

## 1. The kinds of SEND for which provision is made at the school

The school believes that every child is entitled to a curriculum that “enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment”. The curriculum is the key to promoting our aims for **all** children. The school believes that the education of the children is very much a partnership between the school, the child and the home. The school aims to cater for the individual learning needs of every child whilst also recognising the need for specialised provision to ensure access to all aspects of the curriculum for all children. The school also recognises that pupils of any ability can underachieve at times. Through matching work to the needs of the children, the staff at Hyndburn Park Primary School give children every opportunity to overcome their difficulties.

*Good practice for children with SEND is good practice for all children.*

## 2. Information about the school’s policies for the identification and assessment of pupils with SEND

The school places significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SEND co-ordinator (SENCo) liaises closely with the assessment co-ordinator to analyse data and individually track pupils experiencing difficulties. The data is used to inform the school of pupils who may require early intervention strategies. The class teacher completes an initial concern form indicating the concerns relating to individual pupils and this is discussed with the SENCo. Parents / carers are informed at the earliest opportunity in order to ensure they play a crucial role in all decisions involving their child.

The school has adopted a policy of high quality differentiated planning to accommodate a wide range of pupils with varying abilities. Pupils will only be placed on the SEND record if their needs are ‘additional to’ or ‘different from’ the quality differentiated teaching and learning opportunities.

When providing support that is ‘additional to’ or ‘different from’, a four-stage process is followed: assess, plan, do and review.

**Assess** – this involves taking into consideration all the information from discussions with parents / carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions are recorded on an initial identification plan.

**Do** – any extra assistance / support identified is provided.

**Review** – the impact of the support is measured, and all contributors are involved in this process (class teacher, teaching assistant, child, parents / carers).

In 2019-20 the school's SEND profile shows that 7% of the school's population are identified as having SEND.

- 1% on the SEND record are identified as having SEND linked to Cognition and Learning (including mathematics, reading, writing and spelling etc.).
- 3% on the SEND record are identified as having SEND linked to Communication and Interaction (including speech and language difficulties and difficulties with social interaction).  
0.4% on the SEND record are identified as having SEND linked to Social, Emotional and Mental Health
- 1% on the SEND record are identified as having SEND linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing).

### 3. Information about the school's policies for making provision for pupils with SEND, whether or not pupils have Education, Health and Care Plans (EHCPs)

#### a and b) How the school evaluates the effectiveness of its provision for such pupils, and the school's arrangements for assessing and reviewing the progress of pupils with SEND

Annual review meetings are timetabled well in advance, ensuring that all timescales are adhered to. Paperwork is completed and shared with all invited professionals and contributors. Parents / carers and the children involved complete relevant advice forms, which are a key component of the annual review process. The paperwork following an annual review is completed and distributed to all contributors swiftly, ensuring any actions discussed can be followed up.

SEN Support Plans (SSPs) are completed by the class teacher, every half term weeks. These are shared with the child and parents / carers. Ongoing monitoring and assessment by the class teacher and member of support staff in the child's class feed into the evaluations and next steps. Parents / carers are provided with copies of their child's SSP. The regular and ongoing monitoring of all pupils (through termly year group meetings and termly SEND monitoring), including pupils with SEND, ensures that the provision for children with SEND is constantly assessed, its impact measured and next steps put in place.

Provision maps are used throughout school, which record the type of intervention a child is receiving and the member of staff delivering it. Team provision maps provide further information and groups children with similar needs together, ensuring that staff are deployed effectively.

#### c) The school's approach to teaching pupils with SEND

All pupils with SEND will have a full entitlement to a broad and balanced curriculum as provided for all other pupils. In order to maximise their access, some pupils may be taught in withdrawal groups (in class) or on a 1:1 basis for short periods of time. At Hyndburn Park Primary School children have access to the Intervention Room, a place where 1:1 or small group support can be carried out. The use of this room will be reviewed regularly to ensure it is being used in the most effective way. The school's main aim is to provide a

variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the child's classroom when that is appropriate.

#### **d) How the school adapts the curriculum and learning environment for pupils with SEND**

Hyndburn Park Primary School was built in 1906. The building is over 100 years old, and split over three levels. Although there are steps to the main entrance, the school is physically accessible with a ramp to enter Key Stage One (KSI). The doorways and entrances are wide enough to accommodate a wheelchair, if necessary. There is one accessible parking space available in the school car park. Accessible changing / toilet facilities are available, next to the medical room.

Pupils who have difficulty accessing the dining hall downstairs are able to join a group of pupils in the KSI hall to have their lunch. Their meal, which they choose earlier in the morning, is brought to the room and there are a number of staff to support the lunchtime session. If a pupil requires support by staff to walk down the stairs to the dining room, this will take place just before lunch time when it is quieter. Staff assist pupils who require support to access the playgrounds, toilets, cloakrooms and the office. The furniture throughout school is of a suitable height, appropriate to the age group of children being taught in that classroom.

Any reasonable adjustments to ensure all children can access tests and Statutory Assessment Tests (SATs) papers are made well in advance, either through ordering modified materials or answering the relevant additional time questions. For children who require rest breaks or a quiet room, this is also provided.

#### **e) Additional support for learning that is available to pupils with SEND**

There are a wide range of intervention groups that take place throughout school on a daily basis. Identified children can access these groups each half term.

#### **f) Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum**

The school offers a wide variety of clubs, either at lunchtime, before or after school. All extra – curricular activities are available to **all** children. Opportunities are provided for all children in KSI and KS2 to attend clubs.

#### **g) Support that is available for improving the emotional and social development of pupils with SEND**

The school employs two learning mentors who work with individuals and groups of children in classes throughout school. The learning mentors offer support and a 'safe haven' for children, dealing with many of the issues that affect children in school and can adversely affect their behaviour. Planned targeted work for identified children takes place each day.

Weekly PHSE lessons are delivered for all children to access.

The school has a 'playground buddy' system, which is led by members of the school council. Children are encouraged to join in with games / activities set out on the playgrounds. The main aim is to ensure that no child plays alone and friendships are formed.

#### **4. The name and contact details of the SEND co-ordinator (SENCo)**

Joanne Hardwick, who is the school's Assistant Headteacher-Inclusion Manager, can be contacted on 01254 233171.

#### **5. Information about the expertise and training of staff in relation to children with SEND, and about how specialist expertise will be secured**

Regular meetings between the members of staff supporting children with SEND and the SENCo identify any appropriate training needs. Other specialist agencies that are involved provide further training and input i.e. Hearing Impairment (HI), Visual Impairment (VI), medical needs, speech and language.

#### **6. Information about how equipment and facilities to support children with SEND will be secured**

The headteacher and SENCo meet at least annually to discuss the SEND funds stated on the school's budget allocation. The needs of the pupils requiring SEND provision are discussed and appropriate measures taken to ensure these needs are met. INSET plans are made and costed for all staff, including non-teaching staff to increase their knowledge, skills and expertise in SEND issues. Key resources, including computing software to support SEND, are identified and ordered as necessary. Support staff are deployed effectively and flexibly to best meet the needs of all pupils with SEND.

#### **7. The arrangements for consulting parents of children with SEND about, and involving them in, their education**

Parents / carers are valued, and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents / carers are kept fully informed where their child has SEND and are encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible. The school operates an 'Open Door' policy, providing parents / carers with opportunities to pop in and discuss any matter with the relevant member of staff. Regular 'Stay and Play' sessions are held across school, as well as any appropriate workshops i.e. phonics in KSI.

Each year, two parents' evenings are held which keep parents / carers updated on their child's progress, effort and attitude. Class teachers also complete an annual report on each child, with copies sent to parents

/ carers. These are accompanied by a feedback form, giving parents / carers the chance to respond with their comments.

Parents / carers have regular opportunities to provide feedback about their child's education, through attendance at parents' evenings, contributions at an annual review, meetings with class teachers / heads of departments, meetings with the inclusion manager and through parental questionnaire responses.

### 8. The arrangements for consulting children with SEND about, and involving them in, their education

All children on the SEND record are involved in their own SEND Support Plans. Children work closely with the class teacher or teaching assistant on achieving each target. Each child, from Y1 upwards, throughout school is provided with opportunities to discuss their learning during half termly learning conferences. Children attending annual reviews complete a contribution advice form, which is shared during the annual review meetings.

### 9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

Parents / carers are advised to contact the school immediately and make an appointment to see the SENCo, the class teacher or the headteacher in line with the school's standard complaints procedure outlined in the prospectus. All concerns are dealt with sensitively and with the child's needs and care at the heart of the school's work.

### 10. How the governing body involves other bodies in meeting the needs of pupils with SEND and in supporting the families of such pupils

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school. All external staff are made to feel a part of our school community and work closely with pupils, parents / carers and staff.

### 11. The contact details of support services for the parents of pupils with SEND

NAME	POSITION	CONTACT NUMBER
Nasira Eisa	SPEECH AND LANGUAGE THERAPIST	01254 283815
TBC	EDUCATIONAL PSYCHOLOGIST	c/o HPPS
TBC	SCHOOL NURSE Petre Court, Unit 1, Petre Road, Clayton le Moors, BB5 5HY	01254 283960
Ajmil Hussain	SEND CASE WORKER Area Education Office (East / HRV& R), c/o Lancashire County Council	01254 220566

	SEND and Disability Service (SEND) 44 Union Street, Accrington, BB5 IPL	
Rahila Hussain	SENDO (SEN AND DISABILITY OFFICER) Chaddesley House, 163 Manchester Road, Burnley BB11, 4HR	01254 220511
Kevin Ma'har	PARENT PARTNERSHIP SUPPORT OFFICER	07500 065505
Julie Glynn	Acorn Psychology Service Acorn Psychology Ltd, Suite 9, BI Business Centre, Davyfield Road, Blackburn, Lancashire, BBI 2QY	01254 686397

## 12. The school's arrangements for supporting pupils with SEND in transferring between phases of education

The school works closely with parents / carers and external agencies in order to support any children who have SEND before they join the nursery, or school. Induction meetings are held with parents / carers of children in nursery and reception, as well as with any prospective parents. The class teachers of all children in their final year at primary school meet with members of staff from the prospective secondary schools to share information. A separate meeting is held between the SENCOs of both schools, as well as planned transition meetings involving the child and their parents / carers. As part of a personalised transition, where necessary, children on the SEND record are provided with additional opportunities to visit their chosen secondary school.

## 13. Information on where the Local Authority's local offer is published

The Local Offer for Lancashire can be accessed at:

[www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

The Local Offer for Hyndburn Park Primary School can be accessed at:

<http://www.hyndburnpark.lancs.sch.uk/send>