

Name of School: Hatchell Wood Primary Date of Report: 21/10/15

SEN INFORMATION REPORT (Version: 1)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN.** The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.** The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>Hatchell Wood is a LA maintained primary school providing education for children from the age of 3- 11.</p> <p>We aim to be fully inclusive and to give every pupil the opportunity to achieve to their maximum potential by providing a broad and balanced curriculum, a flexible and differentiated programme and success in learning.</p> <p>When planning, staff provide opportunities for all pupils to achieve their full potential regardless of ability, gender, disability, social and cultural backgrounds and ethnic groups.</p> <p>Recognition is given to the fact that pupils learn at different rates and there are many factors which affect achievement, such as ability, emotional state, age and maturity.</p> <p>We know that at some time in their school career many pupils will experience difficulties which will affect their learning and these may be long or short term. We aim to identify these needs as they arise and provide the necessary teaching, learning and support to enable every child to achieve to their potential.</p>
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
<p>Kim Merritt (SENCO) – Hatchell Wood Primary 01302 538108</p> <p>James Bullock (Inclusion Manager) – Hatchell Wood Primary 01302 538108</p> <p>Jeremy Harris (Headteacher) – Hatchell Wood Primary 01302 538108</p>

Policies for identifying children and young people with SEN and assessing their needs
(list all relevant policies)

The following policies are used to support identification:

- Special Educational Needs Policy
- Inclusion Policy
- Behaviour Policy/Positive Relationships Policy
- Supporting Medical Needs Policy
- Moving and Handling Policy
- Teaching and Learning Policy
- Assessment Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

At Hatchell Wood we value the role of parents in supporting our children with SEN and work together as a team to ensure appropriate provision is made in order to meet the needs of the child. Ways we ensure this:

- Staff and parents/carers work together on shared outcomes.
- Teachers talk to parents about their concerns and vice versa.
- Parents can make appointments with the class teacher, SENCO or the head teacher to discuss the needs of their child.
- The SENCO will discuss including their child on the SEND list and what that means and involves with parents.
- At review meetings with parents, suggestions as to how parents can help at home are specific and achievable. All parents are made clear about the action to be taken, how they can help and the way the outcomes will be monitored and reviewed.
- Parents are asked to discuss their views of their child's progress at termly review meetings with the class teacher, these views are then recorded on SEN support plans.
- All SEN support plans and reviews are sent to parents after meetings.
- Regular communication between school and home ensure that concerns are promptly

acted on.

•Parents are encouraged to take part in surveys/meetings/ training on new initiatives in school so that their views are considered.

Arrangements for consulting young people with SEN and involving them in their education

Where appropriate, our school involves children in their SEN support meetings. Children's views are recorded on SEN support plans and as part of one page profiles.

Pupil voice is at the heart of our school and, throughout, leaders use this as a way of developing classroom practice and the curriculum.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

As with all areas of SEN provision, in school we use an assess, plan, do, review cycle to ensure that our children with SEN are receiving the best support and provision that they can.

Class teachers hold the main responsibility for ensuring that the provision for their children is accurate and allows them to access all areas of school life and make progress. Teachers ensure this through rigorous monitoring of progress against targets and goals, both academic and social and emotional. Teachers use SEN support plan outcomes, tracking systems and assessment for learning to monitor the effectiveness of the provision made.

Senior leaders in school evaluate the effectiveness of provision in a number of ways.

- Termly pupil progress meetings held with individual class teachers
- Termly inclusion meetings between class teachers and the Inclusion Manager to assess, plan, and review provision made
- Observations
- Learning walks
- Informal drop ins
- Data tracking
- Monitoring of SEN support plans.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

For children moving to Hall Cross Academy there is a 5 day transition period in which the children go to secondary school and follow their Y7 timetable. The staff from Hall Cross Academy and other local secondary schools will also come into school first to talk to the children about their new school. Children who are going to be attending a different secondary school will have a different timetable for transition which the school will accommodate.

Children with SEND may need extra transition and the school works closely with the secondary school to plan a sequence of transition meetings and events to ensure their needs are met. If children need travel training, the school liaise with the team for children with autism to provide this support.

Children who have an annual review in Year 5 will have staff from the secondary school attend.

Approach to teaching children and young people with SEN

Our school is an inclusive school; we value each individual child and endeavour to provide the best education possible for each and every child regardless of needs (see our equality policy for more information).

In order to do this:

- All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Staff are given CPD to improve their understanding of a range of special educational needs and are able to adapt their teaching to suit a range of needs within their class
- Class staff teams know the profile of their class and individual needs ensuring that learning activities well matched to children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged. Resources for SEN are purchased as appropriate. These are matched to the needs of the SEN children throughout the school.
- All teachers working within the school are aware of the importance of identifying and providing for those pupils who have special needs.
- All children with SEN are given access to join in the activities of the school together with pupils who do not have SEN.

- Additional support is provided by LSAs and TAs within the classrooms. Individual children with statements/Education Health and Care Plans (EHCP) are supported by LSAs within the classroom where this is appropriate to the Statement objectives and provision.

We ensure that all staff know and understand the needs of all pupils. Details of adaptations to the curriculum and environment are recorded on SEN support plans which are written by class teachers termly and identify the provision being made for children in their class at the three waves of intervention:

Wave 1- Quality First Teaching

Wave 2- Group interventions

Wave 3- Individualised provision and intervention

The teachers ensure that through quality first teaching each child is able to access the learning of the classroom.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Adaptations to the curriculum and to teaching are made in a variety of different ways. For example, intervention groups.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

All pupils have access to a broad and balanced curriculum where high expectations are set for every pupil whatever their level of attainment. Teachers use their assessments to set appropriate and ambitious targets. Potential areas of difficulty are addressed and lessons planned to remove barriers to pupil achievement. This ensures that all children can have access to the national curriculum.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

In school we have a rigorous professional development program in which staff are trained in how to support children with SEN. These training sessions may be run by the Inclusion Team or may be run by external agency where a more specialised session is needed. All staff have access to resources that support their delivery of accurate provision for our children.

Children with learning needs will be support through the use of evidence based interventions in either small groups or on a 1:1 basis. If assessments show that with this support the child still isn't making expected progress, then external advice will be sought. We work very closely with our Educational Psychologists to ensure that provision matches needs. Our Educational Psychologists support staff with planning, attend SEN support plan reviews and annual reviews and also provide CPD for our staff. Some of this includes:

- Specialist teaching advice may be requested where we do not have the necessary in-house expertise – for example in relation to children with autistic spectrum disorders, or severe emotional difficulties.
- Teachers of children with communication difficulties support the school to improve provision. These teachers are involved in SEN support plan reviews and statement/EHCP reviews.
- Teachers of children with hearing and visual impairment support the school to improve provision.
- We also liaise frequently with a number of other outside agencies:
 - Educational Psychology Service
 - ASCETS Team- Autism
 - Play Therapists
 - Children and Adult Mental Health Services
 - Social services
 - Educational Welfare Service
 - School Nurse
 - Community Paediatrician
 - Occupational Therapist
 - Physiotherapist
 - Parent Partnership

- Integrated Family Support Services
- Behaviour Support Teams
- Counselling services
- Parents are informed if any outside agency is involved.

Evaluating the effectiveness of the provision made for children and young people with SEN

Senior leaders in school evaluate the effectiveness of provision in a number of ways.

- Termly pupil progress meetings held with individual class teachers
- Termly inclusion meetings between class teachers and the Inclusion Team to assess, plan, and review provision made
- Observations
- Learning walks
- Informal drop ins
- Data tracking
- Monitoring of SEN support plans

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

As an inclusive school, we believe that all children should have access to a range of learning experiences and ensure that children with SEND are included fully.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Our school provides a caring and supportive environment where all children's needs are catered for. Our caring curriculum team focuses on wellbeing; the social, spiritual, moral and cultural curriculum, and ensures that our school works with agencies such as Child Line to deliver the correct messages to children. Children are aware that they can speak to adults in school at any time if needed and feel comfortable doing so.

Staff take the social and emotional development of our children seriously and where there are concerns outside agencies may be called on, such as CAMHS- Children and

Adult Mental Health Service, Play Therapists, counselling and the learning centre at Bentley High Street.

The school has two trained Thrive practitioners and a Thrive base where children take part in Thrive sessions.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Please see the list of outside agencies we work with in the section about how we provide additional support.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

See complaints policy on school website.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Please see websites:

<http://hatchellwood.realsmartcloud.com/special-educational-needs-disability/>

<http://www.doncasterchildrenandfamilies.info/disabilitiesprimaryschools.html>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.