

Hanbury CE Primary School SEN Information Report 2017-2018

How does the school know if children need extra help?

At Hanbury CE 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. Identification may include some of the following:

- Children identified through Pupil Tracking Meeting with the Class teacher
- A child performing below age expected levels
- Meeting the SENCo with parental concerns
- Concerns raised by teacher or teaching assistant
- Liaison with other agencies e.g. medical, OT, speech and language

How do I raise concerns if I need to?

- In the first instance contact your child's class teacher and if you feel that you would like to speak to a senior member of staff, you can arrange an appointment with the SENCo (Miss V J Bishop). Appointments can be arranged in person, by phone or by e-mail.

How will the School support my child?

- Each child will have an Individual Provision Map, which states what provision we will provide for your child. The class teacher will plan and deliver Quality First Teaching which will provide each child full access to the curriculum through differentiated personalised planning by class teachers, SENCo, and support staff as appropriate.
- Support Staff will be working with your child either individually or as part of a group. The content of this support will be stated in the Individual Provision Map.

Have will I as a parent be involved?

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.
- The class teacher will meet all parents of children with SEND at the beginning of every year to discuss their child and answer any questions or worries they may have going into a new academic year.
- At review meetings with parents the school will try to always make sure that the child's strengths as well as areas for development are discussed. The school may also make suggestions as to how parents can help at home, these are specific and achievable and that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- Individual Provision Maps may include targets to work towards at home, and parents are always invited to contribute their views to the review process. All Individual Provision Maps and reviews will be copied and sent to parents after meetings.
- Parent Consultations Evenings provide regular opportunities to discuss concerns and progress. Parents are also able to make other appointments on request to the class teacher.
- During Parent Consultation Evenings an appointment can also be made to see the SENCo and parents are encouraged to do so.

What support will there be for my child's overall wellbeing?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The Class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any additional staff working with vulnerable children requiring support during the day will work under direction of the SENCo or Headteacher.

How does the school manage the administration of medicines?

- Medication should only be taken to school when absolutely essential. It is helpful if, where possible, medication can be prescribed in dose frequencies which enable it to be taken outside school hours. Parents should ask the prescribing doctor or dentist about this. However, the school recognises that sometimes children do need to take medicines in school time e.g. if prescribed to take 4 times a day. If this is the case, there has to be prior written agreement, on the request form (available at the school office), from parents for any medication, to be given to a child. This written agreement must also include the dosage.
- Some children require a health care plan to identify the level of support that is needed at school. The plans may identify specific training needed by staff. Staff should not give medication without appropriate training. These health care plans are available for all staff to see in the staff room, in the office, in the kitchen (where necessary) and in the classroom. They state where medication is stored and when it is to be taken. Parent/carers emergency details are on the plan along with a photo of the child.
- There is no legal duty which requires school staff to administer medicine; this is a voluntary role. Staff who provide support for pupils with medical needs or who volunteer to administer medicine will require access to relevant information and training.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- If a child has significant behaviour difficulties a PSP is written to identify specific issues, put relevant support in place and set targets with a view to identifying and addressing the behavior issue.

- The school has an attendance policy and this can be viewed on the School Website.

How will my child be able to contribute their views?

- Children who have Individual Provision Maps discuss their progress and targets during their assertive mentoring meeting with their class teacher.
- If your child has a statement or EHCP, their views will be sought before any review meetings.
- Children are part of committees at Hanbury CE Primary school, where their views are discussed and shared with others and SLT.
- Children are asked to reflect on their learning and use Growth Mindset to share how they feel they are working and progressing.

How accessible is the school environment? (Also see Accessibility Plan)

- Accessible toilet facilities are available by the Year One Classroom.

How will the curriculum be differentiated to meet the needs of my child?

- In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.
- Differentiation will be recorded in the daily planning by the class teacher. In Key Stage 2 further personalisation is created through the use of flexible groups in English and Maths.
- Children with SEND will have access to appropriate resources in order to help them to make progress e.g. slanted writing desk, coloured overlays, hand hugging pencils

How will we know if this has had impact?

- Ensuring that the child is making progress academically against national/age expected levels and that the gap is narrowing between them and their peers.
- During Pupil Progress meetings with the headteacher, the class teacher and headteacher will assess progress.
- By reviewing termly their targets with the class teacher.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.

What opportunities are there for me to discuss my child's progress?

- Termly Parent Consultation Meetings an appointment with the class teacher and the SENCo
- An Annual Report to Parents
- Termly Individual Provision Map review meetings
- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year to discuss how your child is getting on

- How does the school know how well my child is doing?
- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a half termly basis.
- The class teacher continually assesses each child and each term we have PUMA and PIRA tests which monitor attainment and progress in reading and maths. Pupil Progress Meetings are held each half term between the class teacher and the Head teacher. In this meeting children are identified who are not making expected progress and possible actions are discussed.

How will my child be included in activities outside the classroom?

- All children are included in all essential learning experiences. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It may be appropriate for a parent/carer to accompany a child on an experience, depending upon the individual child's needs.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

How will the school prepare and support my child when joining the school or transferring to high school?

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will request further information if necessary.
- SENCo will meet staff from High School's to aid transition for those children with SEND. Other provision prior to or during transition will be discussed during these meetings.

What specialist services and expertise are available or accessed by the school?

As a school we work closely with:

- The Learning Support Team
- The Health Services – GP, School Nurse, OT, Paediatricians, CAMHS, Speech and Language and physiotherapists
- Children's Services – Early Help Hub, social works, family support workers
- Educational Psychologists and specialist advisory teachers

What training has the staff supporting children with SEND had?

- We try to ensure we have a variety of skills amongst our staff, in order for us to support our children appropriately.
- Support Staff training includes: Speech and Language, HLTA, ASD training, First Aid.

Who can I contact for information?

- Please speak to the class teacher first and foremost
- The SENCo (Miss V J Bishop) will provide further information, advice and support.
- SEND Governor (Claire Hale)
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.
- You may wish to visit our website which links to Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND. It also includes our SEND Policy.

<http://www.worcestershire.gov.uk/thelocaloffer>