



Hanbury Church of England First School

‘Flourishing Through Love and Nurture’

SEND INFORMATION REPORT
INTRODUCTION
<p>SEND Information Report for Hanbury C of E First School – in accordance with section 65(3) of the Children and Families Act 2014 and the SEND Code of Practice (2014).</p> <p>At Hanbury C of E First School we believe that all learners should be respected and valued as individuals. Special educational provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.</p> <p>Hanbury C of E First School has a Special Educational Needs Coordinator (SENCO) who is responsible for the management of provision and support for identified learners with SEND. They will also support teachers and other staff to enable them to provide appropriate assessment and focused provision for learners in their class with SEND. All teachers are teachers of those learners with SEND and as such should be providing quality first wave teaching which considers the individual needs of those learners within the classroom.</p>
WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) ARE PROVIDED FOR?
<p>Children with SEND have learning difficulties and/or physical difficulties which make it harder for them to learn compared to most children of their own age. Hanbury C of E First School is fully inclusive and will endeavour to ensure that all learners fulfil their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion sexual identity, physical ability or educational need. All learners are treated as individuals and therefore the provision that is offered will meet their individual needs. Special educational needs and provision can be considered as falling under four broad areas:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Mental and Emotional Health • Sensory and/or Physical
WHO ARE THE KEY MEMBERS OF STAFF?
<p>Mr A McDonagh – Head Teacher Miss V Bishop – SENCO Mrs J Bottrill – SEND Governor</p>
HOW DO WE IDENTIFY LEARNERS WITH SEND AND HOW DO WE ASSESS THEIR NEEDS?
<ul style="list-style-type: none"> • Learners may enter school with previously identified SEND. Learners enter our school from a variety of setting. Once parents have accepted a place, we work with



Hanbury Church of England First School

'Flourishing Through Love and Nurture'

these settings to ensure a smooth transition. Discussions around individual learners take place and for those identified as having a special educational need and/or disability, additional liaison with outside agencies may take place.

- On entry to Reception all learners complete a baseline assessment to identify any learners who may need additional support.
- The progress and attainment of all learners is reviewed every term by the Senior Leadership Team in conjunction with the class teacher. If a learner fails to make expected progress or is observed to be unable to access the curriculum after reasonable adaptations have been made then extra support is put in place.

There are different levels of support:

Wave One (Universal Provision) Inclusive strategies for ALL learners embedded in QFT

This describes the quality, inclusive teaching which considers the learning needs of all the learners in the classroom. It includes providing differentiated work and creating an inclusive learning environment. (Learners requiring this wave of support will not be classified as having SEND).

Wave Two (In addition to Universal Support) Targeted interventions and support for SOME learners

This describes specific, additional and time limited interventions provided for some learners who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at groups of learners with similar needs.

Wave Three (In addition to Universal Support and Targeted Intervention) Specialist support for a FEW learners

This describes targeted provision for a minority of learners where it is necessary to provide highly tailored interventions to accelerate progress or enable learners to fulfil their potential.

When identifying and assessing a learner at Hanbury C of E First School, we follow a process known as the 'Graduated Response'. The four actions are:

1. Assess

The class teacher and SENCO should clearly analyse a learners needs before identifying them as someone who is needing SEND support.

2. Plan

Parents must be notified when it is decided that a learner is to be provided with SEND support

3. Do



Hanbury Church of England First School

'Flourishing Through Love and Nurture'

Th class teacher should remain responsible for working with the learner on a daily basis. Where intervention involve group or 1:1 teaching away from the teacher, he/she must still retain responsibility for the learner.

4. Review

The effectiveness of the support should be reviewed in line with an agreed date.

The SENCO works closely with all staff to monitor learners and will identify appropriate outside agencies to call upon for support.

WHAT PROVISION IS MADE FOR LEARNERS WITH SEND?

Hanbury C of E First School is fully inclusive and provides for all learners though quality first wave teaching and the resources that can be accessed through what is ordinarily available. To view the Worcestershire County Council Local Offer please visit:
<http://worcestershirelocaloffer.org.uk/>

It is recognised that some learners will need access to additional or alternative provision and therefore individual packages of support that target specific areas can be provided. This will usually take the form of small group and in class adult support. The provision may include the purchase of professional, external support and guidance from outside agencies.

Individual provision maps are used when a learner is working on specific targets which are monitored over an agreed period of time. These are reviewed at least half termly unless a different time frame is stated by professional.

HOW DO WE ASSESS AND REVIEW A LEARNER'S PROGRESS?

All learners are formally assessed against National Curriculum Standards on a termly basis. This is done through observations, recorded work and standardised assessment. Those learners with SEND will have specific targets linked to their need.

Wave Two interventions will have targets set at the beginning and each learner will be assessed against the expected outcome after no more than six weeks. These targets should also be tracked by the class teacher.. The views of parents and learners are welcomed.

Wave Three interventions will have specific targets set for the individual learner. These should be reviewed on a half termly basis by the class teacher and key members of staff. Termly pupil progress meeting will also take place.

Communication between teaching staff and the SENCO is ongoing and adaptations to provision can be made in response to the learners change in need.

HOW DO WE TEACH CHILDREN WITH SEND?

All Learners are assessed and monitored carefully. Staff are aware and have access to learners' reports and records. These are used to personalise teaching approaches according to an individual learner's needs. Evry effort is made to ensure that those learners with SEND are able to access all aspects of the curriculum that is provided. This is done through quality first teaching. Long term aims are identified and provision is planned



Hanbury Church of England First School

'Flourishing Through Love and Nurture'

to meet these aims. Regular and careful monitoring means that provision can be evaluated and carefully targeted to each learner's needs.

RESOURCES AND FACILITIES

The following resources are available for those learners with SEND:

- Additional subject specific resources
- Intervention specific resources
- Disabled toilet
- Bathroom management (this would be adjusted as and when required by specific learners)
- Reasonable adjustment has been made to the school site to assist pupils with specific mobility issues
- Spaces that can be adapted so that learners have somewhere quiet to go if needed
- Access to external agency support when required.

HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR SEND PROVISION?

Along with monitoring a learner's progress in reading, writing, and maths on a termly basis we review their social and emotional well-being during pupil progress meetings. These meetings are held every half term with the Senior Management Team and class teachers. In these meetings, the progress of pupils with SEND is a focus. It is expected that children will be making at least expected progress, the aim being that they will make accelerated progress in order to close the attainment gap. Personalised SEND provision is monitored on at least a termly basis.

WHAT SUPPORT IS AVAILAIBLE FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT?

The well-being of our learners is very important to us. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education is integral to our curriculum and is taught both discreetly through SCARF and integrally. Additional support from specialist staff is arranged for groups and individuals and a personalised plan may be put in place for those learners with higher level needs.

Our behaviour policy, which includes guidance on expectations, rewards and sanctions is in place and used by all staff. We regularly monitor attendance, support learners returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. Relevant staff are trained to support medical needs and all staff receive basic first aid training

HOW DOES THE SCHOOL COMMUNICATE WITH PARENTS?

The first point of contact in regard to a learner's SEND is the class teacher. The SENCO is available, by appointment through the office. School offers an open-door policy with regard to contacting members of staff. Teachers may provide activities and strategies for supporting targets at home.

HOW DOES THE SCHOOL INVOLVE CHILDREN WITH SEND IN THEIR LEARNING?



Hanbury Church of England First School

'Flourishing Through Love and Nurture'

All learners regardless of SEND are involved in discussing their next steps. Learners with additional needs may have specific targets which are shared, discussed and worked upon with a range of staff involved in providing the additional support. Learner's views about the support they receive and school life are sought through the process of SEND monitoring and subject monitoring.

HOW ARE CHILDREN SUPPORTED WHEN MOVING BETWEEN PHASES OF EDUCATION?

We have good links with schools in the local pyramid and prior to transition we plan opportunities for collaborative learning. We recognise the value of a smooth transition for all learners. If it is deemed necessary then key members of staff are used to aid transition and action plans are tailored to a learner's individual needs.

HOW DO WE INVOLVE OTHER BODIES TO HELP MEET THE NEEDS OF CHILDREN WITH SEND AND THEIR FAMILIES?

If a learner fails to make expected progress following Wave 1 and Wave 2 interventions then it may be necessary to involve outside agencies. Educational agencies include Educational Psychology, Behaviour Support Team, Learning Support Team, Speech and Language Team, Complex, Communication Difficulties Team, English as an Additional Language Team, Hearing Impaired Service, Visually Impaired Service, Occupational Health, Physiotherapy, Child and Adolescent Mental Health Service, School Nurse, Social Services, Early Help Hub, Parent Partnership.

WHAT IF YOU ARE NOT HAPPY ABOUT THE PROVISION FOR SEND IN SCHOOL?

The first point of contact for concerns is the class teacher. The SENCO, Head Teacher and Governing Body are also available following this. Details of our full complaints procedure is available from school.

Parents may also wish to contact the SEND Information, Advice and Support Service for guidance and support.

Website: <https://www.worcestershire.gov.uk/sendias>

Email: sendiass@worcestershire.gov.uk

Helpline: 01905 768153