



Special Educational Needs and Disability at Hotwells Primary School

Hotwells Primary School is committed to inclusion. The school aims to provide an appropriate and high quality education for all of our children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is readily accessible to them. We aim for all children to be fully included in all aspects of school life.

We believe that inclusion is essential in ensuring equality of opportunity for all learners whatever their age, gender, sexual orientation, ethnicity, disability, attainment and background. This demonstrates our commitment to valuing the diversity of the school community.

Children may experience learning, communication, social, emotional, mental health or sensory and/or physical difficulties at any time in their school life. We aim to identify children's difficulties at an early stage and work with you and your child. We do this through 'School Support'. At Hotwells Primary School, a few children with complex needs may have an Education, Health and Care Plan (this replaces a statement of special educational needs).

The definition of SEND is 'those children who need something different from or additional to what is being delivered by a class teacher using quality first teaching'.

SEND Code of Practice 0-25yrs Sep 2014 identifies this as;

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions"

On the following pages are some commonly asked questions which explain how we support children at Hotwells Primary School.

'Learning to bring out the best in everyone'



How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Hotwells Primary school we identify children as having special educational needs or needing additional help in several ways, which may include:

- Class teacher or learning support assistant raises concerns;
- Parental concerns;
- Pupil progress meetings every term where we identify children who are not making expected progress and plan intervention programmes;
- Regular monitoring and assessment of the progress of all pupils;
- Regular monitoring and assessment of the progress of all pupils;
- Monitoring interventions and support given to check progress is accelerated;
- Outside agency, such as Speech and Language Therapist, identifies special educational need;
- Doctor/school nurse identifies special educational need;
- Information from previous schools or nurseries prior to the child starting at Hotwells Primary School.

If you think your child may have special educational needs firstly, contact your child's class teacher. They may carry out some assessment or observations, or may arrange for your child to have some extra support in a small group. If there are still concerns after this, you and the class teacher may wish to discuss your child's difficulty with the school SENCO. We always aim to build positive, open relationships with parents.

How will the school support my child?

The SENCO oversees additional support for children who have special educational needs.

The class teacher is responsible for the progress and development of the children in their class, including where pupils access support from teaching assistants and specialist staff.

There may be a learning support assistant working with your child either with a group of children or individually. How often these sessions happen will be explained by the class teacher when the support starts.

Class teachers will meet with all parents with children with special educational needs at least three times a year, which may be part of parent's evenings. At the meetings we will set clear outcomes and review progress towards them and discuss the support that will help your child achieve the outcomes. As part of these meetings your child will be asked for their views. Parents will have a chance to share their concerns and aspirations for their child. A record of this meeting will be provided for the parent.



The SENCO can be contacted for further information.

There is a governor who is responsible for SEND, who meets regularly with the SENCO. The governor, Headteacher and SENCO report back to the full Governing Body. The SENCO produces an annual report for governors. The governors agree priorities for spending, with the overall aim that all children get the support they need in order to make progress.

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

When class teachers are planning their lessons, they think about the needs of all the children in the class. Learning is differentiated so that all children are able to make progress. This may be by grouping children or at other times may be individually. Class teachers give regular, detailed feedback to children so they know what their next steps for learning are.

How will both you and I know my child is doing and how will you help me to support my child's learning?

Parents are welcome anytime to make an appointment with class teacher or SENCO to discuss how their child is doing. We can give advice about how to support your child at home with their learning.

If your child is receiving 'school support' they will have an SEN Support Plan with individual targets. These are reviewed and comments are made linked to each target to show progress that has been made. If a target has not been met then this will be discussed with parents and a different approach may be tried or the target may be broken down into smaller more achievable steps.

If your child is receiving 'school support', we will meet with you three times a year to discuss progress, support, your views and your child's views.

If your child has an Education Health and Care Plan there is also an Annual Review. This is a formal meeting to discuss your child's progress as well as parents' and the child's views.

As a school we track progress of all children's learning formally three times a year. We have pupil progress meetings to discuss children who are not on track to reach their end of year targets. Discussions then take place detailing how we can support children to reach their targets.

The class teacher continually assesses each child's progress and provides feedback to the individual child for their next steps. This feedback and assessment provides evidence of where children are improving and making progress and where children need more support. There are regular parent training and learning events offered in school. To find out more please speak to the relevant subject leader, class teacher or SENCO.



What support will there be for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this is always a parent's first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team

a) How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site. This can be obtained from the school office. If your child has medical needs, they may have a health care plan. This plan may include administration of medication or medical techniques if these are an on-going need.

b) How does the school support behaviour and attendance?

As a school we have a very positive approach to all types of behaviour, with a clear policy and reward systems.

If a child has behavioural difficulties a Behaviour Plan may be put in place with relevant support and targets set for improvement. The school may also access support and advice from the local authority Behaviour Support Team.

Teaching staff and support staff are trained in 'Team Teach' in order to support children with challenging physical behaviour and to ensure their safety and the safety of others.

Attendance of every child is monitored by the Headteacher and Education Welfare Officer. Lateness and absence are recorded, monitored and followed up. Good attendance is encouraged and rewarded throughout the school.

c) 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. This is partly carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

Children who have SEN Support Plans discuss and set their targets with their parent and class teacher.



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

Services in school include:

- Experienced SENCO
- Specialist Special Educational Need learning support assistants who work with children in class and out of class, 1 to 1 or in small groups
- Teachers who takes small intervention groups for numeracy, reading and writing

External agencies include:

- Behaviour Support Team
- Learning Improvement Team
- Educational Psychology
- Occupational Therapy
- Speech and language Therapy
- Child & Adolescent Mental Health (CAMHS)
- Supportive Parents
- School Nurse
- GPs
- Community Paediatrician
- Social Care

What training are the staff supporting my child with SEND having?

- Dyslexia Awareness
- Autism training
- Down Syndrome Training
- Speech and Language programmes
- Occupational Therapy programmes
- Attachment
- ADHD
- Team Teach (behaviour management / positive handling)
- Personal Care
- Supporting Learners with Additional Needs



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. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion 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.

How accessible is the school?

The school site is not wheelchair accessible throughout. The school is housed in Victorian buildings and currently there are no lifts. There is level access to Reception, Nursery and Year 1 classrooms, the hall, a disabled toilet and onto the playground. There is one disabled toilet.

Our Accessibility Plan is published on the school website and includes details of accessibility for the buildings, curriculum and other aspects of school life.

How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

We encourage all new children to visit the school prior to starting, when they will meet and spend some time with their new class and teacher. The Headteacher or Deputy Head meets with new parents prior to their child starting at Hotwells Primary School.

We liaise closely with pre-school settings, visiting these (wherever possible) before children start school. There is an evening meeting for all parents of new reception children in June. The children are invited into school for an afternoon in the summer term. Home visits take place in September for Nursery children. When pre-school children are identified with special educational needs or disability, the reception or nursery class teacher and/or SENCO will make links with your child's pre-school setting. We will meet with you to discuss your child's needs and discuss ways we can help your child settle into school.

When your child is due to move to secondary school, we will make links with the school so we can share information. Some children may benefit from enhanced transition where we can arrange additional visits to the secondary school, picture books, social stories, a transition meeting with the secondary school staff and smaller group preparation.



We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children move from one class to another at the end of a school year they will have opportunities to visit their new class and teacher and parents have an opportunity to meet with teachers in the summer term. Some children will require enhanced transition which may include photo books, extra visits to the classroom or teacher, pen picture for parents/child to complete or smaller group discussion around transition.

How are the school's resources allocated and match to children's special education needs?

We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available. We have a team of Learning Support Assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's or individual children's needs. The school follows a graduated approach to supporting pupils based on their needs.

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

The class teacher and SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support. There will be on-going discussions with the parents and child.

We know if the support has had an impact by:

- Reviewing the SEN Support Plan targets and ensuring they are met
- Looking at the child's progress academically and identifying if the gap (where they are compared with where they are expected to be for their age) is closing
- Verbal feedback from the teacher, parent and child

How are parents involved in the education setting? How can I be involved?

We actively encourage parents to be involved in our school community. We have an active PTA who always welcomes new members. They arrange many events throughout the year to build community and raise funds for the school. Each class has a parent representative who provides a link for the class teacher and parents.



Hotwells Primary School has a thriving Food Group, Gardening Group and Diversity and Inclusion Group (DIG); all parents are welcome to become members.

Class teachers welcome parent help for a variety of reasons through the school year, for example, hearing children read regularly, help with trips and enrichment weeks.

Who can I contact for further information?

The first point of contact is your child's class teacher.

You could also arrange to meet Mrs. Kee Jones (SENCO).

For parents considering Hotwells Primary School for their child: Please contact the school office to arrange to meet Mrs Delor (Head teacher) or/and Mrs. Jones (SENCO). We will be happy to discuss with you how we can meet your child's needs.

Look at the SEND policy on our website.

Contact Supportive Parents – www.supportiveparents.org.uk

This SEND Information Report was last updated in March 2019 and will be reviewed and updated annually.

