



Special Educational Needs Information Report 2018 - 2019

Aims of our provision in regards to pupils with special educational needs and/or disability

Our vision is for a school that provides a quality education in a caring, creative environment conducive to learning. This motivates each child in a positive way and helps them to find interest, satisfaction, enjoyment and a sense of achievement in their schoolwork and a sense of wonder in the world around them.

We believe that children should be equally valued in school and develop this attitude through our core values are courage, friendship, honesty, effort, fairness and respect. We work hard to develop an environment where all children can flourish and feel happy, safe and secure.

We recognise the importance of quality first teaching and that at some stage some pupils require a more personalised approach to enable them to meet their potential. We recognise that for some pupils provision may need to be “additional to and different from” that provided within the differentiated curriculum to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

How does the school know if a child needs additional help?

The method of identification and provision follows a ‘graduated approach’. Concerns are first raised and addressed through normal classroom practice and observation. Class teachers regularly monitor and assess children’s learning and progress against National Curriculum descriptors and discuss this at least termly with parents through a Learning Conference. We have a range of additional interventions to support children’s learning and development. Interventions have pre and post assessment measures and are used to measure impact and progress. Where personalised provision beyond normal,

differentiated classroom approaches and learning arrangements is considered appropriate we will work together with the family through a child centred approach. This will take the form of a One Plan. (A school based document that supports [Chapter 6 of the SEND Code of Practice](#))

Please contact your child's class teacher in the first instance if you have a concern about your child's education and welfare.

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, outside agencies,
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided through One Planning meetings,
- attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo, Mrs Joanne Arnold who is a qualified teacher and works on Tuesdays and Wednesdays. You can contact her through the school office by telephone, 01206 572362.

Parents may also contact the Head Teacher, Mr Hutchings or Deputy Head, Mrs Smith.

Parents views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess** a child's special educational needs
2. **Plan** the provision to meet your child's aspirations and agreed outcomes
3. **Do** put the provision in place to meet those outcomes
4. **Review** the support and progress

Each pupil's education will be planned for by the class teacher as part of high quality teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or learning support assistants in class.

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENCo and the effectiveness of the provision and to inform future planning.

If a pupil's needs are additional this may result in the creation of a One Plan.

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent. The 'One Planning' process involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved.

When a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the authority and an EHC Plan developed. This is developed in collaboration with the family, child and as appropriate, other relevant professionals.

For pupils with an EHCP, the provision provided will be reached in agreement with parents when the EHCP is being produced or at an annual review.

<https://specialneedsjungle.com/flow-chart/snj-flow-charts-2018-single-charts/>

What kinds of special educational needs (SEN) provision is made at Hamilton Primary School?

Pupils' attainments are tracked using the whole school tracking system and those not making sufficient progress are identified very quickly. These pupils are discussed in termly progress meetings between the class and a member of the Senior Leadership team.

Additional action to increase the rate of progress put in place may include:

- Working With Lego
- Precision Learning Grids
- Teodorescu Handwriting
- Fine motor skills
- Gross motor skills
- Numicon support
- Drawing and Talking
- Thrive Approach
- Toe-by-Toe
- Nesy Spelling and Reading

- Provision recommended by Specialist Teacher Team
- Personalised Speech and Language Programmes set by Speech Therapists

Additional specialist equipment may be provided in the form of writing slopes, weighted blankets and snakes, pencil grips, move'n'sit cushions.

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

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- If it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How will my child and I be involved in discussions my child's education?

We believe in a child centered approach. For children who have additional needs their thoughts and feelings, their parents/carers views and the views of the school staff and relevant professionals are taken into account when making decisions about their education e.g. when writing a One Page Profile or Annual Review. The child is always invited to attend their One Plan meeting and share their views.

Other opportunities for involvement maybe:

- One Planning meetings including outside agencies where appropriate
- Informal discussions with the class teacher, SENCo
- Learning Conference
- Pupil and Parent questionnaires

What training do the staff supporting children and young people with SEND undertake?

In the last two years different members of staff have received training on:

- Supporting children in literacy and numeracy
- Supporting children in achieving in Physical Education
- Support in managing challenging behaviour (GROW, Essex Steps)
- Supporting children with Vision Impairment
- Supporting children with Selective Mutism
- Developing an Understanding of Sensory Needs

- Developing an Understanding of the Importance of Gym Trail Activities
- Makaton
Supporting children with additional social, emotional and wellbeing needs (Thrive Approach, Drawing and Talking)
- Understanding Autism (SENCo only)
Attendance at the termly SENCo Update

In addition:

- The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by the class based Learning Support Assistant.
- The Governor with specific responsibility for SEND is Katie Smith and she has completed the SEND Governor training.

What specialist services and expertise can be accessed by the school?

Where appropriate we work with outside agencies to improve the provision available in school and to develop the skills of the adults supporting pupils with additional needs. We are currently supported by:

- Speech and Language Therapy Service - the therapist will meet with the LSA delivering the programme alongside the child.
- Specialist Teacher Team for Autism, Developmental and Global Delay, Social and Emotional Health and Vision Impairments
- A Play Therapist
- Educational Psychology Team
- School Nursing Team, specifically for Epilepsy
- Community Paediatric Team

We will work with counselling services employed by parents and provide a safe space for counsellors to meet with the parents and the pupil in school.

How will parents know how their child is doing?

Parents are kept informed through

- Conversations either face-to-face or over the telephone
- Celebration assemblies and class assemblies
- Learning Conference
- Parent Forums
- Termly meetings (One Planning, Team Around the Family meetings) to discuss specific targets
- Annual reports
- Results of parent and pupil questionnaires

- Newsletters
- Home School liaison books

Additional opportunities to discuss their child's progress with the class teacher, SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success can be arranged through the school office.

How will parents be helped to support their child's learning?

- The class teacher or SENCo may suggest additional ways of supporting your child's learning alongside set homework activities.
- Outside agencies such as Speech and Language Therapists and Occupational Therapists may suggest programmes of study for parents to use at home.
- The school website, www.hamiltonprimary.com includes the curriculum map for each term for each year group.
- Workshops run for the parents such as phonics, behaviour management, internet safety.
- Meet the Teacher meetings at the beginning of the academic year.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the class teacher or SENCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- The school encourages children to adopt a Growth Mindset.
- Each class adopts its own mechanism for recognising children who display the core values such as jewels and emoji points
- Provision for children who require emotional support through the Thrive approach, Drawing and Talking or Play Therapy.
- Pupil voice is expressed through School Council where each year group is represented by an elected class member.
- A Parents' Forum meets termly and aims to collect opinions and ideas that might further develop the overall wellbeing within the school.
- A pupil and parent questionnaire is completed annually. Where areas are identified for improvement or development these will be incorporated into the school's development plan which is agreed and monitored by the Governing body.
- Social skills groups are delivered to targeted pupils and groups by the class teacher. These aim to support improved interaction skills, emotional resilience and wellbeing.
- The school reviews its Anti-Bullying Policy and Behaviour Policy annually.

How will my child's medical needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- A high proportion of school staff are received basic paediatric first aid training.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions (DfE) 2015 (updated August 2017) and identified in the School Medicine Administration Policy.

How accessible is the school environment?

Before a child with any disability joins Hamilton Primary School, a review of the facilities available will be carried out and reasonable adjustments will be made in order for the child to safely access the school.

In the last three years the following adaptations have been made to the school environment:

- An audit for a person with visual impairments was conducted and in response yellow lines have been painted on slopes, shelving has been made more visible.
- There is a sloped entrance into the school building by the school office.
- There is a lift by the school office for access to the second floor.
- One toilet has been adapted to ensure accessibility for visitors with a disability.

For further information please refer to our Accessibility Plan (statutory requirement) that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned introduction programme led by the Foundation Stage team is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo may meet with new parents and nursery setting of pupils who are known to have SEND to ensure transition is planned and smooth.
- Additional meeting visits may be arranged for pupils and parents/carers between settings.

- If pupils are transferring from another setting during a school year, the previous school records will be requested immediately and a meeting set up with parents to identify and stories may be used if appropriate.

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

The budget allocation is agreed between our school and the Local Authority at the beginning of the financial year. How this money is used to support children with SEND is shown below. This is monitored by the Governing Body. Funding is used to:

- In class, adult or peer support aimed at increasing skills in specific area of weakness (academic progress, learning behaviours etc)
- Out of class support (social and emotional wellbeing)
- Small group tuition to enable catch up (subject or targeted at additional need)
Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Access to targeted support, before/after school clubs
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Continual professional development for all staff
- Educational visits
- Up to date assessment tools
Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

If a child has complex/severe special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

In addition the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher/ SENCo or a member of the Senior Leadership Team.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact your child's class teacher, the SENCo, the Deputy Headteacher or the Headteacher through the school office on 01206 572362.

For complaints, please follow the schools complaints procedure, outlined on the school website or contact the School Governor with responsibility for SEND, Katie Smith who can be contacted via the school office.

Parents can call the School Nursing Team for advice and support on 01206 372300. This service is Monday to Friday 9am to 5pm. If your call is not answered you are welcome to leave a message and your call will be returned.

Parents can call the Educational Psychology Helpline for advice on Mondays 1pm until 5pm number 01245 433293, term time only.

From 1st August 2018 onwards parents, carers, children and young people can access information, advice and support on issues related to Special Educational Needs and Disability (SEND) from their local [SEND Information, Advice and Support Services](#) (SENDIASS) and also through the national [Contact](#) helpline.

Essex SENDIASS Helpline: **0333 013 8913** (9am-4pm, Monday – Friday, term-time only) / **email: send.iass@essex.gov.uk**

Contact Helpline: **0808 808 3555** (9.30am-5pm, Monday – Friday)

The Essex Local Offer is updated to reflect support that is available www.essexlocaloffer.org.uk

Date written	Joanne Arnold
Date reviewed	March 2019
Date agreed by Governors	