



Hurworth Primary School

SEND INFORMATION REPORT

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LGB approval	
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Lingfield Education Trust

Hurworth Primary School

Special Educational Needs Information Report

About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be published on the school website and as part of Darlington Council's 'local offer'. In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report complements the school's and Lingfield Education Trust's Special Educational Needs and Disabilities Policy. We will keep this report up to date. The school's Local Governing Body will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the school office.

Who do I contact about my child's special educational needs?

Your first point of contact at Hurworth Primary School is your child's class teacher. The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

The key contacts at our school are:

Head of School	Mrs A Maddison
SENCO	Miss S Laing
HLTA	Mrs K Sellars
Chair of Governors	Mrs W Cordery
SEND Governor	Mrs E Bass
Designated Safeguarding Leads	Mrs A Maddison & Mrs J Passman
Designated Person for Looked After Children	Mrs A Maddison

Contact details:

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Tel: 01325 720028

School email: admin@hurworthprimary.com

Which children does the academy provide for?

We are a primary school and we admit pupils aged 4 to 11 years old. We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

Communication and interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.

Cognition and learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH) – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as anxiety, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. Our Admissions Policy is available on our school and trust website.

Summary of how the school meets the needs of children with SEN and disabilities

The key aim of Lingfield Education Trust and our school is to help all pupils – including those with SEN and disabilities; to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. Our school regularly assesses all of our pupils, enabling us to determine those who may have special educational needs as early as possible.

Where a child makes less than expected progress, the class teacher in conjunction with the SENCO, assess whether the child has SEN. Where a pupil is identified as having SEN, the school will plan (in conjunction with the pupil and parent/carer) the child's teaching by identifying the outcomes that are being aimed for, and by identifying and planning the provision needed to meet the outcomes. The resulting Learning Plan will then be implemented, and regularly reviewed, every half term or term depending on the targets. This cycle helps everyone to work together to continually improve the support so that the child makes at least good progress. If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the Learning plan and will involve parents and carers as well as foster carers or social workers in discussions.

How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our school will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to diminish the difference in attainment between the child and their peers;
- increases the difference in attainment

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of difficulty. In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. We have a clear approach to identifying and responding to SEN. Our school understands the importance of early identification. We aim to identify any emerging difficulties at the earliest point so that we can make effective provision to improve long-term outcomes for the child. For some children, SEN can be identified at an early age, however, for other children difficulties become evident only as they develop.

We recognise that parents know their children best, therefore we listen and understand when concerns are expressed about their child's development. Staff also listen and address any concerns raised by the children themselves. Where it is decided to provide pupils with

SEN support, the decision will be recorded in school records and we will formally notify parents. We are required to make data on the level and types of SEN in the school available to the Local Authority. This data, which is collected through the School Census, is also required to produce the national SEN information report. SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based SEN support plan (Learning Plan) is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies. Where, despite taking relevant or purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents. In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child or young person's SEN. An EHC needs assessment will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

How does the school teach and support children with SEN?

In common with all schools in Lingfield Education Trust, we set high expectations for all pupils, whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include:

- Differentiated curriculum, objectives, activities and teaching approaches
- Clarity for pupils about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well
- Use of supportive techniques such as visual timetables, modelling and demonstration
- Clear instructions and simplified language
- Support with key words and subject terminology
- Access to word processors
- Structured routines and regular reminders of whole-school/class rules
- Reward and sanctions systems that work and take account of pupils' SEND

The quality of teaching for pupils with SEN and their progress is a core part of the trust's performance management arrangements, and our school's approach to professional development for all teaching and support staff.

We record evidence of pupils' progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We will record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports them in making good progress and securing good outcomes. This is known as the graduated approach. Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach their expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, at least one school representative, a Local Authority SEN Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting, if appropriate.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to the Local Authority SEN Officer.

Where a child is looked after by the Local Authority, the academy will endeavour to synchronise EHC plan reviews with social care reviews.

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

All pupils have access to a broad and balanced curriculum which is suitable for all abilities and needs. We set high expectations for all pupils. We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN. We look at the child's level of achievement and see what support they need to make good progress and reach their potential. Our Assessment Policy is used to do this. Discussions with the child and parents are a significant and frequent part of the SEN support cycle (assess, plan, do, and review).

Adaptation of curriculum and environment

All children are encouraged to take part in as much of school life as possible and access arrangements are made accordingly.

- School has ramped access to all parts of the building, there are no upstairs levels.
- All school areas are accessible to wheelchair users.
- School has individual classrooms with a number of quiet rooms and small group work areas. School is not open plan. There are unisex toilets between each key stage two classroom and are accessible during playtimes and lunchtimes. Foundation and key stage one classrooms have their own toilet attached to their classroom.
- School has accessible toilets and a changing room in the main corridor and at the rear of the school hall.
- Other inclusion aspects within our school include enlarged fonts, visual timetables, appropriate interventions and use of Teaching Assistant support.

How are parents and carers involved in reviewing children's progress and planning support?

Parents and children are at the centre of the new SEND reforms and we aim to involve them at each stage. We use the following strategies:

- Regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home.
- Have parent governors.
- Invite parents to special assemblies and performances to celebrate their children's work.
- Hand out both parent and child questionnaires annually to ascertain views on parts of school life.
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning.
- Involve children with SEN with planning their own activities and encouraging them to share what they would like to learn and participate with.
- Ensure reviews are person centred. Systems such as school council, children being involved in setting own targets and a buddy scheme are used to ensure we capture pupil voice.
- Extend any resources that children show a preference for.
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school.
- School holds weekly pastoral meetings where extra pastoral support is planned for pupils. We offer intervention and counselling services for pupils via our leadership team.
- Fully involve parents and children in the regular reviews of Learning plans and Pupil Passports and, where applicable, in the annual review of EHC plans.

How are children involved in reviewing their progress and planning support?

We are committed to involving children with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children;
- Provide children with the information and support necessary to enable full participation in decision making;
- Support children to develop and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

How will the academy prepare and support my child to transfer to a new school/ college or the next stage of education and life?

With the right support, the great majority of children with SEN or disabilities can find work, be supported to live independently, and participate in their community. In common with all academies in the Lingfield Education Trust, we encourage these ambitions from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. For pupils transferring to Secondary school, additional support is specifically tailored to meet individual needs. This may include additional supported transitional visits.

What training do academy staff have?

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. The quality of teaching for pupils with SEND, with the progress made by pupils, is a core part of the Lingfield Education Trust's performance management arrangements and its approach to professional development for all teaching and support staff.

Expertise within the school include qualifications in:

- Autism awareness and strategies for inclusion
- Strategies for supporting children with 'dyslexia'(difficulties with reading, writing and spelling)
- PECS training
- Holding TAF meetings
- National SENCO Award
- Strategies for supporting children with 'dyspraxia '(problems with motor skills, organisation)
- Strategies for supporting children with Attachment Disorder

- Strategies to support children with challenging behaviours including Attention Deficit Hyperactivity Disorder
- Speech language and communication needs
- Social skills and emotional development
- Communicate and Print/Social Stories
- Occupational Therapy/Tree Tops
- Counselling/Supportive listening
- Social, Emotional and Mental Health
- Raising self-esteem
- LAC and SEN in Primary and Secondary provision
- SENCO attends regular SENCO network meetings as well as Nationwide Inclusion Conferences.

How does the academy measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no child underachieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. Pupil progress meetings are held every half term. This is a meeting where the class teacher meets with members of the leadership team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SEN team.

How accessible is the academy and how does the academy arrange equipment or facilities children need?

The Lingfield Education Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its Policy for Supporting Pupils with Medical Conditions. Our academy's Accessibility Plan is available on our website.

How will my child be included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the academy together with those who do not have SEN and are encouraged to participate fully in the life of the academy and in any wider community activity. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

What support will there be for my child's overall well-being and their emotional, mental and social development?

At Hurworth, we support the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We have the following provision for ensuring a high standard of emotional and social development:

- Social skills groups
- Supportive listening sessions. All teaching assistants have been trained in being able to lead these
- Counselling led by North East wellbeing
- E-safety training
- Weekly PSHE/Circle time lessons
- Targeted PE sessions for children with self-esteem issues.
- Buddy groups
- Weekly assemblies based on emotional, mental and social development
- Mental Health first aiders
- Children's Mental Health week in February to raise awareness
- Liaising with CAMHS, school counsellor and the educational psychologist

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is compiled by our lead first aid and medication practitioner (Mrs L Rusby) in consultation with parents/carers. These are discussed with all staff involved with the pupil. All of our staff receive basic first aid training, in addition to those that have full paediatric first aid training. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medication agreement (in line with the medication policy) is in place to ensure the safety of both child and staff member.

What specialist services does the academy use to support children and their families?

As part of the cycle of SEN support (assess, plan, do and review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. The academy may involve specialists at any point to advise on early identification of SEN and effective support and interventions. We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's

progress. Together, the parties agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's life as a consequence of being looked after. We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

Agencies and specialists that we collaborate with:

- Niamh Werity (Educational Psychologist)
- NHS North Tees and Hartlepool Speech and Language Therapists
- Social Communication Outreach Service
- Low Incidence Needs Service
- Stacey Goodwin (School counsellor)
- ECCDS
- Outreach service for Speech and Language
- NHS physiotherapists
- School nurse
- CDDFT (Occupational therapists)
- CAMHS
- Cognition and Learning Outreach Service

Where can I get information, advice and support?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer.

At Hurworth Primary School we are committed to the equal inclusion of all pupils in all areas of Early Years and Primary School life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Further information about the Local Offer can be found on the Darlington's People's Information Point which is an online directory: <http://darlington.fsd.org.uk>

Contact details:

01325 720028

admin@hurworthprimary.com (Main office)

slaing@hurworthprimary.com (Miss Laing - SENCO)

ksellars@hurworthprimary.com (Mrs Sellars – HLTA)

SENDIASS – SEND Information Advice Support Service *(formerly known as Parent Partnership)*

01325 405 878

<http://www.darlington.gov.uk/education-and-learning/darlington-special-educational-needs-service/information,-advice-and-support-service/>

iass@darlington.gov.uk

What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the Trust's Complaints Policy and Procedure.

Other relevant policies

Other policies that include information that may be important for pupils with SEND are:

Trust policies:

- Data protection
- Complaints Policy & Procedure
- Equality and Diversity Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Anti-Bullying & Harassment Policy
- Medical including Intimate Care Policy

School-specific policies:

- Behaviour Policy
- Child Protection Policy
- Physical Intervention Policy
- Teaching and Learning Policy
- Special Educational Needs and Disabilities Policy
- Acceptable Mobile Phone & Camera Use Policy
- Accessibility Policy
- Supporting Pupils With Medical Conditions Policy