

Special Education Needs & Disabilities Report

What is the Special Educational Needs Report?

Schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'Special Educational Needs Report'. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

At Sherburn Hungate Community Primary School we strive to support all children to enable them to achieve at school. We ensure that we are a fully inclusive school and our admissions procedures for children with Special Educational Needs are in line with the local authority guidelines.

Quality Teaching is vital. However for some children there are occasions when further support may be needed to help them achieve their targets. The decision to provide additional support is made by the school, in close partnership with parents. It is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals.

Our SEN school offer outlines the provision which we offer at Sherburn Hungate and aims to answer any potential questions which you might have. A list of terms and abbreviations commonly used in relation to inclusion and SEND is included at the end of this document, which should be read in conjunction with the Local Authority's Local Offer, available on the North Yorkshire Local Education Authority website.

What is a Special Educational Need or Disability

At Sherburn Hungate we welcome all pupils and families, whatever their individual needs. SEND stands for Special Educational Needs and Disabilities. Children with SEND need 'provision that is additional to or different from that made generally for other children or young people of the same age' (SEND Code of Practice 2015).

As an inclusive school we provide support for children whose needs fall into all four broad areas of SEND need:

- Communication and interaction
- Speech, language and communication needs
- ASD including Asperger's Syndrome and Autism.
- Cognition and learning
- Moderate Learning Difficulties

- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Specific Learning Difficulties including dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health difficulties
- Sensory and/or physical needs:
 - Visual impairment
 - Hearing impairment
 - Multi-sensory impairment
 - Physical disability.

Who can I talk to if I am concerned about my child?

The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as a parent of how your child is outside of school. If you have any further concerns, or would like to know about specific provision, then contact Mrs Julia Weights (SENDCo). The SENDCo will co-ordinate all of the support in place if your child has a special educational need or disability. We will work with you to make sure you have a say in all aspects of your child's education.

With your permission, we can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment. We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for all our children.

The Headteacher (Mr Martyn Broom) takes charge of the day-to-day running of the school and this includes the support and progress of pupils with SEND. The Headteacher will make sure that your child's needs are met by supporting the SENDCo and Class Teachers to plan, deliver and review the provision in place.

The SEN Governor (Mrs Claire Sutton) is a member of the governing body who oversees SEND provision. Their role includes giving up-to-date information to the Governing Body on the quality and effectiveness of SEND within the school and helping to review the school's policy on provision for pupils with SEND.

How will I know how Sherburn Hungate supports my child?

If your child is identified as not making progress, the class teacher will set up a meeting to discuss this with you in more detail. They might invite the SENDCo to this meeting if they feel it is appropriate.

The teacher will:

- Listen to any concerns you may have too
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning

What are the different types of support available for children with SEND at Sherburn Hungate?

All pupils with Special Education Needs and Disabilities are provided with a curriculum tailored for their individual needs and priority is given to ensure that all pupils are treated fairly and can access the wide and varied learning opportunities. Each pupil's learning is planned by the class teacher. When a pupil has been identified with special needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily

Quality First Teaching

For your child this will mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand. Learning objectives are matched for your child.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve multi-sensory teaching methods and using more practical learning strategies.

Specific group work within a smaller group of children

We may provide additional support in class from the teacher or teaching assistant. Teaching Assistants may be allocated to work with the pupil in a small focus group to target more specific needs.

If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a small intervention group led by either the teacher or teaching assistant. All interventions are regularly reviewed by those delivering them, and by the SENDCo, to ascertain how effective they are and to inform future planning. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips or easy to use scissors.

Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas within school where specialist provision can be made available so that the child can access more readily the support on offer.

Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology service. Actions identified by external agencies will be actioned in your child's My Support Plan.

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

Activities and trips are made as inclusive as possible and available to all children. Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

Sherburn Hungate Community Primary School has a variety of extra-curricular clubs. The school has an Access Plan that is available for consultation from the school office.

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

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns.
- Our Learning Mentor (Mrs Fitch) has responsibility for pastoral support and also timetabled availability to work with individual children.
- The SENCo works closely with children and families to provide pastoral support. She also works closely with families who are receiving Social Worker support.
- Some interventions are available for children who need help to develop their social skills or anger management techniques.

How does Sherburn Hungate Community Primary School support children with medical needs?

If a child has a medical need, then a detailed health care plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil. Staff receive training as necessary from the school nurse or health care professional, for example, Epipen training and epilepsy medication training.

Where necessary, and in agreement with parents, prescribed medicines can be administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

Staff receive basic first aid training, with some members of staff trained in paediatric first aid. The school has a comprehensive 'Managing the Medication and Complex Health Care Needs of Children and Young People' policy that is available for consultation from the school office.

How is extra support allocated to children?

The school budget includes money for supporting children with SEND. The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the school. The Headteacher and the SENCo discuss all the information they have about SEND in the school including:

- The children getting additional support
- The children needing additional support
- The children who have been identified as not making as much progress as would be expected.

The Headteacher then decides what resources/training and support are needed. These are reviewed regularly, and changes made as needed.

What specialist services and expertise are available at or accessed by the school?

In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through:

- their G.P. or local Children's Centre
- SALT (Speech and Language Therapy)
- Educational Psychologist
- Behaviour Support
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Advice, Assessment and Early Intervention Service
- Social services
- School Nurse, specialist Epilepsy, Diabetes and Enuresis nurses
- Visual Impairment service
- Hearing Impaired service
- IDAS (domestic abuse support)
- Lifeline (supporting difficult families)

- Links with the NSPCC
- Family Matters (parenting and other courses)
- FIS (Family Information Service)

How accessible is the school environment?

At school we are happy to discuss individual access requirements and adapt our Accessibility Plan as required so that it meets the needs of all of our children.

At present in school:

- All classes are at ground level. We have the capacity to move classes so that the year group is always accessible for the child.
- Access ramps to some external doors
- 1 accessible toilets
- Some sinks have adapted taps
- Single level outdoor areas
- We can provide a translation service for those parents whose first language is not English
- Classrooms are now carpeted to reduce noise for the hearing impaired
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs
- Accessible parking bays are provided and kept clear at all times to facilitate entry into school
- We can access specialist equipment if required

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

All parents are encouraged to contribute to their child's education. On a day to day level we give the children feedback in their books which we encourage our children to respond to. Do speak to the class teacher if you would like to look at your child's books after school one evening. You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings.

For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly, so we know how they are doing at home and we can tell you what they are doing at school. We hope that this will ensure that we are working together to support your child both at home and school. We can suggest activities and games that you can do with your child to support their learning.

On a more formal review level, parents will be invited to discussions and review meetings with the SENDCo and other professionals. At reviews children are supported and encouraged to make a presentation themselves so we can all listen to their input.

How will we measure the progress of your child and the impact of the SEND provision?

Your child's progress is continually monitored against national standards by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress, which is discussed with senior staff at regular Pupil Progress meetings to ensure all of our children are making good progress and where we review the provision and if this needs to be adjusted. Children will be given specific targets to support their learning and help them to understand their next steps.

At the end of Year 1, Year 2 and Year 6 all children are formally assessed using National Phonic Screening (Y1) and Standard Assessment Tests (SATs) (Y2 and Y6); results are reported as part of the written report to parents, at the end of the academic year.

Those children with My Support Plans will have individual outcomes which will be reviewed with your involvement every term:

- Autumn term: as part of your child's parent consultation (this will be a longer consultation)
- Spring term: as part of your child's parent consultation (this will be a longer consultation)
- Summer term – June/July

Progress of children with an Educational Health Care Plan is formally reviewed at an Annual Review with all the adults involved in your child's education.

The SENDCo will also monitor that your child is making good progress within any intervention/group that they take part in.

How will the school prepare and support my child when joining Sherburn Hungate Community Primary School, or transferring to a new setting or secondary school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.

- Pupil visits arranged as required. Some children need more transition visits than others.

The SENCo is more than happy to meet with parents before a child starts at Sherburn Hungate Community Primary School. We also liaise with other agencies where there is a wider involvement in the family.

When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the Sherburn Hungate SENDCo, the secondary school SENDCo, parents and, where appropriate, the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of the individual.

When moving classes within the school:

- Information will be passed on to the new teacher in advance and a planning meeting arranged if appropriate.
- All agreed outcomes will be in place and shared with the new teacher prior to the move.
- All pupils have the opportunity of visiting their new classroom, teachers and teaching assistant on 'move up' morning.

What do I do if I have a complaint about my child's education at Sherburn Hungate Community Primary School?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, parents should refer to the school's Complaints Policy, available on the website or from the school office.

Further support and information

You can find out about North Yorkshire's Local offer at:

<http://www.northyorks.gov.uk/article/26714/The-North-Yorkshire-County-Council-local-offer>

Information and independent advice for parents is also available from:

NYCC SEN and Disability Information, Advice and Support Service

Carmel Bean

The Cabin

Flaxley Road

Selby

YO8 4DL

(01609) 536804