



Hunloke Park Primary School

Special Educational Needs and Disability (SEND) Information Report

Our Information Report describes the range of provision and support available at Hunloke Park Primary School for children who have an identified need when it is appropriate.

Hunloke Park Primary School is committed to ensuring that our school, and the curriculum we teach, is underpinned by a philosophy of inclusivity and a recognition of our duty to provide high quality provision and teaching to meet the individual needs of all of our pupils. Our approach to ensuring the progress and fulfilment of pupils with special educational needs or disabilities involves a close working relationship with these pupils and their parents, in order to deliver, within the resources available to the school, a personalised and collaborative approach to creating the best possible educational experience, and removing barriers to learning. At Hunloke Park we are constantly thinking about how we can improve the provision for our pupils. Therefore, this information will be regularly reviewed and updated as necessary. This Local Offer provides information on services available to support disabled children and children with SEN and their families. It will let parents/carers and young people know how the school will support them. It has been written with due regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

What are Special Educational Needs and Disabilities (SEND)?

The term 'special educational needs and disabilities' has a legal definition. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEND may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

We place great importance on identifying special educational needs early so that we can help children as quickly as possible. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' interventions/boosters and other kinds of support.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEND.

The Code describes how help for children with special educational needs should be made by a step by-step or '**graduated approach**'.

The graduated approach recognises that children learn in different ways and can have different levels of SEND. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a child may have. We will inform parents as soon as we first start giving extra or different support to your child. Help may be needed through the graduated approach for only a short time or for many years.

Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

SEND could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- following the school rules
- organising themselves; or
- sensory or physical needs which may affect them in school.

These are just examples.

How do Hunloke Park Primary School staff identify children who need extra help?

We know when pupils require help if:

- Concerns are raised by parents/carers, teachers or the child's previous school
- There is a lack of or slow progress
- There is a change in pupil's behaviour
- There is a specific area of learning that a child finds difficult.

What should I do if I think my child may have SEND?

If you have a concern about your child, the best person to talk to initially, is their class teacher. Working together with your child's teacher. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age; • your child is already getting some extra help; and • you can help your child.

We will consult parents about all the decisions that affect their child. If you, as a parent have concerns or worries at any time, you should share them with your child's teacher or head teacher or any other professional working with your child. Parents will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps. If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Derbyshire Information and Advice service or from national or local voluntary organisations.

<http://www.derbyshireparentpartnership.co.uk/>

<http://www.derbyshireparentpartnership.co.uk/special-educational-needs.php>

<http://www.derbyshiresendlocaloffer.org/>

We will provide an annual report for parents on their child's progress. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them. We share information with parents at least three times each year. The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could include targeted work, additional support and informing the Special Educational Needs and Disability Coordinator (SENCO) as necessary.
- Writing targets, sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

In our school we also have a special educational needs coordinator, known as the SENCO. The SENCO in our school is Mrs Toplis. She can be contacted through the school office. Telephone: 01246 276831 Email: info@hunlokepark.derbyshire.sch.uk We also have a member of the governing body responsible for SEND and his name is Mr Ben Lamb.

The SENCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (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 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, Behaviour Support, hearing support or other healthcare professionals.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent 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.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Head Teacher Mrs J Murphy. The Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

How does Hunloke Park Primary School support my child?

Some identified children have an 'Action, Do, Plan and review' that is drawn up by their class teacher and any support staff that work with them. They are all differentiated according to the child's specific needs under the title of SEN Support. SEN support provides practical advice on how to carry out

statutory duties to assess, plan, review and improve outcomes for children and young people with special educational needs. This replaces School Action/ School Action Plus categories. If a pupil has needs related to a more specific area of their education or social skills they may be placed in a small focus group. This will be run by a teacher or teaching assistant and will run for as long as is felt necessary. These interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision. These interventions are recorded on provision maps for each group. This is a record of interventions, timings and the cost of the intervention. The impact of the intervention is followed through group progress tracking grids. There is a clear focus at every level and every stage on a person-centred approach and the involvement of the child and their families with regular contact with parents at each stage in order that they are fully informed of progress and can contribute to the support offered.

Children with a higher level of need, for instance GRIP funding or SSSEN will have a My Send Learning Programme. This follows the GRIP or SSSEN targets, which teachers can then plan for in lessons to ensure children are working to these targets. This document will accompany the child through school and can be amended continuously as a working document.

Meetings for children with an Educational, Health and Care Plan (EHC) are held regularly. These meetings involve any school staff involved with the child, outside agencies and parents/carers. During the meetings the child's progress is discussed and shared with the hope of highlighting any potential problems in order for further support. Occasionally, a pupil may need more expert support from an outside agency such as Speech and Language Therapy or the Educational Psychologist. Referral forms are completed in conjunction with parents/carers and forwarded to the appropriate agency. After a series of assessments a programme of support is put in place for each individual child.

Further details are provided below.

<p style="text-align: center;"><u>Provision to support access to the curriculum/independent learning:</u></p> <ul style="list-style-type: none"> • Small group support in class from the teacher or Learning Support Assistant • Access to learning through the appropriate differentiation of tasks and activities • Visual support through the use of learning walls and table top resources • Individual pupil targets which are shared with the pupil • Additional resources when appropriate
<p style="text-align: center;"><u>Access to a supportive environment- IT equipment/resources:</u></p> <ul style="list-style-type: none"> • Use of interactive technology • Access to computers • Resources to support independent and multisensory resources
<p style="text-align: center;"><u>Strategies to support progress in Mathematics:</u></p> <ul style="list-style-type: none"> • Small group support in class delivered by the class teacher or Learning Support Assistant • The use of maths intervention programmes • Provision of classroom resources which ensure learning is multisensory and practical
<p style="text-align: center;"><u>Strategies to support progress in Spoken Language, Reading and Writing:</u></p> <ul style="list-style-type: none"> • Small group support in class delivered by the class teacher or Learning Support Assistant • Easy grip writing tools • Individual and Guided Reading • Handwriting development programme implemented throughout school • Provision of classroom resources which ensure learning is multisensory and practical support

Behaviour Support:

- Whole school implementation of the school's Behaviour Policy
- The implementation of Key Adults to support children with their behaviour
- Team around the child approach used to ensure consistent empathetic support is given to Children
- Bespoke provision for children who may need short or long term packages of support
- Referral to external agencies when appropriate e.g. Educational Psychologist, Counselling and Therapy Services, CAMHS

Personal, Social, Health and Emotional Support:

- The school has a staff members who are trained to employ Positive Play Strategies with identified children. This takes place in a dedicated facility for Positive Play within the school.
- The school works closely with families and external agencies to offer appropriate support when needed
- The school employs a counsellor, for half a day per week. who works with children on individual targets to support self-esteem and confidence.
- The school has a designated staff member who is trained as an Emotional Literacy Support Assistant (ELSA) to provide emotional and social skills support to children.

Sensory and Physical Needs:

- Referral and support from the relevant support agency: occupational therapist; physiotherapist; Visual/Hearing Impairment Team
- Implementation of specific programmes by the child's class teacher and Teaching Assistant
- Provision of support resources such as writing wedges, pencil grips and overlays
- Staff trained in the delivery of the Physical Literacy Program
- Modification of organisation, routine and environment to ensure accessibility

Access to medical Interventions:

- All staff trained in First Aid, including Paediatric First Aid
- Information, including photographs of children with specific medical conditions, displayed in the medical room and shared with all staff
- Staff appropriately trained to meet the needs of children with any specific medical conditions
- Individual protocols for children with significant medical needs

Speech Therapy and Language support:

- Referral and support from Speech and Language therapist
- Implementation of specific programme/intervention by child's class teacher
- Additional support provided within the classroom to ensure children access all areas of the curriculum
- Staff who are trained to deliver the Nuffield Early Language Intervention (NELI). This is a programme for Reception pupils that focuses on improving children's language and early literacy skills.

Planning and Assessment:

<ul style="list-style-type: none"> • Class action plans • Individual pupil targets • Differentiated learning activities • Multisensory opportunities for learning throughout the curriculum • Teachers incorporate advice and guidance provided by professionals into the planning of lessons • Coordinated approach between SENCO, class teachers and Learning Support Assistants • Termly pupil progress meetings • Continual assessment of progress and achievement against national expectations and individual pupil targets
<p style="text-align: center;"><u>Provision of Specialist Support:</u></p> <ul style="list-style-type: none"> • Early identification of need and referral to external support agencies and professionals
<ul style="list-style-type: none"> • Regular communication between support agencies and professionals • Sharing of professional reports with parents/carers
<p style="text-align: center;"><u>Monitoring and evaluating the impact of support and intervention on the progress and outcomes for children with SEND:</u></p> <ul style="list-style-type: none"> • Termly pupil progress meetings • Monitoring of individual pupil targets by the SENCO • Monitoring report given to the SEND Governor • Termly meetings with parents/carers to review their child's progress and share new pupil targets • Lesson observations and learning walks • Planning and work scrutiny

How will the curriculum be matched to my child's needs?

All teachers differentiate their planning to closely match the children's ability and learning needs. When a child has been identified with SEND their work is further differentiated by the class teacher to remove any barriers to learning and enable them to access the curriculum more easily. If appropriate specialist equipment may be given to a pupil e.g. writing slopes, pencil grips or easy to use scissors.

How can I follow my child's progress?

You will be invited to attend three SEND Parents Meetings with the SENCO and Class Teacher per school year where the summary of support and APDR or My Send Learning Programmes will be discussed and reviewed. Appointments can be made to speak in more detail to the class teacher, SENCO or Mrs Murphy by visiting the school office.

How will the school help me to support my child's learning?

At the SEN Parents Meetings teachers will set targets to show you where children need extra support. If you feel you need more support in helping your child, please make an appointment to discuss this with your teacher.

Pupils with medical needs

If a child has a medical need then a Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the child. Where necessary and in agreement with parents/carers medicines are administered in school where a signed medical form is completed.

What specialist services are available to the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Child Protection Advisors
- Educational Psychologist
- Behaviour Support Service
- Child & Adolescent Mental Health Service (CAMHS)
- Inclusion Team
- Social Services
- Speech and Language Therapy
- School Nurse
- Support Service for Special Educational Needs (SSSEN)
- Autism Outreach

In addition to services provided by the school Derbyshire Local Authority have created a website that provides details of many of the services that are available. This is called the Derbyshire SEND Local Offer. Derbyshire's Local Offer also includes leisure and activity providers, health and care services, education providers and support groups. Please go to www.derbyshiresendlocaloffer.org

What training are the staff supporting children and young people with SEND had or having?

Mrs Murphy (Head teacher) and Mrs Toplis (SENCO) have received training in Special Educational Needs and have the National SENCo Awards.

All staff have received some training related to SEND.

Training received:

- Physical Literacy
- First Aid
- Use of epi-pens
- Epilepsy Training
- Autism Awareness
- Positive Play
- Makaton
- Behaviour Management
- Inference
- Hearing Impairment
- Use of PECs
- WIDGIT training
- Sensory Processing Needs

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are made available to all children in school. Risk assessments are carried out and procedures put in place to enable all children to participate. If a health and safety risk assessment suggests an intensive level of 1:1 support is required, an additional member of staff may be asked to accompany the child.

How accessible is the school to children with disabilities?

As a school we are happy to discuss individual access requirements. The school is wheel chair friendly. There is ramp access around school and there is a lift that links the Key stage 2 corridor to the rest of school if needed. We have a disabled toilet in school. The school has Accessibility Plan which is available to view on the school website.

How will the school prepare and support my child when joining Hunloke Park Primary School?

At Hunloke Park Primary School we understand that beginning school or moving to a new school can be a difficult time, therefore we have put strategies in place to enable transition to be as smooth as possible. On entry to the school a programme of visits is planned for the summer term for all pupils starting in September. These include visits with parents, visits with pre-school and visits to their new class without parent/carer. Parents/carers are invited to attend a new starters meeting at the school so that they know what to expect and are encouraged to share any concerns and ask questions. Mrs Murphy is responsible for our early years setting and visits to children at home prior to beginning school in September can be arranged.

How are the school's resources allocated and matched to the children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. Further support or resources may be allocated to your child following assessments by outside agencies. Funding may be used to buy in additional support. Individual Pupil Premium payments may also be available to support children's learning. In addition, families can request a personal budget as part of the planning process in drawing up Plan or at Annual Review.

Hunloke Park Primary School will have a role in providing support information to parents who have opted for personal budgets. As part of their local offer, local authorities set out a co-produced local policy for personal budgets that includes a description of the services across education, health and social care that currently lend themselves to the use of personal budgets, how that funding will be made available, and clear and simple statements of eligibility criteria and the decision making processes that underpin them. Personal budgets will only ever be for agreed provision in the EHC plan – if Derbyshire Local Authority does not agree with how the parent proposes to use the budget they will not include it in the plan - parents cannot simply use to spend as they wish, other than any flexibility of use written into the plan. They do not include funding for the school place, and will not include targeted support managed by the school or other learning provider to offer additional learning support to individuals, classes or groups of pupils and students – the support that the school is expected to provide as part of the local offer.

How will I be involved in discussions about and planning for my child's education? All

parents are encouraged to contribute to their child's education.

This may be through:

- Regular discussions with the class teacher on a needs basis. These prove useful so that any areas of concern that a parent may have with regard to their child's ability to access the curriculum can be addressed effectively. The school operates an open door policy with parents in order that they can arrange mutually agreed meetings as and when any concerns are raised.
- During SEN Parents Meetings
- During discussions with Mrs Murphy or Mrs Toplis (SENDCo)

How will Hunloke Park Primary School prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children and families to visit the school prior to them starting. During this visit they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the transition process.

When your child transfers to Secondary School we liaise closely with their new school ensuring all relevant paper work is passed on. Meetings are held to discuss children's additional needs. If a child has an Educational Health Care Plan then the annual review meeting will be used to support the transition and staff from both schools will attend.

Who can I contact for further information?

If wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- Mrs Toplis (SENCO)
- Mrs Murphy (Headteacher)

Appointments can be made through the school office. Tel: 01246 276831