

# **HYDE CHURCH OF ENGLAND PRIMARY SCHOOL – SEN INFORMATION REPORT**

## **2019-20**

### **What type of school is Hyde Primary School?**

Hyde Church of England Primary School is a mainstream, denominational, community primary school catering for children who are rising five year olds to eleven years of age. Our school embraces the concept of uniqueness and welcomes all children regardless of ability, race, colour or creed. All children are included in all learning and extra-curricular opportunities.

### **Who should I contact if my child has SEND and I am considering this school for my child?**

The name of the Special Needs Coordinator (SENDCo) at Hyde Primary School is Mrs Sarah Close. She can be contacted at the school via the school office.

### **How does the school know that my child may need extra help?**

As a school we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where extra support is needed.

A class teacher or other staff member may identify a child because s/he is encountering barriers to accessing learning and making progress or because the child is performing at below age expected levels. To identify children who have SEND we measure progress by:

- The outcomes of assessment made against the Early Years Foundation Stage
- Referring to the child's performance monitored by the class teacher as part of on-going observation and assessment
- Progress against the objectives specified in the National Curriculum in relation to their performance against the expected levels for each child's year group
- Use of standardised screening and assessment tools.

A child may also be identified as having additional needs where their social or emotional welfare is causing concern.

In relation to an area of concern, and with the permission of parents, a child can be discussed and/or referred to outside agencies or health professionals by the school. These agencies may be helpful in the identification of SEND, and in providing advice and support in relation to the child's needs and may include the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, the Child and Adolescent Mental Health Service (CAMHS) etc. The school will then work in partnership with parents and the outside agency to support the child's needs.

Additionally, where a child has an identified need that is brought to the school's attention before the child is on role at Hyde Church of England Primary School, the school will liaise with a child's previous educational setting, such as a play group or other school.

## **What do I do if I think my child has SEN?**

We are open and responsive to expressions of concern by parents and take account of any information provided by parents about their children.

If you have general concerns regarding your child the first step would be to arrange a meeting with your child's class teacher. The teacher may bring the parent's concerns to the attention of the SENDCo or another appropriate member of staff. Where appropriate, the concerns will be investigated and parents will be contacted with any feedback. The SENDCo can also be available at parent's evenings should you wish to make an appointment.

## **How will the school support my child?**

All children with SEND are fully integrated into the school and the class teacher will plan and offer a differentiated curriculum matched to the needs of the individual child. All children should have access to the National Curriculum unless other provisions have been made in an Education Health and Care Plan (EHCP). Under the class teacher's supervision, and when available and appropriate, Learning Support Assistants will aid small group or one-to-one work. Where a child needs greater amounts of one-to-one work, s/he may need to work in another suitable environment which may be away from the child's usual classroom.

Additionally, the school will try to offer advice to parents, who can in turn better support their children. This could be in the form of parent advice and help sheets and directing parents to other organisations, as well as meetings with the school with regard to their child's needs.

Additionally, provision is made for all children with SEND to ensure full access to after school activities, off-site visits (in line with Hampshire County Council's guidance for off-site activities) and school sponsored events.

## **How will the school match the learning needs to the needs of my child?**

All of the learning opportunities children experience at Hyde Church of England Primary School are differentiated and tailored to suit their needs. Learning can be "differentiated by task", where the child is given a different activity to complete to enable them to meet the same objective as their peers. Alternatively, differentiation may be "by outcome", where the child completes a task to the best of his/her ability that has been set for the majority of the group. Differentiation can also be "by support", where the level of support that a child receives during the lesson may be different to others, but appropriate for that child. Using different types of differentiation enables children to learn and achieve in a way that is appropriate for the individual child.

## **How will the school decide what and how much extra support my child needs?**

In the first instance, the class teacher, in discussion with the Headteacher and/or SENDCo, will identify any additional learning needs that a child might have. On occasion,

parents may share their observations and/or experiences with the class teacher which may prompt a discussion with the SENDCo. If it is then thought to be appropriate for the child to have additional support, the type of intervention to help to address the child's need will then be identified, so that the individual child is able to access the additional provision. Different children will require different levels and types of support. The support a child receives will be monitored carefully and discussed with parents and carers throughout the academic year. Additionally, throughout any statutory assessments (such as the end of Key Stage assessments), children with SEND may be eligible for support to enable them to access the assessments (for example, the use of a reader in maths assessments).

### **How are resources allocated to match the needs of pupils?**

We ensure that the needs of children with SEND are met to the best of the school's ability with the funds that are available. Support is offered on a needs basis. The children who have the most complex needs are given the most support. We may use a range of assessment tools and support programmes that are used to support the different needs of children.

### **How will I know how well my child is doing?**

The school sends annual reports to parents and carers. There are opportunities to attend termly open evenings, when you have the opportunity to look at your child's work and talk to their teacher. You will also be given the opportunity to find out how your child has done in statutory tests such as the Year 1 Phonics Test and end of Key Stage Assessments. On a day to day basis, children may earn stickers or team points for good work and certificates are awarded to class members on a weekly basis.

Additionally, if your child has SEND there will be termly opportunities to discuss the strategies employed to enable your child to progress, which will be recorded on a Personal Plan. Only strategies which are *additional to* or *different from* the differentiated curriculum are recorded. The Personal Plan will include information about the short term targets set for the child, the teaching strategies used and how parents can support their child at home, the provision to be put in place, when the plan is to be reviewed, success criteria and outcomes (to be added when the Personal Plan is reviewed).

### **How will the school support my child's overall well-being?**

#### Pastoral and Social well-being

The child's teacher is responsible for your child's pastoral care. Other members of staff may also support your child. Additional support for children's well-being will include opportunities for individual children or groups to explore any issues which may concern them. The school also has a trained Emotional Literacy Support Assistant, (E.L.S.A.), available to work with individuals and small groups as necessary.

#### Medical Support and First Aid

As the need arises, and in consultation with the school, some medical needs can be met.

In certain circumstances, where children may require on-going medical support, such as regular injections throughout the day, or the administering of prescribed medicines on a daily basis, a named person will be made responsible for this. That member of staff will liaise with parents and the school nurse and undergo appropriate training as necessary. Where personal care is needed, this will be provided if the school is able to meet the level of the needs of the pupil.

Arrangements regarding first aid provision are set out in our First Aid Policy. The names and locations of the first aid trained staff on site are listed in the First Aid policy and also clearly signposted around the school. First aid is never administered by anyone except the first aid trained staff with in-date training certification, operating within the parameters of their training.

### Behaviour

All children will be supported to enable them to meet the requirements of the school's behaviour policy. If a child has on going difficulties in this area, the parents will be invited to discuss this with the child's class teacher and/or the Head Teacher. If necessary, and with the permission of parents/carers, the school may seek the advice and support of outside agencies, including the Hampshire Behaviour Support Service. An Individual Behaviour Support Plan, with targets for helping the child to improve his/her behaviour may be drawn up by the school, in partnership with parents or carers and outside agencies. This will be reviewed at least termly. Children who need behavioural support are not necessarily children with a SEND. However, this does not preclude a child who needs behavioural support also meeting the criteria for SEN support.

### Attendance and Punctuality

The attendance and punctuality of all children is monitored and if there are issues with this, the school will contact parents and carers for a discussion to see if the school can support in resolving the problem. If the problem cannot be resolved, then the New Forest Family Support Service or the early Help Hub may be asked to support the family with the particular problem.

### **How will the school share information with you?**

The school has an "open door" policy where parents are encouraged to feel they may come in to discuss their children. In certain circumstances, the school will be able to see parents the same day or, if mutually acceptable, an appointment may be made for another day. Similarly, if there is a specific issue concerning your child, the school will contact you to arrange a mutually convenient time for you to come into school.

General information about day to day activities that the children are involved in is available on the school website. There are regular newsletters, which are on the website, and which may be sent or emailed to you.

Personal Plans will be formally reviewed at least termly by the class teacher in consultation with the SENDCo and shared with the child's parents. When reviewing the Personal Plan we will consider the progress made by the pupil, the parents' views, the pupil's views and the effectiveness of the Personal Plan as measured against success criteria. We will also consider any specific access issues which impact on the child's

progress and any updated information and advice. Following the review, new targets may be set on a further Personal Plan.

Success criteria will be set against realistic expected progress for each individual child, taking into account the nature and level of intervention. Where an intervention is having less than expected impact on educational progress, factors that may be affecting progress will be reviewed.

Additionally, in certain circumstances, a child may have a home/school book. This will be set up in collaboration with the parents for the benefit of the child, and with the purpose of sharing relevant day to day information.

Further, the SEN Governor will monitor the effectiveness of the provision and pupil progress. Where requested, the SEN Governor will meet with parents to discuss progress.

Additional support for children's well-being will include opportunities for individual children or groups to explore any issues which may concern them within class.

### **How will my child be able to contribute their views?**

As a school, children are frequently encouraged to share their views about their learning. Children identified as having SEND or that require additional help in school will be encouraged to contribute their views concerning their educational targets and well-being.

### **What expertise does the school have?**

Mrs Sarah Close is the SENDCo for the school. She is closely involved in the development of the SEND policy and provision and, in collaboration with the other staff members and/or outside agencies, may identify children with SEND.

Together with the relevant teachers, the SENDCo will liaise with the local preschools and secondary schools. Working with the Head Teacher, the SENDCo will have responsibility for the implementation of the school's SEND policy and for co-ordinating provision for children with SEND, as well as establishing and maintaining a register of children with SEND.

The SENDCo will attend relevant in-service training as deemed relevant and necessary by the school, and in conjunction with the school's overall development plan. Mrs Close **has** the statutory National Award for SENCOs.

Currently, the school has a member of staff with expertise to support children with speech and language difficulties. The school can also access outside agencies including health, therapy and social care, and behaviour support services as needed.

The school also has a trained Emotional Literacy Support Assistant who is able to work with small groups and individuals as necessary.

Should a child have needs for which the school does not have staff with expertise, the school would make every effort to access appropriate training for staff so that the child could be supported.

## **How accessible is the educational setting of Hyde Church of England Primary School both indoors and outdoors?**

We aim to be as inclusive as possible. However, due to the constraints of the school building and its external environment, it is not possible to provide wheelchair access. Unfortunately, we are not able to offer disabled changing or toilet facilities.

## **How will the school ensure that my child is included in all aspects of school life?**

Within the classroom, we will try to provide any necessary specialist equipment or adapted materials to access the curriculum. If the school is unable to provide equipment we may, with the permission of parents, liaise with outside agencies to advise us. These agencies may assist in providing equipment as necessary.

When activities outside the classroom are arranged, such as trips, clubs, sports days etc., a full risk assessment of the site, activity and children's needs is carried out. Parents are contacted and appropriate adaptations, resources or expertise are put in place.

## **How are parents/carers currently involved in our school?**

All parents are fully included in new parent's visits, parent consultation evenings and any other relevant school meetings and activities. Additionally, parents/carers of children with SEND will be invited to meet with the SENDCo where necessary.

Children identified as having Special Educational Needs or that require additional help in school will be encouraged to contribute their views concerning their educational targets and well-being. Their views will be sought before meetings linked to their SEND. The school also encourages all pupils to contribute their views through the school council.

## **What steps should I take if I have concern about the school's SEND provision?**

The first point of contact should be with the class teacher. If you are unable to resolve your concerns an appointment should be made with the Head Teacher. In the event of continued concern, **please contact the SEND Governor via the school office.**

Any formal complaints should be made following the school's formal complaints procedure which can be found on the school website, or at the school office.

## **How will the school prepare my child to join the school or transfer to a new school?**

At the end of Key Stage 2, when pupils are moving onto secondary school, there is a transition programme which enables pupils to visit their new school, often several times. Extra visits or taster sessions can be arranged where needed for students and parents or carers. If the child has SEND, the SENDCos of the schools will meet to discuss the child to ensure that the next school has relevant information and the transition is as smooth as possible for the pupil. Keyworkers from the next school may visit children in their current setting if appropriate. Students with a statement of SEND or an Education and Health

Care Plan may have additional or different transition arrangements and the SENDCo of the new school may well attend the Year 6 Annual Review.

For students who leave the school during Key Stage One or Two, records will be passed to the child's next school, and the SENDCo may speak to relevant staff in the receiving school, in order to secure a smooth and effective transfer

**Where can I get further information about services for my child?**

Please follow the link on the school website to find information about the Hampshire County Council Local Offer.