

HEMPSTED CHURCH OF ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Growing Together in God's Love



At Hempsted Church of England Primary School, as an inclusive school, we strive to support all children to enable them to achieve at school. We will aspire to achieve our unique God given potential by **'living life to the full' (John 10:10)**.

Guided by our Christian values and ethos, that underpin all that we do, we aim to provide an inspiring education for all children, enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.

We believe in 'Quality First Teaching' for all children, along with the highest possible expectations, ensuring that all teaching is built on your child's existing knowledge and skills. In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets and potential. ***"I can do all things through God who strengthens me." Philippians 4:13***

The responsibilities of the Special Needs Co-ordinator (SENDCo) – Mrs A Middleton

Our SENDCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. She liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. She regularly has contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEND matters please book an appointment to speak with Mrs Middleton.

Our School Information Report

All Gloucestershire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and they are supported by the Local Authority in doing so.

Schools are required to publish information about the services and support they provide for children with disabilities and Special Educational Needs. This known as the 'Local Offer'. The intention is to offer choice and transparency in what is available for families as well as proving a resource for professionals locally. The information provided should enable parents and carers to make decisions about how to best support their child's needs.

Further information can be found at Glos Families Directory
www.glosfamiliesdirectory.org.uk

Hempsted Church of England Primary School – Special Educational Needs and Disabilities (SEND) INFORMATION REPORT 2022 - 2023

1. What kinds of Special Educational Needs might children at our school have?

Children are at the heart of our school and we treat all children as individuals. As a result, we educate children with a range of additional needs and disabilities, as long as our setting has the resources to provide them with an appropriate education. We deliver a stimulating and inclusive curriculum that values the differences between individual children and supports them to achieve their full potential. As part of this, we support children across the four areas of SEND need:

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory
- Social, Emotional and Mental Health

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they find it hard to say; what they want or need, understand what is said to them or what they have been asked to do and they may not understand the social rules of communication. Also children with an Autistic Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social communication. They may also experience difficulties with language, communication, social interaction and communication, which can have an impact on how they relate to others.

Cognition and Learning

Learning difficulties in this area cover a wide range of needs including;

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), where children are likely to need support in areas of the curriculum and have difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD), where children have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions including dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include; becoming withdrawn or isolated and displaying changing, disruptive and disturbing behaviours. These behaviours

may reflect underlying mental health difficulties such as anxiety and depression, self-harm, eating disorders and other physical symptoms that are not medically explained. Also included in this category are children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), and attachment disorder.

Sensory and/or physical needs

Some children require special educational provision, because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Many children with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/ or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the available opportunities available to their peers.

2. How are Special Educational Needs identified?

At Hempsted C of E Primary School, we believe that early identification and intervention is vital and we endeavour to put provision in place as early as possible.

We identify a child with SEN in a variety of ways, usually through a combination of ways, which may include some of the following;

- Liaison with pre-school/ previous school
- Child performing below age related expectations (ARE)
- Low performance in standardised tests
- Observations in the class or the playground
- Concerns raised by a parent/ carer
- Concerns raised by a teacher or member of staff at school
- Liaison with external agencies e.g. Advisory Teaching Service for a physical/ sensory issue, speech and language therapist
- Health diagnosis through a Paediatrician
- Children with an EHCP (Education, Health and Care Plan) already have their needs identified and we make short term plans to accommodate these.

Our aim is for all children to achieve their full potential, regardless of what additional needs they have. Sometimes, this will be through additional resources and targeted work within the classroom, alongside quality first teaching. Staff have a flowchart of intervention to follow, to ensure that the correct level of support and intervention is put in place at each stage.

If teachers/ school staff feel that pupils are having difficulties in class or at playtimes, or are not making the expected progress, they will raise this with the SENDCo (Mrs Middleton) who over the following 6 weeks will observe the child, monitor their progress and hold discussions with the teachers and TAs about appropriate provision. If your child has been identified as having SEND, the class teacher and SENDCo will ask to meet with you, in order to set targets for the child. This document is called a 'My Plan'.

It is important to note that, even if your child is identified as needing additional support, it does not mean that they will always be on the SEND register. Some children only need additional support for a limited period of time.

The class teacher and SENDCo will review children's progress and needs at regular intervals, depending on the level of support they are on.

What different kinds of support are available for children with SEND?

At Hempsted Church of England Primary School we follow a 'Waves of Support' approach as outlined in Gloucestershire's Intervention Guidance.

Wave 1 (Universal Provision)

Class teachers will be constantly monitoring children in their care, using high **quality first teaching**. If a class teacher feels that a pupil's progress is of concern, further in class support and curriculum differentiations are put in place. This means that they will use a variety of teaching styles and approaches, so that your child is fully involved in learning in class. This may involve additional support in understanding the task, help in completing the task e.g. scribing, differentiated actual task and expectations, different methods of response, eg. charts, pictures, taping, typing, additional support materials, appropriate seating, visual support, suggestions from outside agencies and more practical learning or the adaptation of some resources.

They will ensure that all teaching is based on building on what your child already knows and can do.

Wave 2 (Targeted Provision)

If at this point the child is still not making the desired progress, the class teacher will consult with the SENDCo for further support. This may take the form of further in class support strategies or may be short term small group support which will then be monitored over time. If the child then is able to make progress, this support will only be needed as a short term 'booster'.

Wave 3 – (Specialist Provision) Children on the SEN register as SEN support

My Plan

If 'Wave 2' support is not meeting the child's needs, the child is considered to have Special Educational Needs, in the category of 'SEN support' and their needs are discussed in greater depth with the child, parents, SENDCo and class teacher and a My Plan is created. The 'My Plan' will identify up to 4 needs and SMART outcomes to meet these needs, along with interventions, strategies and resources required.

These outcomes will be reviewed 3 times a year to assess their effectiveness and new outcomes planned. This may also involve monitoring and support from a single outside agency such as the Advisory Teacher Service.

My Plan +

Where it is felt that the support on a My Plan is not meeting the child's need sufficiently or a child's needs are more complex and advice is needed from a range of outside agencies, a My Plan+ is put in place. This involves information gathering to create a picture of all aspects of a child's life and will set out a multi-agency approach to support collated together in a 'My Assessment' document. You may be asked to give your permission for the school to refer your child to a specialist professional E.g Speech Therapist or Educational Psychologist. This will help the school understand your child's specific needs and be able to support them more effectively in school. Dates for reviewing these at a 'Team Around the Child Meeting' (TAC) are set individually, and all involved are invited to attend and contribute.

Specified Individual support – EHCP (Education, Health and Care Plan)

The school (or yourself) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process of about 20 weeks.

After the school has sent in the request to the Local Authority (with a lot of information about your child, including some information from you) they will decide if your child's needs are complex enough to need an EHC Plan. If this is the case they will ask you and all of the professionals involved with your child to write reports outlining your child's needs.

After the reports have all been sent in to the Local Authority, they will decide if your child's needs are severe, complex or lifelong. If this is the case then they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support they are providing and set up a meeting in school to ensure a plan is in place to ensure that your child makes as much progress as possible.

If granted, the EHC Plan will outline an amount of funding the school will receive from the Local Authority in order to fulfil the needs and targets specified in the EHC Plan. They give suggestions for how the support could be used and what strategies must be put in place, including long and short term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

EHC Plans are reviewed annually but 3 times a year an EHCP Short Term Target Plan will be derived from it, with shorter term outcomes.

Who will be working with my child?

Within our school your child will have a class teacher and sometimes a teaching assistant. The class teacher will oversee, plan and work with each child with SEND in their class to ensure appropriate progress is made. They will liaise with the SENDCo who will be overseeing the SEND provision.

As part of this they may be part of **specific small group work**. This may be held inside the classroom or outside by the SENDCo, teacher, or most often HLTA or TA, who has had training/support to run these groups.

These are often called 'intervention' groups by schools.

Occasionally a pupil may need more expert support from an outside agency such as the Advisory Teachers Service, Paediatrician etc. If deemed necessary a referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This is usually delivered by a TA in school.

If their needs are more pastoral or social and emotional, then the school Pastoral Team comprising of Mrs Middleton (SENDCo) and Mrs Subryan (Pastoral Lead) or Mrs Laughton (Parish Children and Families Worker) may be working with them either 1:1 or in groups.

How will we know if the provision and support has had an impact?

- By evidence that the child is making impact academically against national/ age related expectations and that the gap is narrowing between themselves and their peers
- By assessing a child both pre and post intervention work to assess levels of progress made and the impact of that intervention for that child
- By reviewing a child's targets on a My Plan/ +, EHCP short term targets and ensure that they are being met and if not that they are adapted.
- Through verbal feedback from the child, parents and teachers.
- Ultimately by children moving off the SEN register when they have made sufficient and sustained progress.

How do we assess and evaluate the provision that has been arranged for your child and the progress they are making?

- Intervention evaluations are completed by all staff leading additional support groups.
- Pre key stage levels are used to measure progress for some SEND pupils.
- Age Related Expectations are detailed in the National Curriculum and are used to measure progress for some SEND pupils. This may involve working on objectives from previous school years.
- Termly progress meetings are held with class teachers and members of the Senior Leadership Team and provision timetables are updated. These are then monitored by the SENDCo.
- 'Juniper Sonar Tracker' (Pupil online tracker) is used to record, monitor and analyse assessment data for core subjects (reading, writing and maths). This is monitored by the SENDCo termly.
- 2x yearly we use standardised tests for Reading and Maths.
- My Plan, My Plan +, and EHCP Short Term Target reviews are held for all SEND pupils termly.
- Information is shared with parents at parent consultation evenings and through their child's annual report.

Which Specialist Services are available for additional support for my child?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies regularly used by the school include:

- Educational Psychologist
- Advisory Teaching Service (Cognition and Learning, Communication and Interaction, Visually Impaired, Hearing Impaired and Physical Difficulties)
- SALT (Speech and Language Therapists)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapists
- Social Care
- Child Protection Advisors
- Health – Consultant Paediatricians
- School Nurse
- Family Support Workers (Families Forest Plus and Barnardos)
- Play Therapist
- Tappy Twins
- GFAPs (Gloucester and Forest Alternative Provision) Outreach
- Outreach from local Special Schools

What should I do if I think my child has Special Educational Needs? How can I raise concerns?

Talk to us - If you have concerns about your child's academic progress or their social, emotional and mental health needs, you should first share this concern with your child's teacher. The class teacher will then alert the SENDCo (Mrs Middleton) and Pastoral Lead (Mrs Subryan) and they will arrange a meeting or a telephone conversation to discuss your concerns and establish a way forward.

If you have any further concerns then contact Mr Waller (Head Teacher) or Mr Dewick (SEND Governor) making an appointment via the school office.

How will our school include parents and children when planning support?

As a parent, you understand your child and their needs and this makes you one of the school's greatest resources in addressing their special educational needs. We operate an open door policy so parents are able to speak with staff members at a mutually convenient time to discuss how to support your child both at home and at school.

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents evenings
- During discussions with Mrs Middleton or other professionals
- During 3x yearly (termly) My Plan/My Plan + Review and EHCP Short Term Target Setting Meetings
- During the annual EHCP review meetings

Any information from outside professionals will be sent to you (reports etc.). Sometimes these can be complicated and it can make things clearer to talk to someone. If you would like to discuss these further, then please contact the SENDCo to arrange a meeting with you.

In addition: If you need support completing paperwork or in applying for an EHC Plan, SENDIASS (Parent Support) will ensure you fully understand the process and even support with paperwork and attend meetings with you.

What training have the staff supporting children with SEND had or currently having?

The school has a duty to provide continual professional development for all staff in order to improve the teaching and learning of all children. All staff are regularly trained through a variety of internal and external provision in order to raise their awareness and develop their understanding. Termly the SENDCo meets with TAs delivering specific interventions to discuss issues and check consistency of delivery. Teachers also attend staff meetings throughout the year, which are linked to areas of development that have been identified by the SENDCo

Different members of staff have received training related to SEND. These have included sessions on supporting children with: social and emotional needs, speech and language difficulties, physical and co-ordination needs and children on the autistic spectrum. Training needs are tailored towards the highest incidence of needs within a cohort/class.

Mrs Subryan (Pastoral Lead) is trained in exploring emotional needs using Lego. Mrs Middleton (SENDCo) has the National Qualification for SENDCos and is qualified to deliver Drawing and Talking, Therapeutic Story Writing and Story Links. The SENDCo regularly attends SENDCo cluster meetings and other training opportunities to keep up to date with the latest developments in local and national policy and practice.

What provision is available for children at our school with physical disabilities?

When children with physical disabilities join our school, we immediately seek support from the relevant advisory teacher to gain a better understanding of the needs and to ensure the correct provision is put in place. We also work alongside occupational therapists and physiotherapists to make sure that we have access to all of the necessary equipment to allow each child to access the curriculum. This equipment may include steps, equipment for exercises or resources to help them with reading and writing.

TAs who work alongside pupils with a physical disability receive regular training from relevant agencies to ensure that they are fully able to support the needs of the pupil. As a school, we ensure that our school environment is as accessible as possible. This includes making sure that all pupils are able to navigate the school environment and access resources alongside their peers (see the Accessibility Plan for more information).

How does our school provide support children with medical needs?

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. These are updated annually.

How does our school provide support to improve the emotional and social developments of our SEND pupils?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. Members of staff such as the class teacher and SENDCo are readily available for pupils who wish to discuss issues and concerns.

The Pastoral Team (Mrs Middleton SENDCo and Mrs Subryan Pastoral Lead) meet at least 3x weekly to discuss any issues that have arisen and how support can be provided for both children and their families.

The Pastoral Team hold a weekly Coffee Morning for parents to attend and they can share any concerns about any social and emotional issues that they and their children may be experiencing. This is run jointly with the Parish Pastoral Team, who are also on call for support during the school holidays for our families.

We also have a Parish Hempsted Children and Families Worker – Mrs Rachel Laughton. She helps families identified within the parish and children within school.

How accessible is our school site?

Our school is inclusive and accessible to all children, including those with specific physical disabilities. As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school where necessary to make the building accessible to all.
- 1 toilet adapted for disabled users.
- Disabled parking spaces.
- Hearing Loop in the Hall.
- We are a single storey site.
- We ensure that the equipment used is accessible to all children regardless of their needs.

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

As part of our inclusive curriculum, enrichment activities, extra-curricular activities and school trips (including residential trips) are available to all pupils, with any extra SEND provision being made where applicable. Risk assessments are carried out and procedures are put in place to enable all children to participate. Some children may need 1:1 support which will be covered if they have an EHC Plan.

We have a Breakfast Club and an After School Club on site daily run by familiar school staff.

How will the school prepare and support my child when joining the school or transferring to another school

We recognise that 'moving on' can be difficult time for children with Special Educational Needs. We have many strategies in place to enable the pupil's transition to be as smooth as possible. These include:

Some children who join our school have already been identified as having SEND. We work closely with our feeder nurseries/pre-schools to ensure that these children transition smoothly into school. We will meet with the parents and the nursery/pre-school, to ensure that we are well prepared for the child's entry to school. Likewise, if a child enters from another school, with previously identified SEND, we will set up a transition programme for your child and attend relevant Team Around the Child (TAC) meetings, to ensure we are aware of your child's individual needs.

Secondary school staff visit pupils prior to them joining their new school. Year 6 teachers and Mrs Middleton liaise with the SENDCo from the secondary schools to pass on information regarding SEND pupils. Additional visits can be arranged for pupils who need extra time in their new school.

Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Middleton, the secondary school SENDCo, the parents/carers and where appropriate the pupil.

Where can you find our SEND policy (s) and what is the role of the governors?

Our SEND policy is available on our school website or on paper by request

The governing body is responsible for the conduct of the school and promotes high standards of educational achievement. It is the school's accountable body. As a group they monitor the effectiveness of the school, its interventions and support as well as its teaching.

The Governors of Hempsted Church of England Primary School are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures - Mrs Roxy Nichols and Mrs Sally Hebbs share this role.

The school also has a named Governor to monitor SEND – Mr Paul Dewick. He meets termly with the SENDCo in the role of support and challenge and reports back to Governors.

13. Who can you contact for further information?

If you wish to discuss your child's educational needs or are concerned about something regarding your child's schooling please contact the school office to arrange a meeting with Mrs Middleton (the SENDCo) or Headteacher Mr Waller.

If you wish to discuss your concerns further or feel that they have not been resolved, we will arrange a meeting for you with our Chair of Governors who can be contacted through the school.

If you would like further support and independent advice please contact the **Parent Partnership Service** – www.sendiassglos.org.uk

Revised September 2022

A. Middleton