



SEND Information Report 2018-19

At Hester's Way Primary School, we believe that every child is entitled to a broad and balanced curriculum. We aim to provide a caring learning environment, rich in stimulation that will meet the needs of all pupils and foster their academic, emotional and physical development, in order that each child reaches their full potential. We are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Mel Richards and the named governor for SEND is Mrs Helen Sexton.

How do we identify children with SEND?

At Hester's Way Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous school or pre-school setting
- Following the Code of Practice and Gloucestershire Guidance Booklet for children with additional needs
- Assessment and tracking information – is the child performing below age expected levels?
- School based assessments and tests carried out initially by the class teacher
- Concerns raised by parents
- Concern raised by school staff
- Liaison with external agencies
- Health diagnosis

School Information

Number of Children with SEND (academic year 2018/2019):

There are 54 children identified as having SEND (approximately 31.4% of children on roll)

Pupils on SEND Register: 54		
My Plan: 40 pupils	My Plan+: 9 pupils	Education, Health, Care Plans (EHCPs): 5

Special Educational Needs and Disability Code of Practice

We follow the single graduated pathway provision. Formats for individual education plans have been adapted from Gloucestershire Local authority for 'My Profile', 'My Plan' and 'My Plan+'. A good source of information can be found on www.gloucestershire.gov.uk/sen

The school, including the Governing Board, recognises that all children are individuals who each have different learning needs. We work hard to ensure all children are given the right balance of support and challenge. Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

All children included on the SEND register have a 'My Profile' which provides an opportunity for the child to talk about their likes/dislikes, aspirations, goals and what helps them to learn this informs our My Plan. Children will also have a 'My Plan' or 'My Plan+' with SMART outcomes that are written by the class teacher. These outcomes are reviewed at least 3 times a year. Parents will receive a copy of the 'My Plan' or 'My Plan+'.

Some children require an Education and Health Care Plan (EHCP). The outcomes from the EHCP will be broken down into smaller steps and written on a 'My Plan'. There is regular input and advice from external agencies such as EPS, ATS, SLT. It is not only school who can request for a statutory assessment for an EHCP, parents, health and social care can also do this. The process can be lengthy as evidence needs to be collected from different agencies and the 'assess, plan, do, review' process needs to be in place.

Consulting and Involving Pupils and Parents/Carers

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

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

The Class Teacher

Responsible for:

- Personalised teaching and learning for your child as identified on the school's provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Ensuring that you are involved in supporting your child's learning.

SENCO/Deputy Head (Mel Richards)

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head Teacher (Kirsti Ashman)

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher must make sure that the Governing Board is kept up to date about issues relating to SEND.

The SEND Governor (Helen Sexton)

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND policy
- Ensuring required website content for SEND is live on the school website
- Reviewing the SEN Information report

What interventions do we use and who delivers them?

Class teachers are responsible for identifying special needs within their class. In discussion with parents and the SENDCo, specific interventions may be suggested. We use a variety of interventions as listed below:

- Precision teaching of high frequency words and number bonds
- Phonics support through Dancing Bears, Toe by Toe and targeted groups
- Maths support through Rapid Maths, Numicon
- Writing support through Rapid Writing
- Reading Support through Rapid Reading
- Fizzy programme for fine and gross motor skills
- Social skills and emotional support, through draw and talk, lego therapy
- Nurture and Thrive

Assessing and Reviewing Pupils' Progress

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

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their 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.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where possible the child will have induction sessions.

Adaptations to the Curriculum and Learning Environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

How do we support children with behaviour difficulties?

We have a whole school Behaviour Policy which is followed by all staff focussing on Captain Positive. However, some children do not respond to this system and may need an individually tailored programme, through a Behaviour Plan. The school also provides pastoral support to discuss behaviour and choices, this is led through Pastoral Support Plans. External agencies such as Advisory Teaching Service may support if behaviour does not improve.

SEND funding

Funding for SEND is received through the Local Authority budget, Education Funding Agency and from the Pupil Premium budget. The separate budget allocated for those pupils with EHCPs issued to provide teaching and materials for the individual children. Funding for administration, teaching support, training and other agencies is provided by the school budget and/or the SEND element of the school budget. SEND funding continues to be reviewed annually.

External agencies

We have worked closely with the Educational Psychologist, the Advisory Teaching Service, Speech Therapy Service, Families First Team, Pets as Therapy, Chill and Chat, Occupational Therapy and Community Paediatricians. All of these external agencies have been able to provide support and outcomes for the children and families.

Staff Development

All teachers have now had level 1 training for autism (September '18), 4 Teaching Assistants (TAs) went to the TA conference (March '19) and fed back their training to the rest of the TAs, all TAs also went to observe outstanding practice in another school. The speech and language therapist have trained some TAs in delivering programmes for children they are working with (ongoing). TAs have had regular meetings and training regarding the SEND children in their class.

Report to Governors by Mel Richards (SENDCo).