

SEND Information



SENDCo – Elise Randle
SEND Champion – Louise Oddy

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

Special Educational Needs for which provision is made

St. George’s Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

- **Communication and Interaction:** this includes speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- **Cognition and Learning:** this includes severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific Learning difficulties (SpLD), including Dyslexia.
- **Social, emotional and mental health:** this includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
- **Sensory and/or physical needs:** this includes a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with a range of needs including SLCN, ASD, SpLD, PD, HI and VI.

How we identify and assess pupils with SEND.

1. Assessments made on entry to the school, or during the school year on a whole school basis. This may include reading tests, standardisation testing, CAT testing or EYFS in primary schools.
2. Targeted assessments done on pupils with suspected special educational needs on entry to the school, this may include BPVS, verbal and non-verbal reasoning tests, working memory assessment etc.
3. Class teachers monitor pupil progress informally on an on-going basis and formally through pupil progress meetings. If a teacher feels there may be an SEND need, a *Cause for Concern* form will be completed. The SENDCo will undertake assessments (using age appropriate tools) where an SEND need is suspected.
4. Teachers and Teaching assistants have had training focusing on dyslexia and autism. Teachers and Teaching Assistants have received speech and language training through the Talk of the Town initiative. More in-depth specialist training to support SEN pupils is organised on a needs basis.
5. Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

Provision for pupils with SEND

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

1. The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This is reviewed termly by class teachers in collaboration with parents, the SENDCo and the pupils themselves.
2. SEND Pupils who receive support that is additional to or different from their peers are assessed on a termly basis in all their subjects in line with the whole school policy on assessment. In addition, these pupils may be assessed using more refined tools to evaluate levels of progress in areas of specific difficulty.
3. The approach used to teach pupils with special educational needs varies from individual to individual and is dependent upon the need of the particular child. Three main approaches are used at St. George's Primary School:
 - a. In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - b. Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
 - c. One to one withdrawal, where there may be a targeted support in their area of need.
 - d. For those pupils who are particularly vulnerable the School runs a Nurture Group. These pupils study a mathematics and English programme tailored to their level of need. In addition these pupils may also access social and

emotional programmes; speech and language work; fine and/or gross motor development and life skills work.

4. A variety of after-school clubs, covering a variety of activities, run throughout the school year. All pupils, regardless of SEND status, are encouraged to participate in these activities.
5. The intervention groups running in school are, Numbersense, RWI Fast Track Tutoring, Lexia, Write From the Start, SaLT 1;1, Lego Therapy, Social Skills and Friendship Groups.
6. Our sports and enhancement provision is inclusive and we ensure that every child regardless of need is able to participate. All SEND children take part in the annual Sports Day, performances at NAPA, the Year 6 residential as well as weekly PE, dance and gymnastics lessons.
7. Additional support is provided for pupils requiring emotional and social development in the form of social skills and friendship groups. The school's Emotional Wellbeing Practitioner also provides bespoke support for pupils' emotional welfare on an individual needs basis.

Contact details of the SEND Coordinator.

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Expertise and training of staff in relation to children and young people with special educational needs

There is regular training for staff in order to meet specific needs. Strong links have been made with outside agencies to support children further, for example, with the autism outreach team.

Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies)

Future training will be based upon both staff requirements and the needs of the children in the school.

Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for on an individual basis, dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

Arrangements for consulting parents of children with special educational needs about the education of their child.

When SEND is suspected parents/carers are invited to discuss with the SENDCo (and/or class teacher) the needs of their child. This allows for parents/carers to share knowledge about their child and engage in a positive discussion about the direction and form of support required for their child. The school recognises that parents/carers have an active role to play in the planning and decision making regarding their child's SEND provision.

Parents/carers will be kept informed of progress and outcomes and will be involved in the "assess, plan, do and review" cycle for SEND through:

- a) informal liaison with the class teacher
- b) parents meetings (when advice and support in helping their child at home can also be given)
- c) formal review of SEND progress with the SENDCo (and/or class teacher)

Arrangements for consulting young people with special educational needs about their education.

SEND children are involved (as is appropriate) at every stage of the "assess, plan, do, review" cycle for SEND:

- a) At the initial assessing and planning stage the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- b) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child may be made in order to gather information regarding their strengths, weaknesses, likes, dislikes and interests.
- c) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
- d) Any documentation used as a part of the agreed provision (for example, Education Support Plans) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- e) SEND pupils are able to discuss any aspect of their provision in a number of ways:-
 - a. Informally with their class teacher on a regular basis.
 - b. Where appropriate, SEND pupils will attend more formal meetings to review their progress and provision.
 - c. A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions a 'person centred approach' will be adopted to enable professionals and parents/carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEND provision within the school are first dealt with by the SENDCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the headteacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request will be made to the relevant service/support providers. These may include:

- Educational Psychologists
- Speech and Language Therapy Service
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or more service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs require support and planning when they transfer between Foundation to Key Stage 1, Key Stages 1 to 2 and Key stages 2 to 3.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs. This will always include transition meetings and visits to new settings and may also include additional visits to new settings, the use of social stories, transition activities/programmes and communication passports.

13. Information on where the local authority's offer is published.

This link will take you to Hull's Local Offer

<https://www.connecttosupport.org/hulllocaloffer>