

## **Hucklow Primary School SEN Information Report**

Hucklow is a culturally diverse local authority maintained primary school for 4-11 year olds. We also have an extended nursery provision on a different site at the First Start Children's Centre in Firth Park.

We are an inclusive school that believes that all pupils can achieve.

### **1. What kinds of special educational needs is provision made for at Hucklow?**

We provide for children with a range of special Educational needs including:

- Cognition and Learning – Severe learning difficulties, Moderate learning difficulties; Specific learning difficulties such as dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, Visual impairment, epilepsy and other medical needs.
- Communication and Interaction – Autistic spectrum, Asperger's Syndrome, selective mutism, speech, language and communication difficulties.
- Social, Emotional and Mental Health – this includes attention deficit hyperactivity disorder.

We also provide for children with complex and multiple additional needs.

### **2. What are the school's policies for the identification and assessment of pupils with special educational needs?**

- All pupils are regularly assessed and progress tracked. Any pupils who fall significantly below age related expectations or who are failing to make progress are monitored. This is through ongoing class assessment, pupil progress meetings, structured conversations and parent consultation meetings.
- If a child has been identified as having possible SEN, the class teacher will ensure appropriate action is taken to further differentiate tasks appropriately, identify areas for gap teaching and access to intervention or additional support as well as put appropriate strategies in place.
- Parents are consulted and information shared both ways.
- The SENCO/Inclusion team may be consulted through a green form noting initial cause for concern. The SENCO may also observe the child in class and/or provide support and advice.

- At this stage a child may be placed on the 'monitoring' list but not on the SEN register.

### SEN Support

- The Code of Practice (2014) suggests that pupils are only identified as SEN if they have not made adequate progress despite having access to good quality first teaching and adjustments and interventions have been put in place. Therefore, if the strategies put in place have not shown impact then it may be decided, along with discussion with parents, to place the child on the SEN register using the new category 'SEN Support'
- The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and to remove barriers to learning. The process will take the form of a four part cycle: Assess, Plan, do, Review
- The Assess, Plan, do, Review cycle is ongoing to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.
- Within this cycle, it may be decided that assessment by an outside professional is needed to help identify more specific SEN needs, to identify useful strategies and support that will be required to help to remove barriers and help the child to progress.

### **3. What are the school's policies for making provision for pupils with special educational needs whether or not they have Education, Health and Care Plans?**

#### **(a)How do we evaluate the effectiveness of provision for pupils with SEN?**

At Hucklow we regularly monitor and evaluate the quality of provision for SEND pupils.

This is carried out through:

- Ongoing evaluation and feedback by class teachers and SENCo.
- Pupil progress meetings
- Termly data analysis. Pupils making slow progress are identified and the SENCo will ensure that intervention and support matches need. Changes to provision are made where needed.

- Through termly monitoring the impact of interventions through data analysis.
- Through Structured Conversations where the views of parents and pupils (where appropriate) are sought.
- This forms part of the Assess, Plan, Do, Review cycle.

**(b)What are our arrangements for assessing and reviewing the progress of pupils with special educational needs?**

- Ongoing evaluation and feedback by class teachers and SENCo.
- Pupil progress meetings (half-termly)
- Termly data analysis. Pupils making slow progress are identified and the SENCo will ensure that intervention and support matches need. Changes to provision for that pupil are made where needed.
- Through Structured Conversations (three times per year) where the progress against targets and provision is discussed by teacher, parents and pupil (where appropriate).
- This forms part of our Assess, Plan, Do, Review cycle.

**(c)What is our approach to teaching pupils with special educational needs?**

At Hucklow Primary School we have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. We believe that all pupils can achieve and reach their full potential and we strive to create a sense of community and belonging for all our pupils. We believe that every teacher is a teacher of special needs. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through teaching style, differentiation, organisation, resources and use of support. If pupils do not make expected progress, despite receiving targeted teaching at a pupil's identified area of need then this pupil may be identified as having Special Educational Needs and Disabilities (SEND).

We aim to provide **every child** with access to a broad and balanced education relevant to their needs and....

- to ensure all children with SEN are valued by staff and pupils and feel included in all aspects of school life.
- to identify the needs of pupils with SEND as early as possible.
- to provide for the identified needs.

- to use rigorous, on-going assessment to identify needs and track progress.
- to promote self-esteem and self-confidence in all children.
- to work closely with parents in the process of identifying need, planning and reviewing provision and progress.
- to liaise effectively with outside agencies in supporting and meeting the needs of children with SEN.
- To provide a SENCo who will be responsible for ensuring that the school is delivering provision in line with the SEND Code of Practice, 2014.
- To provide support and advice for all staff working with children with SEND.

**(d) How do we adapt the curriculum and learning environment for pupils with special educational needs?**

- Class teachers plan and carefully differentiate for all learners in their classrooms.
- There are personalised learning plans for some pupils with SEN which include access to small groups, 1:1 intervention and their own curriculum.
- All pupils with SEN have targets and identified interventions or strategies which will help them to reach their potential. This might include use of visual aids, equipment or some 1:1 or small group help.
- Advice from outside professionals is used to inform adaptations and the use of appropriate additional interventions.
- Information is shared with all staff working with pupils so everyone knows how best to support the learning of each child.

**(e) What additional support for learning is available to pupils with special educational needs?**

- There are several interventions available to learners with SEND. These include the Speech and Language programmes LEAP, NIP and VIP, Fischer Family Trust, 1stclass@number, social skills groups and we employ a Cognitive Behaviour Therapist to work with identified pupils.
- There is also a sensory room and some learners may have use of this planned into their timetable or as a place available to them.
- Pupils may be provided with 1:1 support for all or part of the day according to need.
- For some pupils teaching in a smaller group is more appropriate to their needs.
- Support is provided by Teaching assistants, HLTAs, Learning mentors and sometimes the SENCo.

**(f) How do we enable pupils with special educational needs to engage in all the activities of the school (including physical activities)?**

- There are some activities that are targeted for learners with SEND for example the Arches sports activities and sessions with Sheffield United. The views of learners are sought as to what they would like to do.
- We ensure that all lunch time clubs and after school clubs and visits are accessible for all learners.
- Where pupils need additional equipment or support to enable them to access activities school makes every effort to put this in place.

**(g)What support is available for improving the emotional, mental and social development of pupils with special educational needs?**

- We are a school which puts our learners at the centre and have an ethos of respect for differences. Class teachers and teaching assistants know the learners well and their individual needs. Learners are given opportunities to talk and know who they can go to.
- For learners who need more emotional or social support there is 1:1 mentoring, social skills groups, enrichment activities and 1:1/small group sessions with a cognitive behaviour therapist.
- Structured conversations, Pupil Progress Meetings and pupil questionnaires all help school to monitor wellbeing and highlight need.
- All learners are taught about relationship and social issues through Personal, Social and Health education (PSHE), Spiritual, Moral, Social and Cultural Education, Assemblies and Diversity Week.
- In order to help learners who find it difficult to make friends we use buddies, circle of friends, assemblies to make all children aware of their responsibility to look after each other, care plans and small group enrichment activities.
- During unstructured times, such as lunch time, vulnerable learners can access alternative provision and clubs and can have close supervision in the dining hall.
- For learners for whom school is a source of anxiety, changes to the start of the school day, access to small groups or 1:1 mentoring or provision are all used as well as strategies such as social stories and close working with parents and the child.

#### **4. What is the name and contact details of the SEN co-ordinator (SENCo)?**

The SENCo is Nicola Worrall and can be contacted on 0114 2426736, or by emailing [enquiries@hucklow.sheffield.sch.uk](mailto:enquiries@hucklow.sheffield.sch.uk)

#### **5. What is the level of expertise and training of staff in relation to children with special educational needs and how will specialist expertise be secured?**

- The SENCo has 23 years teaching experience and has been SENCo in two schools in different local authorities for 5 years.
- The SENCo has completed the National Award for SEN and regularly attends SENCo Briefings and locality SENCo meetings to keep up to date with local and National changes in SEN.
- Teaching assistants have regular training around the needs of pupils with SEN, this is provided by other staff members and by the Learning Support teacher, Behaviour Specialist and ASD specialist.
- There are members of staff in school trained in: Speech and Language interventions: LEAP, VIP and NIP, Fischer Family Trust, MAKATON, 1<sup>st</sup> class@number, Team Teach, and Theraplay. There are also staff members who have received training and are experienced in working with pupils with ASD, Dyslexia and a range of learning needs.
- When there are staff members who are new to the school they have an initial induction meeting with the inclusion manager. Other teachers in the phase and teaching assistants will share relevant information with supply teachers and teachers will be present in the classroom when visitors are working with their class.
- School works closely with a range of specialists such as the family of schools learning support teacher, an ASD consultant, Autism team, Early Years Inclusion, Speech and Language therapists, Educational Psychologist, behaviour specialists. Where it is felt that support from specialists is appropriate parents are consultant and with their agreement a referral is made.
- There are members of staff trained to administer medicines.
- School has the Achievement for All (AfA) quality mark.

## **6. How will equipment and facilities to support children with special educational needs be secured?**

- When specialist equipment is identified by specialist services school will work with the service to provide the equipment needed.
- For children who require a high level or of support or facilities beyond that which is usually available an application is made for Banded Funding.
- At Hucklow we take every possible step to ensure that pupils have their needs met, whatever their need.

## **7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?**

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN. This is reflected through structured conversation where parent opinion is sought and targets are generated together.
- Parents are included in all social events, curriculum workshops and informal meetings and parent learning courses.
- Resources are provided by the Inclusion Team or class teachers to support children at home.
- Parents/carers are notified early if we have any concerns, and parents are encouraged to discuss their concerns about their children.
- We share information with parents/carers by informal conversations and individual meetings.
- Parents/carers of children who have a Statement are invited to annual review meetings.
- Parents/carers of pupils on SEN Support are invited to structured conversation meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between child, parents and school. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers and provide support and translation where necessary.

**8. What are the arrangements for consulting children with special educational needs about, and involving them in, their education?**

- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their Structured conversation, discussing their choices, assessment of needs and in the review procedures.

**9. What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?**

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance. Concerns may also be raised with the SENCo, the Inclusion Manager or the Head Teacher/Executive Head
- Parents/carers are informed about the Parent Partnership Service (now known as SENDIAS) so that they can obtain support, advice and information if they wish. Details can be obtained at the end of this report or from the LA local Offer website.
- If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

**10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

- School commissions the services of a speech and language therapist in addition to our allocated NHS time to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school. She sees individual children to support school in the implementation of specific programmes and contributes to the monitoring of progress and reviews of children.
- As part of our family of schools we have employed a learning support teacher who is in school half a day each week. She assesses needs through observations in class and carrying out 1:1 cognitive assessments, meets with class teachers, SENCo and parents and monitors provision in class.
- School also commissions the services of an Educational Psychologist, behaviour and mental health specialists and also an autism consultant.
- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from the Early Years inclusion team, Autism team, and Hearing Impaired team.
- School maintains links with child health services (School nursing service, children's social care services and education welfare services (MAST) to ensure that all relevant information is considered when making provision for our children with SEN.
- Our School Nurse is available for advice and attends meetings in school on request following referrals to the service made by school.
- Where several professionals are involved and where there are needs in addition to those relating specifically to education, a family CAF may be initiated to bring all professionals together around the family to put support in place.
- The Education, Health and Care planning process is now being implemented for those children who require a high level of specialist support. This means that there is more holistic support around children and their families than with the old statementing process.

**11. What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32?**

- Sheffield Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS), tel 0114 273 6009
- Other professionals can be contacted in the first instance through school or by accessing the Sheffield Local Offer.

**12. What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education?**

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

Starting school:

- Parents and children are welcome to visit school and look round.
- Home visits are made before children start school to share information about school and for school to get to know about the child and his/her needs.
- Children will visit during our transition weeks in July and will stay for a total of five or six half days.

New to School from Y1 upwards:

- Parents and children are welcome to look round
- An admissions meeting takes place to discuss school routines and discuss a pupil's needs. This is followed by a tour of the school and the child being introduced to their new teacher, class and a buddy who will help them on their first day.
- Pupils will usually start on a Wednesday and stay for the morning only.
- Depending on need, pupils will then continue full time or may come part time for a little bit longer.
- If the pupil has been on the SEN register at their previous school we will talk to the SENCo to find out about any special arrangements or support that need to be made for the child and make sure we are aware of the child's needs.

If a child is moving to another school:

- We will speak to the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for the child.
- We will make sure that all records about the child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and discussions will take place with the new teacher. The SENCo will often be involved in this.
- All structured conversation records, targets and suggestions from recent reports will be shared with the new teacher and any new teaching assistants that may be working with the child.
- A social story book will be made for your child if it is felt that s/he would benefit from it and extra visits to the new class may be arranged.
- All children have early transition in July to their new class for the final three weeks of the summer term

In Year 6

- We will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with a statement before the move to secondary school
- The SENCo and often the Y6 teachers will meet to discuss the specific needs of a child with the SENCo of the secondary school that they will be moving to.
- Some children will attend a small group in school, to support their understanding of the changes ahead. This may include creating a transition book which includes information about their new school.
- Where needed, children will visit their new school on several occasions in addition to the transition visits which all Y6 pupils will take part in.

### **13. Where is the Local Authority's Local Offer and the school's Local Offer published?**

- The Local Authority Local offer can be accessed at [www.sheffield.gov/localoffer](http://www.sheffield.gov/localoffer) or from the link on the school website.
- The school's Local Offer can be found on the school website or at [www.sheffield.gov/localoffer](http://www.sheffield.gov/localoffer) and then by searching for Hucklow Primary School.