



HAMILTON  
PRIMARY SCHOOL

## Hamilton Primary School

### SEN Information Report

#### Our Vision Statement

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 value compassion, integrity, courage, respect, responsibility, fairness, wisdom and hope.

#### What is an SEN Information Report?

This is a document that is constantly under review by the school that shares with parents what is *normally* available in school to help children with SEND as required under section 69 of the Children and Families Act 2014. It sets out how we support children identified as having Special Educational Needs and their families. We are required to provide the following information in line with the Code of Practice (Jan 2015), Section 6:79.

The Essex Local Offer, published online, provides links to and information about services across Essex and in the local area. It is a 'working website' so will evolve in line with what is being offered by Essex County Council. [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

*"If children and young people with SEN are to achieve their ambitions and the best possible educational and other outcomes such as getting a job and living independently as possible education, health and social care services **must** work together to ensure they get the right support." (CoP, Pg 14)*

### **What kinds of SEND are provided for?**

At Hamilton Primary School we endeavour to meet the needs of the children in our care. We are a mainstream primary school and our SEND arrangements are varied. We are supported by a range of agencies for example the Speech and Language Team, Educational Psychology Service and Specialist Teacher Teams who direct and advise us in providing the appropriate support required to meet the needs of our pupils. 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.

### **What policies are in place for identifying children with SEND and assessing their needs?**

The method of identification and provision follows a 'graduated approach'. Concerns are first raised and addressed through normal classroom practice. A range of assessments and interventions are scrutinised to measure impact and progress. We regularly monitor and assess children's learning and progress and discuss this at least termly with parents through a Learning Conference (Parent's Meeting). We have a range of additional interventions to support children's learning and development. Interventions have pre and post assessment measures, whether qualitative or quantitative. Personalised provision beyond normal, differentiated classroom approaches and learning arrangements 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.

The SENCo, Mrs Arnold, the Head Teacher, Mr Hutchings and Deputy Head, Mrs Smith are available for you to speak to and contactable through the school office or by telephone; 01206 572362.

Mrs Arnold is a qualified teacher and she works two days a week.

### **What are the arrangements for consulting parents of children with SEND and involving them in their education?**

We work hard to include parents in their child's education. We firmly believe that home and school should work together in partnership and we are always happy to answer any questions or concerns. We welcome the involvement of parents supporting at home, in class and with specific educational events and visits.

Open communication links between the class teachers, the learning support assistants, the SENCo and the Head Teacher are encouraged. The SEND Governor is Katie Smith.

Parents are encouraged to share their concerns and child's celebrations at any time with the class teacher. One Planning meetings are held during separate appointments to Learning Conferences as a longer period of time is needed.

Where the school or parents consider that the advice from another professional needs to be sought to best support their child further, we will work together to access this pathway and implement recommendations in school. Parents would be expected to mirror this at home and an open dialogue about progress or problems is encouraged.

### **What are the arrangements for consulting young people with SEND and involving them in their education?**

All children at Hamilton Primary School are consulted and actively involved in improving their work. For example a combination of peer marking and providing children with a 'Response Time to Marking' allows children to edit and improve their work, giving them a sense of ownership. The children are familiar with the school's marking policy where green marking indicates that 'growth/improvement can be made' and pink indicates that the teacher is 'tickled pink'. (Please refer to the Marking Policy for further information.)

Children with a One Plan generally work on their individual targets with either a learning support assistant or the class teacher and as with all children their perceptions/concerns are obtained through informal conversation. All children are expected to give their opinion on their progress at Learning Conference Week, held twice a year and/or during their One Planning meetings.

### **What are the arrangements for assessing and reviewing children's progress towards outcomes?**

At Hamilton Primary School we use a model of 'assess, plan, do, review'. A One Plan is developed in collaboration with the family, staff, specialists, and other relevant professionals. Progress is reviewed at least termly and adaptations to the support provided are made as required. Plans relate to a clear SMART set of expected outcomes designed to stretch the child's development. The quality, appropriateness and impact of the overall provision are also kept under regular review. We ensure that we invest in quality resources to support learning, for

example; reading resources, Numicon, Move 'n' Sit cushions, Teodorescu, Play therapy, Thrive, Drawing and Talking and Toe-by-Toe.

School funding within the overall budget is used to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care Plan needs will be undertaken by the Local Authority and an EHCP developed. This should take no more than 20 weeks. The school, child and family will be fully involved in this process.

### **What are the arrangements for supporting children in moving between phases of education?**

Transition arrangements for children joining Foundation Stage are robust and the SENCo and class teacher are closely involved where additional needs are made apparent. We believe parents and pre-school settings have a responsibility to liaise with us. A comprehensive transition programme supports children. Parents are expected to liaise with the school and form an open partnership to meet the needs of their child.

There is a comprehensive transition plan in place for children entering secondary education. Close liaison with the SENCo at the respective secondary school ensures that additional support is provided to support the child and family as appropriate.

In the situation where a child is leaving/entering Hamilton Primary School during the academic year, the school will endeavour to gain/share as much information as possible about previous support from the family, child and the previous school. This may also require contact with outside agencies.

### **What are the approaches to teaching children with SEND?**

At Hamilton Primary School all staff consider inclusion to be paramount and will endeavour at all times to make sure that a child with SEND is included in all activities. We recognise that this might entail resources being adapted, additional space being provided or delivery being tailored to meet the pupil's needs.

All staff recognise the need for and employ a range of teaching methods and styles in line with high quality teaching. Where further differentiation is required, staff will often seek support from the learning support assistant to implement the approach they have planned so that a pupil can still achieve the learning objective for the session.

## **How is the curriculum and learning environment adapted for children with SEND?**

The National Curriculum will be delivered through high quality teaching by all teachers at Hamilton Primary School. Teachers have a secure understanding of a wide range of teaching styles that they employ to deliver an interesting and accessible curriculum. For children with Special Educational Needs, further differentiation may be required in the form of lesson delivery, recording, resources or use of specialised technology. These will be identified in the teacher's planning and shared where appropriately with the learning support assistant in the classroom.

## **What expertise and training of staff is provided to support children with SEND?**

There is a clear expectation that all members of staff at Hamilton Primary School should be making a significant contribution to raising standards of achievement. The SENCo, senior staff and Governors are committed to providing necessary support and training. Attendance at courses and training opportunities are discussed and reported on a termly basis in the Headteacher's report to Governors.

We employ general class learning support assistants who provide specific support for some children in the mornings alongside learning support assistants whose role is to support a particular child directly. There are also Higher Level teaching assistants. Training is provided for English and Numeracy and targeted support from the Specialist Teacher Team or outside agency coming in to support a particular child.

At Hamilton Primary School we work in partnership with a range of outside agencies and professionals. Currently we are supported predominantly by the Speech and Language Service, Specialist Teacher Team, Educational Psychologist Team and a Play Therapist. Advice given by professionals is discussed and we adapt and implement their recommendations as best we can within our environment to support children with Special Educational Needs.

## **How do we evaluate the effectiveness of the provision made for children with SEND?**

Outcomes set in the One Planning meetings are reviewed regularly through a range of methods. For children with an EHCP or receiving a higher level of input, their progress is reviewed every term by the SENCo. The adults working with these children are expected to record progress towards the outcome on a tracking sheet so

the target can be adapted and reviewed. Learning support assistants working with children receiving input from the Speech and Language Therapy Team will work directly from the report provided and their progress is usually monitored termly by the therapist in school.

Parents are informed of their child's progress at Learning Conference week held twice a year, during One Planning meetings or Annual Reviews. Parents do not have to wait until they are invited to come and discuss their child's progress. Equally, where great progress has been made, the class teacher will inform the parent straightaway.

### **How are children with SEND enabled to engage in activities available with children who do not have SEND?**

All pupils with SEN and/or disability take part in all aspects of school life including out of school activities. All children participate in the full range of opportunities and events arranged by the school, including trips and where necessary reasonable adjustments have been made.

Some children with SEND are also allocated Pupil Premium funding. This funding is used to further improve their achievement levels. Details of how we use Pupil Premium funding can be found on the school's website: [www.hamiltonprimary.com](http://www.hamiltonprimary.com)

### **How do we support children in developing their emotional and social development?**

The School Values are taught through assembly and PSHE lessons in class where children learn the vocabulary to express themselves appropriately and develop an acceptance of and tolerance towards others. This paves the way for preventing bullying occurring and any form of bullying is taken very seriously, please refer to the Anti-Bullying Policy for more information.

The School Council provides a platform for children to share their views and opinions in a formal setting. The school recognises and values the achievements of our pupils within their interests outside of school and these are celebrated in school, often being mentioned in the school newsletter. Hamilton Primary School offers a range of clubs which allow children to explore their interests further.

We offer a range of interventions to support emotional wellbeing and mental health. We employ a qualified Play Therapist, we have trained Thrive Practitioners and Drawing and Talking Practitioners.

### **How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting children and supporting their families?**

Where the involvement of an outside agency to support the child and/or the family is in place there will be open discussion between the parents/carers and staff at the school. The SENCo will contact the respective body and where necessary complete the paperwork required for the child or parent to access the service. Where possible the professional from the outside agency will meet with and assess the child in school. All reports will be shared on a 'need to know' basis to ensure transparency. Any recommendations will be implemented by the school to the best of their ability.

Where parents involve and seek the support through their GP, it is their responsibility to inform the school. The school cannot access information about children with SEND from any agency without parental consent.

### **What is the complaints procedure?**

If you would like to make a complaint, please contact the Head Teacher. All complaints will be dealt with in line with the 'Complaints Policy'.