



Special Educational Needs and Disability (SEND) Information Report



March 2019

1 The kinds of special educational needs for which provision is made at the school

Hutton Cranswick Primary School is a mainstream school that offers provision for children from ages 4-11. It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to social and economic well-being in adult life.

2 Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs

Pupil progress will be monitored by teacher observation of performance in the classroom, National Curriculum assessments and tracking. If the teacher considers, or tests indicate, that a child is having difficulties with the curriculum, they will share their concerns with parents or carers and the Special Educational Needs Co-ordinator (SENCo). The support in place and the child's progress will be carefully monitored to identify the child's barriers to learning.

If teachers and parents or carers agree that the child would benefit from additional support, suitable interventions and resources will be identified to address the area of difficulty, and this will be recorded on a SEND Passport.

The child will be put on the school's Special Educational Register at 'SEN Support' outlining the nature of the concern and indicating that they are receiving additional support within the school. The SENCo will then work with staff to ensure that each child receives support to address their individual needs.

The first point of contact should be the class teacher with any concerns. There are three parents meetings for children with SEND that are held throughout the year, however, at Hutton Cranswick Primary School the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SENCo who would be happy to answer any questions or deal with any concerns.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHCP (Educational Health Care Plans), including:

(a) How the school evaluates the effectiveness of its provision for such pupils

Children's progress is monitored continuously throughout the year. There are also formal teacher assessments that are carried out termly to assess children's understanding of reading, spelling, writing and mathematics. If a child is not making the expected progress either the class teacher/SENCo/Senior Leadership Team will identify these children. Appropriate interventions are then offered to allow children to 'catch up'. The intervention programmes that take place are monitored carefully to ensure that a child is making progress. If they are not then the intervention is changed to something more suitable for the child's needs. There is also provision mapping in place to track effectiveness.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

A child's progress is assessed by the professionals continuously. However, there are several points during the year where children's progress is reviewed more formally. This is done by using more standardised tests that assess reading, writing, mathematics and spelling.

In addition, if a child is on the SEND register there is a 'Passport' meeting which is held with the SENCo, class teacher and parents or carers each term. At this meeting parents are given the opportunity to discuss their child's progress along with any new targets that are set for them. If a child has an Educational Health care Plan (EHCP) they will have an annual review each year to discuss progress over a year and to set and agree new targets. It is at this meeting that school staff and outside agencies will be invited to attend and make contributions.

The school's approach to teaching pupils with special educational needs

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognising the contribution they can make and their right to social and economic well-being in later life.

The school support this aim by:

- Planning curriculum delivery to meet the needs of all pupils by considering different learning styles and differentiating tasks
- Identifying barriers to learning and participation
- Working with parents or carers to identify and meet children's needs
- Assessing children's needs by testing and observation
- Providing staff with appropriate special educational needs training and information
- Monitoring children's progress using Passports, to be reviewed three times a year
- Working in co-operation with the LA and other agencies
- Seeking advice and support from outside experts as appropriate
- Involving children in planning, support, target setting and reviewing progress

(c) How the school adapts the curriculum and learning environment for pupils with special educational needs

All teachers at Hutton Cranswick Primary School are teachers of children with SEND. Lessons are made accessible for all by using a number of strategies including use of different resources, use of additional adults and different tasks.

At Hutton Cranswick Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

(d) Additional support for learning that is available to pupils with special educational needs

We have many interventions that run during school. The concept behind these programmes is to assist children in closing the gaps in their learning. Not all children respond to a particular intervention so at times it is necessary to modify them slightly or try a new approach.

Although all teachers at Hutton Cranswick Primary School are teachers of children with SEND there are times when extra support is needed to ensure children reach their full potential. One way of doing this is by providing quality teaching assistant (TA) support. All TAs work with teachers and the SENCo to ensure that the needs of the children are met by providing various intervention programmes as well as support in the classroom.

We welcome the support of outside agencies and work closely with the staff from the Educational Psychology Team, Behavioural Support Team, Speech and Language service, Child and Adolescent Mental Health (CAMHS), Youth and Family Support Workers, Children's Centre, Education Service for Physical Disability (ESPD), Integrated Sensory Support Service, Social Care and Occupational Therapy.

(e) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We have a number of facilities that are available for all of our pupils. These include lunchtime clubs and after school clubs. We also have an ELSA room in school which is a quiet, calm space that can be used for interventions throughout the day.

(f) Support that is available for improving the emotional and social development of pupils with special educational needs

Children across school are taught lessons from HeartSmart. This is a programme that is used to support children in building their emotional health and resilience. In addition, nurture groups, friendship groups and social skills groups are also available.

In school we also have two members of staff trained as ELSAs (Emotional Literacy Support Assistants). ELSA sessions can support a child who is struggling with on-going emotional difficulties that may be impacting their ability to learn. They can also support children with extremely emotive situations such as bereavement.

Also available in the school is a library area and an ICT suite which can offer support to children with SEND.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Co-ordinator:

Mrs Claire Leeks
Tel: 01377 270482
Email: claireanderson@huttoncranswick.eriding.net

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Staff development is very important at Hutton Cranswick Primary School and as such we spend a great deal of time investing in professional development for all staff. Training has covered dyslexia, effective use of teaching assistants, autistic spectrum conditions awareness, speech and language, guided reading, writing, mathematic strategies, effective use of SEND Passports, Precision Teaching, wellbeing and attachment.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child

We have an open door policy which means that parents or carers are always welcome to come into school to discuss their child's progress or any concerns that they may have. We work with many outside agencies who are able to support parents or carers of children with specific needs. In addition, if a child is on the

SEND register there is a 'Passport' meeting which is held with the SENCo, class teacher and parents or carers each term. At this meeting parents are given the opportunity to discuss their child's progress along with any new targets that are set for them. If a child has an EHCP they will have an annual review each year to discuss progress over a year and to set and agree new targets. It is at this meeting that the school staff and outside agencies will be invited to attend and make contributions.

8 The arrangements for consulting young people with special educational needs about, and involving them in their education

Children are asked to contribute towards their 'Passport' by identifying what they feel they are good at and any areas they feel they require support to improve. Furthermore, the targets set out on this passport are directly related to class literacy or numeracy targets to ensure the targets are meaningful and 'smart'. If a child's area of need is social/emotional these targets are discussed and agreed with the child. The 'Passport' is written in child friendly language which can be easily understood.

9 Any arrangements made by the governing body of the proprietor relating to the treatment of complaints from parents or pupils with special educational needs concerning the provision made at the school.

A parent's first point of contact should be the class teacher. There are three parents evenings held throughout the year, however, at Hutton Cranswick Primary School the teaching staff are always happy to discuss children's progress and attainment at any point in the year. Parents can also contact the school SENCo who would be happy to answer any questions or concerns you may have.

Parents who wish to complain are strongly encouraged to speak initially to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is about the Head Teacher, the parent would be directed to the school's Complaints Procedure.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

In order to meet the individual needs of a child we will work with, or seek advice from, an Educational Psychologist, Behaviour Support advisory teacher, Speech and Language Therapist or a Health colleague to support children's academic and social progress.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Speech and Language Services – 01482 223191
Special Educational Needs – 01482 392254
East Riding Parent Partnership Service – 01482 392108
Family Information Service Hub – 01482 396469

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

There are a number of transition meetings, which take place throughout the school. In Year 6 meetings take place between ourselves and the feeder secondary schools. These meetings are held to share data, attendance, Passports, EHCPs and pastoral information.

We believe in early intervention and close liaisons with Hutton Cranswick Play Group and the other feeder nurseries are important and are held in the Summer Term before your child starts Reception in September. The Early Response Team will be included in these if necessary.

In terms of transition between year groups, systems are in place to ensure that the following class teacher is aware of specific needs and next steps in learning. For example, they attend the Summer Term annual review for children with EHCPs and also attend the Passport review session which is held with parents.

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

The Local Offer responds to concerns that are difficult to find information about what support is available and how to access it. The Children and Families Bill requires all local authorities to publish, in one place, information about provision in their area for children and young people from 0-25 who have SEND – a Local Offer.

The Local Offer must include information the council thinks will be useful for children and young people with SEN that they are responsible for. Information for provision both inside and outside of the local area must be provided, including relevant regional and national specialist provision.

The Local Offer for the East Riding of Yorkshire can be found here (as well as in the SEND section of our website):

<http://www.eastriding.gov.uk/living/children-and-families/the-family-information-servicehub/special-educational-needs-and-disabilities-send/>