

Hemblington Primary School



Special Educational Needs Information Report

Date Reviewed: 31/10/2020

Next Review Date: 31/10/2021

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Special Educational Needs Information Report



Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

"Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (SEND Code of Practice 2015)

SEND at Hemblington Primary School

The percentage of children on our SEND (Special Educational Needs & Disability) register is currently 18%. The percentages of this group with the following primary need are as follows:

- Cognition & Learning - 37%
- Communication & Interaction - 37%
- Social Emotional & Mental Health (SEMH) -15%
- Physical &/or Sensory Needs - 11 %

This information report aims to answer a number of key questions around SEND:-

How does our school know if children need extra help and what should I do if I think my child has Special Educational Needs?

At Hemblington Primary School children and students are identified as having SEND through a variety of ways, including the following:-

- Liaison with previous educational setting (playgroup/nursery)
- Child performing below age expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical, sensory
- Health diagnosis through paediatrician

How do I raise concerns if I need to?

- Talk to us - firstly contact your child's class teacher or the SENDCo (Special

Educational Needs & Disability Coordinator). At Hemblington Primary School this is the Headteacher.

- We pride ourselves on building positive relationships with parents and working as a team.
- Our SEND policy and Information Report will help you to understand how support for SEND is implemented at Hemblington.
- If you need further information the details for the Norfolk SEND Partnership are at the end of this report.
- In the event of a concern which cannot be resolved or supported by a meeting with the class teacher, the next step would be to speak to the Headteacher. (The school's complaints procedure can be found on the school's website).

HOW WILL HEMBLINGTON PRIMARY SCHOOL SUPPORT MY CHILD?

(i) Who will oversee, plan, & work with my child and how often?

- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made in every area.
- Your child will receive a Pupil Passport, which is a document looking at strengths and barriers to learning and will identify specific areas for your child to be supported with in their learning both at school and at home.
- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- There may be support staff working with your child, either individually or as part of a group. The regularity of these sessions will be included in the Pupil Passport which will be shared and discussed with parents at least termly.

(ii) Who will explain this to me?

- The class teacher will explain provision to parents/carers and will discuss your child's needs, support and progress regularly.
- For further information, the SENDCo is available to discuss support in more detail.

(iii) How are the Governors involved and what are their responsibilities?

- The SENDCo reports to our school governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENDCo. They also report to the governors to keep them all informed.
- The governors agree priorities for SEND spending with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE SCHOOL CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

(i) How is differentiation approached at Hemblington and how will that help my child?

- All work within each class and subject area is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a variety of tasks or challenges that will be accessible to all abilities.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own level whilst remaining within the classroom.
- Where children need specific adaptations to the classroom environment or physical supports, these will be arranged as best as can be within the constraints of the school premises.
- Adaptations for making SATs accessible are done using the guidelines provided by the DFE in its annual guidance to schools - e.g. large print, rest breaks etc
- Data collected on pupil progress each term, alongside observations, results of interventions and Pupil Progress meetings are used to monitor and adjust provision at individual and whole school level.

(ii) What opportunities will there be for me to discuss my child's progress?

- You are welcome at any time to make an appointment to meet with the class teacher to discuss your child's progress. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and school, so we aim to keep communication channels open and communicate regularly, especially if your child has complex needs; for instance discussing targets set on a Pupil Passport. Further information is available on the School's website.
- If your child has an EHCP (Education, Health & Care Plan), a formal meeting will take place to discuss your child's progress annually.

(iii) How does the school know how well my child is doing?

- We measure children's progress in learning against national expectations and age related expectations.
- A child with SEND will have a Pupil Passport with individual targets which will be assessed and discussed with parents at least termly.
- Class teachers continually assess each child, noting areas where they are improving and where further support is needed.
- As a school, we track children's progress regularly throughout their time at school using a variety of different methods.
- Children who are not making expected progress are picked up through the rigorous

monitoring within school and the Pupil Progress meetings between the class teacher and Headteacher. Appropriate interventions are then introduced to help children to reach their potential.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

(i) What is the pastoral, medical and social support available in our school?

- We are an inclusive school: we welcome and celebrate diversity. All members of staff believe that high self-esteem is crucial to well-being. We have caring, understanding members of staff looking after our children.
- We also work with the Benjamin Foundation to work with pupils needing additional support
- At Hemblington Primary School we take a strong stance against bullying of all types. Our school policy can be found on the school website.
- The school has ramps and an adapted toilet area. Any parent concerned about adaptations is encouraged to speak to the Headteacher so that access to all areas of school life for all individuals is maximised.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo /Headteacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Care. In this way, the school can provide for most types of SEND; if necessary, we will signpost to other agencies or schools at an appropriate time.

(ii) How does the school manage the administration of medicines?

- We have a policy regarding the administration and managing of medicines on the school site. We are committed to helping children with medical needs stay in school.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained.
- Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children/young people. We aim to help children with specific health issues fully access schooling.

(iii) What support is there for behaviour, avoiding exclusion and increasing attendance?

- As part of the Yare Education Trust, we promote positive behaviour. · Each school in the Trust supports any child with identified behavioural needs and relevant interventions are put in place.
- Where behaviour is related to a specific need, strategies to reduce anxiety are put

in place e.g. visual timetables, a particular adult to talk to, a space to come away to and refocus etc.

- After any incident involving unacceptable behaviour, we expect the child to reflect on their behaviour with an adult. Our behaviour policy is available on the school's website.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the Trust schools.

(iv) How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. Individual classes are encouraged to discuss issues and give points of view on issues which are then discussed with staff.
- Pupils' views are sought regularly by staff regarding their experience of school, including the annual pupil survey.
 - If your child has an EHCP, their views will be sought before any review meetings.
- Where children need specific support for their learning or other educational needs, a 'Pupil Passport' will be drawn up; children contribute their views to this document.

(v) What specialist services and expertise are available at, or accessed by our school?

- The SENDCos of the Yare Education Trust schools and other local schools meet regularly to share expertise and good practice.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - o Health - including, GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists;
 - o Social care, including family support workers, social workers;
 - o Educational Psychologists and Specialist Support Teachers - we currently subscribe to the Norfolk EPSS service for advice and assessments relating to SEND.
 - o Other local specialists and charities, e.g. Autism Anglia.
 - o Our designated teacher for Looked After Children (LAC) will always be involved, and access support from the Virtual School where a Looked After Child has additional needs.

(vi) What training have the staff supporting children with SEND had or are currently having?

Within the Thorpe Cluster and the Yare Education Trust, we share expertise across the schools. In addition, one of our staff members has completed the national qualification for SENDCos to add to the expertise and support available within the school staff. Hemblington's teaching staff and support staff have benefited from Cluster and other

specialist training in:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Condition
- Visual stress (e.g. Meares Irlen)
- Mindfulness
- Hearing support
- Epilepsy
- Diabetes management in schools
- Aspects of mental health

We also have staff trained in Catch-Up for maths and Literacy, and for the use of other interventions in school, including Nesy and Sound Discovery.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, through from day trips to residential visits.
- A risk assessment is carried out prior to any off site activity to ensure no-one's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. This would always be done in consultation with the parents.

(viii) How accessible is the school environment?

The Yare Education Trust has an up to date Single Equalities Scheme and Accessibility Plan. At Hemblington we aim to make our school as accessible as possible within the constraints of the site.

- We liaise with EAL (English as an Additional Language Service) where required to assist us in supporting our families with English as an additional language.

(ix) How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting, when they will be shown around the school. For children with SEND, we would encourage further visits to assist with acclimatisation to their new surroundings. We also visit children in their current setting where appropriate and make home visits to our new Reception intake each year.
- Meetings with parents / carers of children with SEND will take place with the SENDCo where appropriate to ensure useful information is shared so that transfer to the new setting is as smooth as possible.

- Transition procedures are reviewed annually and parent / carer views sought through feedback and an annual questionnaire
- Teachers make use of a transition document to ensure all necessary steps for a successful transition have been completed; this will include discussions with the child, and social stories where transition may potentially be more challenging.
- When children are preparing to leave Hemblington at the end of Year 6, we arrange additional visits, in conjunction with the secondary school. At our main feeder school, Thorpe St Andrew High School & Sixth Form, a programme is run specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education, Health and Care Plan review will be used at a transition meeting, during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

(i) How much does the school get to spend on SEND and how is it allocated?

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- We have support staff and a SENCO who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.

Other SEND resources, training and specialist support is also funded through the SEND budget allocation including School to School Support, Educational Psychologist support and Specialist Learning Support Teachers.

- The notional SEND budget for 2019-20 was £35,743 with additional top-up funding of £19,508 . Total £55,251.
- The notional SEND budget for 2020-21 is £35, 693 with top up funding of £19.207. Total £55, 899.

(ii) How is the decision made about what type and how much support my child will receive?

- At Hemblington Primary School, we recognise that excellent, high quality, first teaching enables every child to make the best progress.
- Support staff will always work under the close direction of the class teacher. All staff recognise that children need to become independent learners and therefore

- support staff may be assigned to more than one child.
- The class teacher, alongside the SENDCo, will discuss the child's needs and what support or teaching strategy would be appropriate.
- Different children will require different levels of support in order to bridge gaps in learning to achieve the best possible progress.

(iii) How do we know if it has had an impact?

- We use the Assess, Plan, Do, Review approach to monitor impact.
- We measure impact by looking at progress in any of the following areas: ·
 - Communication and Interaction (speech and language)
 - Cognition and Learning (e.g. English and maths)
 - Social, Mental and Emotional Health
 - Sensory and Physical
- Verbal feedback from the teacher, parent and pupil contributes to evidence of progress.
- Records are kept of interventions followed by children that track impact and progress. This will be discussed with you when Pupil Passports are reviewed and new targets set. All children identified as having Special Educational Needs will be given a Pupil Passport which is a record of their progress towards identified targets.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact at Hemblington Primary School is your child's class teacher to share your concerns.
- The School's SEND policy is on our website.
- Contact Norfolk SEND Partnership - www.norfolksendpartnershiassi.org.uk for advice on other services available. This service provides free and impartial information, advice and support about SEND for children, young people, parents and carers. This is offered through the provision of Information Booklets, a Help Desk (accessed via telephone or email), person-centred support offered by Independent Partnership Supporters and a face to face Advice Clinic.
- Hemblington Staff can be contacted via the office on 01603 713243 or office-hp@yare-edu.org.uk :-
 - * Miss Kendra Collier - Headteacher / SENDCo
 - * Mrs Grace Gibson - SENDCo qualified teacher
 - * Mrs Sophie Goodson - Designated teacher for LAC

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Places are allocated by the Local Authority.
- Contact the school office for an appointment to meet the appropriate member of staff.

· For the details of Norfolk County Council's Local SEND offer, see <http://www.norfolk.gov.uk/SEND> which identifies how the Local Authority supports Children & Young People with SEND

Approved by *Governors*