support in the classroom pass any observations and concerns to the class teacher which helps to build an accurate overall picture of a child's developmental strengths and difficulties. Parents too have a vital role to play in their child's education. They know their child/ren well and are often in a position to alert the class teacher to any possible concerns. Parents and teachers may approach the special

educational needs and disabilities coordinator (SENDCo) for advice and support. The SENDCo may carry out assessments to help set appropriate targets for children identified with an area of concern. The SENDCo monitors all pupils' progress to identify children who are not progressing as expected alongside the Head Teacher, the Class Teachers and the Governor responsible for Special Educational Needs and Disabilities. We are committed to ensuring we have access to specialist support which includes regular visits from Outreach services, Educational Psychologists, Speech and Language Therapists, Specialist Teaching support, Autism Outreach, Paediatricians and other services where necessary. These people may also help to assess children with an identified need after consultation and agreement with the child's guardians/ parents.

There are different types of special needs, these have been categorised below:

#### Communication and Interaction

- May have speech sounds difficulties.
- May find it difficult to communicate with others.
- May have difficulty understanding others.
- May have an autism spectrum disorder (ASD). Cognition and Learning
- May learn at a slower pace than others of the same age.
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

#### 3 Social, emotional and mental health difficulties

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD)
- May have an attachment disorder

#### Sensory and/or physical needs

- May have a visual impairment (VI)
- May have a hearing impairment (HI)
- May have a multi-sensory impairment (MSI)

- May have a physical disability (PD)

### **What are the schools' policies for making provision for pupils SEND whether or not pupils have Education Health and Care Plans (EHCP)?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. The quality of classroom teaching provided to pupils with SEND is monitored carefully by the Senior Management Team (SMT). All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. These targets are set with the children guided by the Class Teachers. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. All pupils are then discussed in half termly pupil progress meetings that are undertaken between the Class/Subject Teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves. Additional action to increase the rate of progress for pupils who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. Support may be provided in class, through intervention programmes or with specific resources which may include time from a nominated Teaching Assistant or Higher level Teaching Assistant.

Action relating to SEND support will follow an assess, plan, do and review model:

Assess: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly (at a minimum) with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice can be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
- Special Educational Needs Support Service
- Learning Support Service
- Speech and Language Therapy Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service
- Social Services
- School Nurse

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families. For a very small percentage of pupils, whose needs are significant

and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

### **How will parents know how their child is doing?**

Children's education is a partnership between parents and teachers and we encourage regular communication between home and school. Attainments towards the identified outcomes will be shared (at a minimum) with parents termly through parents' evenings and reports. Parents of children with identified special needs, who have either, a Special Educational Needs Support plan or an Education, Health and Care Plan, will have additional time to meet with their class teachers. Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, or a member of the Senior Management Team, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Please contact the school office who will arrange this appointment for you. The contact number is 01509 842569.

### **How will parents be helped to support their child's learning?**

Please look at the school website where each Class Teacher identifies website that can enrich the learning of your children. On a termly basis parents are sent home a curriculum overview so that you can support the work that will be carried out in school. The class teacher or SENDCo may also suggest additional ways of supporting your child's learning. Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

Further support services can be accessed through our authority's Local Offer which can be accessed here:

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

### **How do we adapt the curriculum and learning environment for pupils with SEND?**

All children at school benefit from differentiated teaching which is mindful of children's different learning styles. We teach in multisensory ways to ensure all children have access to the curriculum. Some of our children require a completely individualised teaching plan to enable them to make progress. For these children we work closely with our local Special School and utilise their Outreach Support services. We use a small steps tracking system which provides curricular direction and individualised targets which allow clear direction. It is a rigorous scheme which parents can also reflect in their support at home. Outreach support staff are commissioned to monitor and manage these small steps in conjunction with the Class Teachers and SENDCo to ensure they are appropriate, up to date and challenging for the children. Wherever possible these individualised programs are linked to class topics.

Wherever possible the children with identified SEN will work in class with their appropriate levels of support. They may work as part of a group with an adult supporting them or in a 1:1 situation. There may be times when the children will work out of class with an adult, either as part of a group or 1:1. Work out of class will be dependent upon the activity and the environment which is required. When children work out of class the Class Teacher maintains responsibility for the learning and the assessment of it. For some children adaptations may be necessary within the classroom.

### **How will we provide additional support for learning to pupils with SEND?**

Assessments completed by Class Teachers/SENDCo/ Outside Agencies will guide the support put into place for each child. Decisions about additional support will be made alongside professionals and parents. Children identified as having SEND may be able to have access arrangement for KS2 examinations. Access arrangements could be large print papers, extra time, rest breaks or a scribe. Access arrangements must be applied for.

### **What activities are available for pupils with SEND in addition to those available in accordance with the curriculum?**

Hathern Church of England School offers a variety of clubs to all its pupils including those with SEND. Some of these clubs take part during lunchtime and some after school. They are run by both staff and outside providers. School also enters eligible children into Disability Sports events organised by the council and supports children with staffing to attend these events; these have included sports hall events and track running to date. School trips are organised by each Class Teacher to enrich the curriculum. These educational trips are fully inclusive to all pupils as we strongly believe that activities and

trips should be available to everyone. Risk assessments and any necessary procedures are put into place to enable all children to participate in trips or extra-curricular activities. Depending on the nature of the trip or activity, we may have held several meetings in order to provide the best possible outcome of full participation.

### **What support is available for improving the emotional and social development of pupils with SEND?**

The class teacher has the overall responsibility of the well-being for every member of their class. Therefore, if you have any worries, the class teacher should be your first point of contact. We recognise that happy children make the best learners and inappropriate behaviour is often masking other issues.

We have a range of strategies in school that we can use to help children:

- A positive approach to behaviour
  - A whole school reward policy that includes House Points and Golden Time
- Social and Communication groups
- Social stories
- Rehearsing of situations
- Sports leaders to support play at lunchtimes
- The School Nurse is available on request

School also has access to The Child and Adolescent Mental Health Service (CAMHS). CAMHS helps children and young people who have been referred if it's thought the child or young person has emotional and/or behavioural difficulties at a level which requires specialist support. They provide a range of services including initial assessments, therapy, group work, emergency assessments and in-patient care. Your local GP can make a CAMHS referral.

### **What expertise and training do staff who work with children with SEND have and how is specialist expertise secured?**

We recognise the need to train all our staff on SEND issues. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- SENDCo and/or Learning Support Staff attend training and disseminate to the rest of the school
- SENDCo attends SENDCoNet meetings to be updated on important national and local initiatives and to provide an opportunity for SENDCos to share good practice
- The SMT, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management
- Training for all staff within our local cluster school group

Staff have AET (Autism Education Trust) Level 1 training and are Epipen and asthma trained.

Some staff have had training on Precision Teaching from the Educational Psychologist. Some staff have had training in Makaton, Social Groups and Social stories as well as training in the use of the Widgit software. Some staff are first aid trained and some are trained in Paediatric First Aid. The SENDCo, has completed the National Award for Special Educational Needs Coordination (NASENCo).

In addition to the expertise we offer in school, we are also committed to providing specialist support for those children identified with a special educational need.

We may seek further advice and support from any of the following agencies once parents have agreed this with us;

- Specialists in other schools e.g. teaching schools, special schools
- Special Educational Needs Support Service
- Learning Support Service
- Speech and Language Therapy Service
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Physical and Disability Support Service



- Social Services
- School Nurse

### **How are equipment and facilities used to support children with SEND secured?**

Our school is split into two sites, one for KS1 and one for KS2. Both sites are single story buildings with an accessible toilet on both sites as well as a disabled parking space at our Pasture Lane site. Both sites of our school have hard surfaced play areas which offer good access to children with mobility difficulties.

### **What are the arrangements for consulting children and their parents in relation to SEND provision?**

All parents have the opportunity to meet with their class teachers to formally discuss their child's progress and needs in the Autumn and Spring Terms. In the Summer term all parents receive a written report for their child and have the opportunity to attend an open evening at the school. Parents with children with identified SEND will be offered additional consultation times each term to be able to discuss their children's progress and targets in more detail. Targets are assessed on a session by session basis, to monitor the progress being made from the child's initial baseline assessment. At the end of the intervention an exit 'level' is recorded to evaluate the effectiveness of the provision. Staff ensure that wherever possible children are consulted on their views for their provision, helping to choose targets for their Individual Education Plan (I.E.P) and way to learn according to their strengths and interests. The child is invited to attend review meetings so that they are able to have their 'say' in how they felt they had achieved and ways in which their provision can be altered to suite their learning style, interests and needs. Teaching staff are also encouraged to elicit views from children with more complex needs before review meetings so that they have the time to express their voice. Children with more complex needs are still encouraged to contribute their voice to their reviews but different opportunities will need to be given to them to ensure that they are 'heard'.

### **Who do I contact if I am concerned about provision for my SEND child?**

If you wish to discuss an issue regarding your child, then the first point of contact is your child's Class Teacher. It is hoped that, after discussion, that your concerns are addressed. In some cases, Class Teachers might look for further advice or support from the SENCo and/or Senior Management Team.

If you remain unhappy, the matter can be passed onto the Head Teacher who may ultimately pass it on to the Governing Body.

### **Who should I contact for additional support?**

Parents and carers should contact their child's class teachers in the first instance. The SENDCo and Head are also available and may be able to signpost you to further services and support that is available in the county. Many different services may be available to you and your child and are available as part of the Authority's Local Offer and can be accessed at: [http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm)

### **What are the arrangements for supporting pupils with SEND in transferring between phases of education?**

Transition events are carefully planned. For children joining Hathern Church of England Primary School in the Foundation Stage Class, a series of events take place including play afternoons and parent meetings. Communication between nurseries and school take place to identify early the children with a pre-identified need. When children are preparing to transfer to a new class, staff have a meeting to discuss the needs of every child. All children experience a transition afternoon in the Summer Term where children meet their new class teacher in their new classroom. When children transfer from Key Stage 1 to 2 a series of transition afternoons take place as well as meetings for parents. If transition causes anxiety for a child, we can provide additional time and have frequently provided photos of the new space and adults. If a child joins us part way through the year or through a phase, we endeavour to contact their previous school to get as much information as possible. When children are leaving our school, we provide transition sessions in liaison with the secondary schools. Where necessary, we look to provide a rigorous transition process that will help the children involved. Teachers and secondary staff also meet. All documentation is transferred as quickly as possible and receipts are asked for.

### **How does the governing body involve other bodies (including health and social service bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?**

At Hathern Primary School we are in regular contact with Supporting Leicestershire Families and involve other bodies when required such as; The Specialist Teaching Team and Barnardos.

**What arrangements are made by the governing body or proprietor, relating to the treatment of complaints, from parents, and carers of pupils with SEND, concerning the provision made at school?**

Please see the Complaints Policy which can be found on the School's website.

**The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Children and Families Act 2014)**

[www.leics.gov.uk](http://www.leics.gov.uk)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

Parent Partnership 0116 2752097

Together for Families 0116 2885353

Family Information Service 0116 3056545

If you need support in finding information, guidance, an organisation or support service for yourself or your child, please contact Mrs Beverley Matthew (SENCo) at Hathern C or E Primary School (by appointment via the office), who will be happy to support your requirements.

**Where can I find the local authority's Local Offer?**

The latest information on your council's local offer can be found at:  
[http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm)