

The Special Educational Needs and Disabilities Information Report

Hurstbourne Tarrant C of E Primary School



'Love of Learning, Love of Life, Love of Christ!'
Our Core Christian Values: Respect, Effort, Aim High, Honesty,
Care and Love.

1. The kinds of Special Educational needs for which provision is made at the school.

We are an inclusive mainstream primary setting that believes that all children deserve a quality education regardless of Special Educational Needs, Sex, Race, Religion, Gender or Ethnicity.

2. Information about the Schools policies for the identification and assessment of pupils with Special Education Needs and Disabilities.

We identify whether children have Special Educational needs by:

- Reviewing children's progress data.
- Class observations linked to children's social emotional needs.
- Pre-existing assessments from previous settings.
- Knowledge of family history - e.g. we know that dyslexia can run in a family.
- Observations of children in their educational settings for example during P.E. sessions where we can spot any issues with gross motor control.

- A pre-existing diagnosis from another professional body - e.g. an ADOS assessment for autism.

What tests do we use in School to help us identify SEND?

- Dyslexia Early Screen Test
- SAT and QCA test papers which show academic performance against National Expectations for children of a similar age.
- Single Word Spelling Test
- Group Reading Test NFER
- Phonic Reading check in Y1
- Diagnostic maths assessment (Sandwell)
- Dyslexia Portfolio

The School has a dedicated SENCo. The SENCo is Miss Rachael Kirk who can be contacted via the School office on 01264 736213. Miss Kirk works 1 day per week, usually a Thursday. Miss Kirk is the principle person that liaises with the outside agencies.

What other agencies does the school work with?

The School works with a variety of outside agencies to ensure the very best provision for all of our children. The school follows dedicated plans provided by the outreach services to ensure we are giving all of our children the best possible care.

The following agencies have worked in partnership with the school recently:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Communication and Language Team (CAL)
- Occupational Therapist
- Physiotherapist
- Primary Behaviour Support (PBS)
- Childhood and Adolescent Mental Health Service
- Specialist outreach from Special School providers such as Norman Gate and Icknield.
- The Visual/Hearing Impairment Team
- School Nurse

We will always liaise with any other outside agencies as and when required.

3. Information about the schools policy for making provision for pupils with Special Education Needs and Disabilities.

Children that are on the Special Education Needs and Disabilities register are categorised in 2 different ways. Either the school feels it can meet the child's needs through existing provision in the classrooms. These children may also have some links with outside agencies.

Children whose difficulties are more severe **may** have an Education and Health Care Plan in place.

How do we evaluate our effectiveness of SEND provision?

If outside agencies are involved with a child there are regular review meetings to discuss the child's progress against targets set. Children who are on the SEND register will have an Individual Education Plan (IEP). The children will have had chance to contribute to this. This sets out small step targets for the children in their areas of difficulty. These are regularly reviewed with the child, their teacher and the SENCo. Parents receive a copy of the IEP and are able to discuss it with the class teacher. The SENCo monitors the effectiveness of IEPs by reviewing them as they are set to ensure achievable targets have been agreed. She then reviews the provision to ensure the targets are being worked on and achieved. All children are tracked carefully on the school data tracking package. Any child not making progress is identified through Pupil Progress Meetings and provision to help accelerate the children in their learning is put in place. Interventions, which may have been suggested through Pupil Progress meetings, are regularly reviewed for impact. The Learning Support Assistant, SENCo and class teacher meet to discuss impact and review the next steps for each child.

The school also reviews childrens' progress against National Data. This compares how children with SEND perform in comparison with children with SEN in other settings.

We have an allocated Governor for SEND who regularly meets with the SENCo and Headteacher. The SEND governor reports to the Full Governing Body.

How will school staff support my child?

All teachers ensure that there is high quality first teaching, which is well differentiated for all abilities, in their classrooms. As already mentioned, identified children will have an IEP to work towards. The SENCo visits children on the SEND register in their classrooms to check that they are working on their agreed targets. If necessary, the curriculum is adapted and differentiated to meet the needs of individual children. The learning environment is key in allowing children to access learning at their level and is therefore adapted to meet the needs of the children. All classes have access to some Learning Support Assistant time. This time may vary dependant on the needs of the cohort. When children are preparing for statutory assessments (SATs) it will be considered whether they need extra time or support to complete the tests. This is assessed by the Department for Education and they prescribe whether alterations are necessary.

How will the school ensure that my child has an inclusive education?

Clubs and Trips - all children regardless of ability will have access to trips and clubs. If necessary, individual risk assessments are carried out and extra support allocated to ensure access.

Lunchtimes, breaks, beginning and end of the school day - allocated LSAs and Lunchtime assistants ensure that children are safe. If required, LSAs are given responsibility of a named child and will collect them from the playground in the morning and return them to their parents by hand in the evening. Home school link books are established if required.

How will the school ensure my child receives support with their social and emotional wellbeing?

The school has a dedicated Emotional Literacy Support Assistant who has specific training to support children in this area. There are 2 types of referral that can be made for time to the ELSA. Staff can request that the ELSA works with a child or group of children on specific areas of emotional need. Children can self-refer through a 'time to talk' box in the Library. There are also occasions when a parent or other agency can request ELSA support.

4. How are the staff in my child's school trained to deal with children with special needs?

In School Service Training - at regular opportunities through INSET days and twilight sessions - the staff are trained by the SENCo or an outside provider in specific areas. Recently, the school has received de-escalation from our Educational Psychologist. We have also received support from the Maths team at Hampshire County Council to more effectively support SEND children in our daily maths lessons as well as Ruth Miskin Training in how to support SEND children with Early Reading.

5. How accessible is our school?

Our school is housed within a Victorian building that has 2 classrooms that are accessed by stairs. There is a school accessibility plan posted on the schools website. We do have a disabled toilet and changing facilities. There is a disabled parking bay allocated at the front of the school. Liaison with outside agencies ensure that a list of necessary resources are secured to ensure access to the curriculum.

6. How are parents of children with SEND encouraged to get involved in our school?

All parents are encouraged to play an active part in their child's education. Throughout the year, there are a number of routine parent's evenings where the teacher and parents can discuss their child's progress and targets for development. Parents will also receive an annual written report that summarises their child's progress over the academic year. There is an open evening once a year for parents to visit their child's classroom and review their work. There are a variety of open afternoons throughout the year that parents are invited to attend e.g. Art Exhibition. There are also a number of parent learning sessions through the year where staff explain techniques used in learning e.g. A Maths or Early reading evening. Prospective parents are invited to visit the school, take part in a new parent's induction meeting and are invited to stay and play workshops in the school hall. All parents are invited to join "Friends of Hurstbourne" to socialise and fundraise

for the school. Parents also have the opportunity to be a member of the School Governing Body.

7. What steps should I take if I have a concern about the schools SEND provision?

Your first point of contact should always be the class teacher as they can generally resolve most of your concerns immediately. If you do not feel this has been resolved please book an appointment through the school office with the SENCo. Following this, if you are still unhappy please follow the school's formal complaints policy which you can find on the school website. If you feel you need extra support when making your complaint you may like to contact Support4SEND who are impartial and can be contacted on 0808 164 5504.

8. How will my school prepare and support my child in preparation for joining or transferring schools?

Children beginning school in reception:

We liaise with the children's preschools and attend any reviews that are called. Usually, the children have 2 pre visits that they can attend. However, there may be some children that require more transition visits and these can be arranged with the child's preschool.

Within school, children are prepared for their next class with a previsit in the summer term. Children with SEND are encouraged to visit their new teacher and classroom regularly during the summer term. In addition to this, we often create 'social story books' that remind the child of the changes that will be coming.

When a child is due to transfer to Secondary School, the class teacher, SENCo and headteacher liaise with the head of Year 7 to ensure they have a smooth transition. Any concerns, SEND needs and/or key information are passed to the head of year so that arrangements can be put in place ready for the child to start in September. Extra transfer days can be arranged if necessary with the school concerned.

9. Where can I get further information about services for my child?

Hampshire Local Authority will be providing a local offer. For further information you can contact:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=7F0D28BA17AF2152BD241CD223016AF4?familychannel=6>