

## *Hoylandswaine Primary School*

### *SEND Offer*

Welcome to our special educational needs and disability (SEND) information pages. We hope you will enjoy reading about the variety of ways in which we are able to support your child to reach his or her full potential in order to ensure a successful transition into adult life.

We are an inclusive school and believe that all children should be valued and treated with respect. The school uses its best endeavours to ensure that the provision for all its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our younger pupils, for whom maturity is a crucial factor in terms of readiness to learn.

We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Hoylandswaine Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers and work to achieve this in variety of different ways.

Our Special Educational Needs Co-ordinator (SENCo) is Mr Damien Bond.

Our SEN Governor is Mr Mark Pawson.

The School works with due regard to the SEN Code of Practice (2014) and the Equality Act (2010).

## *What is a special educational need?*

*'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:*

*(a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) 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.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision, was not made for them (Clause 20 Children and Families Act)' (Draft SEN Code of Practice 2013, 1.8)*

## *What is a disability?*

The Equality Act 2010 states that a person has a disability *'if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'*

A *physical or mental impairment* includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

## *What will happen if my child is identified as having SEND prior to entering school?*

Prior to starting school, parents/ carers of children identified as having SEND, will be invited to discuss the provision that can be made to meet their child's identified needs. Where a child has attended Nursery prior to starting school, there will be close liaison between the SENCo, class teacher and nursery teacher to ensure continuity of provision.

Where a child transfers from another school, class teachers will receive information from the previous school and the SENCo will telephone to further discuss the child's needs and current provision.

### *What will happen if my child is identified as having a special educational need?*

The School closely monitors all of its pupils through a whole school tracking system and termly pupil progress meetings. Any pupils not making appropriate progress are quickly identified. If we feel that your child is not progressing due to a special educational need then we will ask to speak with you in the first instance, to discuss our concerns. This first meeting will give us the opportunity to share information and explain some strategies and interventions that we are planning to use. We will be keen to build a supportive partnership in which we can work together to remove your child's barriers to learning.

Following the SEN Code of Practice, the School uses a graduated approach when meeting the needs of children with SEN. Up to 20% of children and young people have special educational needs at some stage in their time in schooling; only around 2% have special educational needs which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is, 'additional to and different from,' that which is normally provided for all children. If a child requires this type of support the School will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group, alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and progress will be closely monitored and evaluated.

The school has a homework policy that gives all children a range of opportunities for home learning. Alongside this you may be asked to help support your child's learning by carrying out some specific tasks at home such as extra reading practice, or providing opportunities to practice new skills that have been taught in class. Please ask your child's class teacher for some

suggestions as to how you can best support your child's learning at home. The important thing is to try and make the learning fun and to give lots of praise and encouragement.

The School will monitor your child at this stage for a period of time. You will be kept informed of their progress through regular meetings. Often this level of support, in addition to the classroom curriculum differentiation, is sufficient to mean that your child no longer has barriers to learning and they start to make progress.

For some children, however, this may not be enough and the School, with your agreement, will make the decision to increase the level of support provided. This simply means that the School have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

### *What can I expect the school to be do in order to meet my child's special educational needs?*

'Quality First Teaching' is an entitlement for all children and as a school we are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take account of different learning styles and abilities.

SEN support is primarily delivered by class teachers through differentiated teaching methods where teaching and learning is carefully targeted to meet individual need. This is called personalised learning.

Additional support is provided by the SENCo and by trained teaching assistants (TA's) throughout the school. The support timetable is reviewed, as necessary, by the SENCo and the management team in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.

As a small school we think carefully about how best to group our pupils to meet their needs, including those pupils identified as SEND. Early phonic skills taught through the Read, Write Inc. program, allow for EYFS and Key Stage 1 pupils to work in groups according to their phonic knowledge and ability, rather than in classes. Pupils requiring additional support are quickly

identified, enabling them to revisit parts of the programme, specific to their need in order to clarify and reinforce learning.

Similarly pupils in Key stage 2 who require additional support in reading comprehension and spelling can access the 'Catch up' element of Read, Write Inc.

Where appropriate, children may have access to other additional small group activities for short periods of time, alongside other children with similar needs. This may be to undertake work on a particular intervention programme, such as motor skills group, or simply as a means of facilitating opportunities to re-visit skills, or knowledge, where they may need additional practice. The work carried out in small groups is carefully planned and overseen by the class teacher, who is responsible for monitoring the child's progress and targeting the support carefully.

Some children may require interventions of a 1/1 nature for periods of time. Again these are planned and overseen by the class teacher and progress is carefully monitored.

The head teacher and SENCo are responsible for the allocation of 1/1 and group interventions for the School. Various interventions are available, dependent on need, and this information is detailed within the School's Provision Map and Intervention Grid.

Support staff, class teachers, the SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### *How will my child's learning needs be assessed and their progress monitored?*

The School has a rigorous programme for assessing children's learning.

Half termly assessments provide information on pupil progress in Reading, Writing and Mathematics. This information is monitored and reviewed by class teachers, the head teacher and SENCo, to ensure that individual progress is on track to meet end of Key Stage targets.

Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a regular basis, to ensure that the opportunities presented to children are appropriate to meet need and aid their learning and development.

The same systems and procedures are in place for children with SEND. In some instances additional assessments may be appropriate for your child, in order to provide additional

information to determine their strengths and areas for development. The SENCo/class teacher will be happy to discuss any additional assessments used, the results achieved and the implications for future learning. However, if it is felt that something more specialised is required, then the relevant service could be contacted to discuss this.

The School sets aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next. Children with SEND, who have a personalised plan, are aware of their learning targets and are engaged in the discussions relating to their progress. Parents are invited to the reviews of personalised plans and their contribution to the setting of new targets is welcomed.

Once a new personalised plan has been written the School will carefully monitor the progress being made. If it is felt that the targets are inappropriate for any reason then the School will discuss more appropriate targets with parents at the earliest opportunity rather than waiting for an inappropriate personalised plan to run its full course.

### *How accessible is the school for pupils with SEND?*

#### **Special Facilities and Access Arrangements**

Hoylandswaine Primary School is at present housed in one building on two floors. A lift is available to move between floors and the building has wheelchair access through the main door or through the infant corridor.

There is currently one toilet, which is accessible for disabled children or adults.

Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

Our Personal, Social and Health programme helps children be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.

## *How will the school support and improve the social and emotional development of pupils with SEND?*

The social and emotional development of our pupils is an integral part of our curriculum and essential if we are to create a happy, industrious and supportive work place. We are keen to foster an environment where all pupils feel positive about the part they play within the school community.

The school has adopted the Primary National Strategy ~ Social and Emotional Aspects of Learning (SEAL), as a starting point through which to support and develop the delivery of these essential life skills.

A whole school approach is adopted to teach the five aspects of the SEAL strategy which are:-

Self Awareness

Managing Feelings

Motivation

Empathy

Social Skills

Assemblies provide the starting point for each of the five aspects and class teachers then follow up on these themes through activities in class.

Circle time, class forum and school council provide opportunities for teachers or pupils to introduce ideas or raise concerns. A common code of conduct at such meetings ensures that individuals are listened to respectfully and can feel supported in their contributions.

Further information relating to social and emotional development can be found in the school's PSHE policy.

## *How effective is the School's provision for children with special educational needs?*

The School has a robust policy for Special Educational Needs and this policy is implemented by all members of staff. Its effectiveness is monitored and evaluated by the Governing Body on an annual basis.

Pupil progress is tracked throughout school and termly meetings are held between the head teacher and class teacher. Any pupil whose progress is not as expected is discussed and plans put in place to remedy this. Tracking progress is an ongoing process that quickly highlights any issues and ensures that individual learning needs are targeted.

As part of this process, the SENCo tracks, monitors and evaluates the progress of pupils on the SEN register, to ensure that the interventions in place are effective and appropriate to current need. Termly reports provide the head teacher, staff and governors with an overview of the progress of all pupils on the SEN register, an analysis of interventions in place and information relating to future provision.

Regular dialogue between the SENCo, class teachers and teaching assistants ensures that SEND pupils are receiving the best possible provision and that current needs are met.

The SENCo meets with the SEN Governor, to discuss up to date general information on the progress of children with SEND, which is then shared with the full governing body.

### *What arrangements are in place for securing staff expertise in supporting children with SEND?*

Ongoing dialogue relating to pupils with SEND, allows intervention strategies and their delivery to be discussed and evaluated. There is a wide range of expertise to be drawn on amongst the School staff and this is utilised in the first instance.

SEND is targeted each year through the school's long- term goals and the School Development Plan. In Service training and individual professional development is arranged matched to these targets.

The SENCo attends regular cluster / authority meetings to update and revise developments in Special Needs Education.

In house SEND training is provided through staff meetings by the SENCo.

All staff have access to professional development opportunities and are able to apply for SEND training or support where a need is identified.

Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor made' training where this is appropriate.

In addition, the School staff can gain knowledge and skills from the Inclusion Development Programmes for Dyslexia, Speech, Language and Communication needs, Behaviour and Autism.



These are designed to enhance daily teaching practice in order to make the classroom environment, and the delivery of the curriculum, more accessible for children with specific needs.

### *What extra-curricular activities are available for children with SEND?*

A range of extra-curricular activities, many of which have been suggested by pupil voice through the school and sports councils, are available. These activities are widely accessible and give pupils the opportunity to further develop their talents, in areas that interest them, as well as supporting their all-round personal progress.

The activities are reviewed on a termly basis and new suggestions are always welcomed, investigated and adopted if possible.

An up to date list of extra-curricular activities currently available can be accessed via the link on the school website.