



Hurworth Primary School

SEND Information Report

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SEND Information Report 2021-2022



Created December 2021
To be reviewed in December 2022

What is a SEND information report?

The Children and Families Act 2014 states 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 SEND. It will be published on our school's website and as part of Darlington's 'local offer.'

This report also complements the Lingfield Education Trust's and our own [Special Educational Needs and Disabilities Policy](#) which will be updated annually. Our Local Governing Body will also review this report every year and will involve the views of our parents and carers. If you wish to give feedback about the report, please contact our head teacher, Mrs Maddison, via amdaddison@hurworthprimary.com

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

Your first point of contact is your child's class teacher. You can contact them via the class email address or arrange a telephone or face to face appointment via the school office. Our 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 Plans (EHCP.) She also provides professional guidance to school staff and works closely with parents/carers and other services that provide for children in the school.

The key contacts for SEND at our school are:

Head teacher	Mrs A Maddison
SENCO	Miss S Laing
HLTA	Mrs K Sellars
Chair of Governors	Mrs W Cordery
SEND Governor	Mrs C Masheder
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

What are the types and levels of SEND in your school?

We are a small primary school that admit pupils aged 4 to 11 years old. We are an inclusive school and pride ourselves on our **'family'** ethos, where each child and their needs is understood by **all** of the school community. Children with all types of special educational needs are catered for. 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).

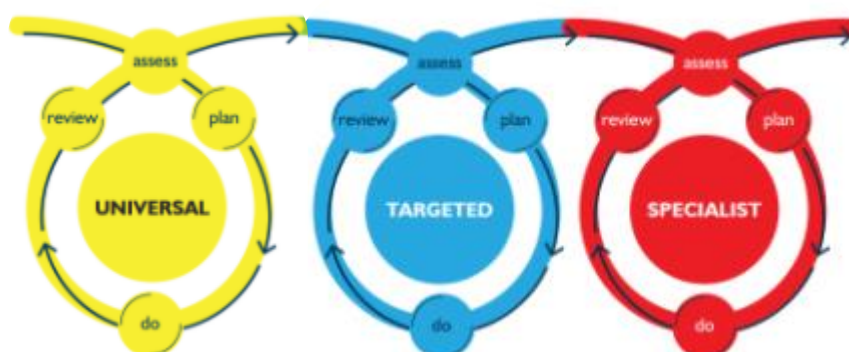
At Hurworth, we have children that have needs in the above categories, some of which who have complex needs and fall into more than one area. Whilst these four categories broadly identify the primary areas of need for children, our school will consider the needs of the **child as a whole** and not just their special educational needs.

Who decides if my child has a SEND?

At Hurworth, we aim to identify children's special educational needs **as early as possible** so that they have the best possible outcomes. *A child has SEN where their learning difficulty or disability requires special educational provision that is different from or additional to that is normally available to pupils of the same age.* As a school, we strongly believe that having a special educational need is not about seeking a label or a diagnosis; it is about ensuring the child has the right level of support in place for them to be the best version of themselves.

Our school recognises that parents know their children best, therefore we listen to and understand when concerns are expressed about their child's development. Staff also listen to and address any concerns raised by children themselves.

We have a clear approach to identifying and support children with SEND. We follow a three tier model which ensures children receive the right level of support.



Universal support

Teachers are responsible and accountable for the progress and development of **all** pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have a Special Educational Need (SEN). Teachers assess and monitor children's progress on a half termly basis using an assessment tracking tool. This helps teachers identify children not making adequate progress across areas of the curriculum. If a teacher has a concern about a child's progress, attainment or their behaviour, they will first refer to the school's 'Quality First Teach Toolkit' and the 'SEND ranges' to explore different approaches in supporting the child.

Targeted support

After 3 weeks, the teacher will review whether the different approaches have made a difference to the child. If it hasn't then the teacher will complete a standardised form, highlighting the child's strengths, difficulties and what has already been put in place to support the child. The SENCO will arrange with the class teacher to observe the child in the classroom setting and discuss what targeted support the child may need. This may be using additional resources or accessing small group/1:1 interventions designed to address the need. These additional provisions are implemented and reviewed in 6 weeks. Parents may be made aware of this level of support as they may be able to support their child at home as well.

Specialist support

Learning plans

If there is little or no progress after the targeted support, a meeting is arranged with parents to inform them of what has already been put in place and for any other concerns to be shared. A pupil passport (a profile about the child as a whole) is written by the teacher in conjunction with the child. You can see an example on the [SEND policy](#) which is on the school's website. The pupil passport can be viewed by all members of staff on the school's online portal so they understand the child's needs and are aware of how best to support them. This is updated as and when needed. A learning plan is also set up which again is written in conjunction with the child and their parents. An example of a learning plan can also be viewed in the [SEND policy](#). Up to three targets are set on these documents which are reviewed

every 6-8 weeks depending on the nature of the target. These targets are to help overcome the barriers the child is facing. Not all targets may have an academic focus. They could be based on any of the four key areas of SEND mentioned at the beginning of this document. This cycle of assess, plan do & review ensures everyone works together to continually improve the support so that the child improves the rate of progress.

At this level of support, the child would be placed on the additional needs register (with parent's consent). This is so that the SENCO and other senior leaders can monitor the progress of the child closely. It may be that other professionals such as speech and language therapists, educational psychologists and occupational therapists become involved (with parental consent) to support school with programmes or recommendations to help address the child's needs. These will be used to inform the child's learning plan. Parents are also fully involved in this process and receive the same documentation as school. Meetings are held so that all parties agree on what is best for the child. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a '*label*' or '*diagnosis*' – but more often in order for advice to be offered to help the child learn as well as they possibly can and **be their best**.

EHCP

If the needs of the child are not being met through the provision, support and actions outlined in the learning plans, a multi-agency meeting will agree to submit the appropriate evidence to the local authority, requesting a statutory assessment for an Education Health Care Plan (EHCP). An EHCP is required for children whose needs require a more **intensive level of specialist help** that cannot be met from the resources available to school. The needs of the child sit in range 4 or above in relation to the [SEND Ranges](#) from the local authority. The application for an Education, Health and Care Plan will combine information from a variety of sources such as their learning plans, specialist reports, views from the both the child and parents and also the SEND ranges. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Every child that has an EHCP will have an annual review where all professionals involved with the child will meet at school with their parents and review their long term targets, set new ones and discuss any amendments that need to be made to the EHCP document. Children with an EHCP will still have learning plans and pupil passports that will reflect the targets and information set in the EHCP document.

What additional provision can you offer a child with SEND?

One of the key aims of our school is to ensure **all pupils** – including those with SEN and disabilities; *achieve their very best and become successful, well-rounded individuals*. Most importantly, we ensure the children with SEND are **happy, motivated and make expected levels of progress** throughout their time in school. We believe that all children should have high quality teaching, adjusted to meet their individual needs.

Inclusion

At Hurworth, inclusion is at the very heart of our school because we are a family; we promote and value equality and differences, celebrate all successes and achievements and support each other when in need. We are committed to eliminating discrimination, promoting equality of opportunity and fostering positive relationships. **We do not see SEND as a barrier to accessing the curriculum.**

Through careful planning, seeking advice and making adaptations, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. As part of any school trip risk assessment, children's special educational needs are catered for to ensure they have the same quality experience as their peers. We also have children with SEND representing our school in sporting events throughout the academic year and on our school council as well.

Emotional wellbeing & social development

At Hurworth, we prioritise the emotional wellbeing and the social development of **all** children because we believe if these areas aren't addressed then the capacity to reach their full potential academically is hindered. We address these issues through our curriculum, particularly in PSHE and Computing, through our assemblies and through targeted support. Pastoral slots are allocated in our weekly staff meetings so that all staff are aware and understand the children's needs. Recent staff training has been focused on many different areas of mental health. Some of our staff members have qualifications in supporting children with mental health needs and/or are Mental Health First Aiders. All teaching assistants are trained in active listening so that they can lead 1:1 supportive listening sessions. In addition, we have a school counsellor, who attends school on a weekly basis to work with children needing more specialist support. A group of our Year 5 children are trained active leaders who dedicate their playtimes hosting games for children of all ages and needs to join in. Some of our teaching assistants lead targeted social skills groups to support those children who have difficulties in this area.

Academic support

At Hurworth, we know our children very well; their needs, their style of learning and their personality. Our teachers tailor the support needed to the individual child as we believe that it is not a 'one size fits all approach.' A child with SEND may need additional resources and adult support so that they can access the curriculum. They may need to access a different year group's curriculum if their cognitive need is more complex. Some children benefit from pre-teaching so that they have some knowledge prior to the topic being taught to the rest of the class. Others may need to regularly revisit a concept so that they are secure with it. Teachers may access advice from external professionals or request assessments to pin point specific needs. Many of the external agencies we use can provide school with programmes that the child can work through to address a particular need. We have a wealth of ICT resources that can also be used to enable children to access the curriculum. Please note that these are just some of the additional provisions that we can put in place for a child and some of these mentioned may not be applicable to the child's needs.

Transition

Our school strives to endeavour that with the right support, all children including those with SEN or disabilities can find work, be supported to live independently, and participate in their community. We encourage these ambitions from the start of the child's journey. Our SEND support includes planning and thorough preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. Our transitions are effective and child led so that the children feel prepared and are happy about the next step in their education. This is particularly applicable for children with SEND. 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 and 1:1 meetings.

Medical needs

If a child has a medical need then a detailed Care Plan is compiled by our office manager, Mrs R Kukielka, in consultation with parents. The Care Plan is then discussed with all staff involved with the child. 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, 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 the child and staff member. Many of our staff members are trained in the administration of medicines.

How will my child be assessed?

In our school, we assess children using the National Curriculum. For the core subjects, (maths, writing and reading) we use the agreed objectives designed by the trust and assess the children against the year group they are working at. In some cases, this may not be the year group that they are in. This may apply to children who have cognition and learning needs. For the foundation subjects, all children access the curriculum of the year group they are in where differentiation and additional provisions are implemented if needed.

What kind progress to children with SEND make in your school?






At Hurworth, we strive to ensure that children regardless of their needs make expected progress in their learning. Where this is not possible, other assessment tools which are broken down into smaller steps can be used. Small progress is still progress! We also do not see progress as just attainment grades on a database; children can make progress in their social development, their independence and confidence and these are just as important as their academic skills. 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 all the pupils in their class.

How would you support my child with external tests?

As previously mentioned, we have high expectations of all of our children regardless of their needs, involve them in all aspects of learning and consider the needs of the **child as a whole**; not just their special educational needs. If a child was not able access the external tests due to their needs, this would be discussed with the child's parents. In primary school, the children will encounter a phonics screening in Year 1, SATS in Year 2 & 6 and the multiplication times table check in Year 4. Depending on the child's needs, access arrangements may be put in place to support them during these tests, for example: extra time, a scribe or a room where they can work away from their peers. Again, these arrangements would be discussed with the child and their parent.





How would I (as a parent/carer) be involved in my child's education?

We firmly believe in developing a **strong partnership** with parents as this helps children with SEND to achieve their full potential and helps inform high quality teaching practises within the school, for the individual child. Our school recognises that parents have a unique overview of their child's needs and how best to support them and this gives them a key role in the partnership. We use the following approaches:

-  Have an open door policy. Parents can meet with teaching staff via appointments as and when needed.
-  Have regular meetings and discussions with parents about what teachers have planned for their child and how to link this with interests and passions demonstrated at home.
-  Listen and regard parent's opinions on how best to support their child.
-  Have formal consultations annually to ascertain views on the SEND provision within school.
-  Fully involve parents in the regular reviews of learning plans, pupil passports and, where applicable, in the annual review of EHC plans.

How would my child be involved in reviewing their progress and planning support?

As with everything at Hurworth, children are at the centre of all decisions made and their voice and opinion matters. We are committed to involving children with SEND in decisions about their learning and their time here. We use the following approaches:

-  Listen to and value the views, wishes and feelings of all 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.
-  Involve children with SEND with planning their own activities and encouraging them to share what they would like to learn and participate in.



Ensure regular observations take place in 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.



Ensure reviews are child-centred. All children with SEND are involved in the review process and comment on their new and previous targets.



Children with SEND are involved in the school council which enables them to have a voice on the provisions within the school.



Extend any resources that children show a preference for.



Hand out child-friendly questionnaires annually to ascertain views on the SEND provision within school.



Ensure children complete their pupil passports with an adult, when necessary so that all staff are aware of their current and personal needs.

What expertise in SEND does your school have?

At Hurworth, 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 school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND 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. The SEND team regularly access training in all areas of SEND and feed this back to all members of staff.

Expertise within the school include qualifications in:



Autism awareness



Strategies for supporting children with 'dyslexia' (difficulties with reading, writing and spelling)



Hosting 'Team Around the Family' meetings



National SENCO Award



Strategies for supporting children with fine and/or gross motor difficulties



Strategies to support children with challenging behaviours



Speech language and communication needs



Social skills and emotional development



Social stories



Counselling & supportive listening



Social, Emotional and Mental Health needs



Acquired brain injuries



Raising self-esteem and resilience



Bereavement



Strategies for supporting children with visual impairments.

How do you evaluate the SEND provision in your school?

Our SEND team formally consult children one to one, their parents and the staff at Hurworth at least annually to evaluate the effectiveness of the provision. As previously mentioned, the voice of the child and our parents is highly valued and we are always keen to hear feedback whether it be positive or negative. Additionally, we use our leadership team to support the SEND team in developing the provision and seek advice from other SENCOs and leaders in the trust. At Hurworth, 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.

How accessible is your school and how do you arrange equipment or facilities children need?

Our school is fully accessible. Please read our [accessibility policy](#) on the school website to find all the information you will need. In this document, it states how we adapt the environment and/or the curriculum so that all children regardless of their need have no barriers.

What do I do if I want my child to have a place at your school?

First of all, we recommend you to arrange a tour around our school so that you can see first-hand whether we are right for your child. If your child has special educational needs and you would like a place at our school, 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.

What do I do I talk to if I have a compliment or a complaint?

Our head teacher is always keen to receive feedback regarding her staff and the provision Hurworth offers. Parents can speak to Mrs Maddison at the school gate on a morning or can request a phone call or face to face appointment via the school office. If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these.

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>

SENDIASS – SEND Information Advice Support Service

01325 405878

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

iass@darlington.gov.uk

Our contact details:

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