



Information Report for SEND pupils and families

Academic Year 2021/22

All maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). They are supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. The Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

This can be found at:

<https://leedslocaloffer.org.uk/>

What does Hovingham offer?

This information report outlines how the school contributes to the Local Authority Offer by detailing the support and provision you can expect to receive at Hovingham. Hovingham Primary School is an inclusive mainstream primary school which welcomes the admission of children with a wide range of Special Educational Needs and/or Disabilities, including those with Education and Healthcare Plans. Parents of children with additional needs who are considering requesting a place at are very welcome to arrange a visit to discuss their child's needs and the provision we are able to make. There is considerable expertise and experience in school and we are always happy to make all the 'reasonable adjustments' necessary to accommodate the needs of pupils with SEND.

Who are the best people to talk to in this school about my child's difficulties with learning? / Special Educational Needs or Disability (SEND)?

Class teacher

Responsible for:

- Planning and delivering high-quality differentiated lessons to meet the needs of all pupils in the class.
- Assessing the progress of your child and informing the SENCO if your child is falling behind or experiencing difficulties which cannot be overcome without additional support or intervention.

Once children are identified, their needs may be assessed in school or by involving

professionals from outside agencies. Teachers are then responsible for:-

- Writing Individual Support Plans (ISP) when required, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Liaising with all staff working with your child in school to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

Principal – Kellie Halliday

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

Ensuring that the training needs of SENCO and other staff are met. Reporting to the Governing Body on provision and progress for pupils with SEND.

Inclusion Leader – Mrs Laura Martin who can be contacted via the school office on: [0113 248 9537](tel:01132489537) or by email Laura.martin@hovingham.org. She leads the inclusion team which consists of three SENCOs who are working towards the NaSENCO award.

Ms Lisa Sykes	Early Years
Ms Kate Frankish	KS1
Ms Chelsea Freeman	KS2

The inclusion team are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistently high quality response to meeting their needs in school.
- Ensuring that parents and carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how their child is progressing.
- Liaising with all the other professionals who may come into school to help support your child's learning.
- Maintaining the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are up to date records of your child's progress and needs.
- Providing specialist support and advice for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

SEND Governor, responsible for:

Monitoring the provision and progress for pupils with SEND.

Making sure that the necessary support is made for any child who attends the school

who has SEND.

What are the different types of support available for children with SEND at Hovingham?

Class teacher input via excellent targeted classroom teaching (also known as QualityFirst Teaching).

The teacher has the highest possible expectations for your child and all pupils in their class.

All teaching builds on what your child already knows, can do and understand. Differentiated teaching and learning activities are in place so that every child is fully involved in learning in class. This may include presenting and recording learning in different ways (written, ICT or practical), support from a Teaching Assistant for some pupils, work set at different levels.

Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn: e.g. use of coloured overlays, word banks, adapted equipment.

Your child's teacher will have carefully checked on your child's progress and will have planned the support your child needs to help them make the best possible progress.

Specific group work with a small group of children

This means they have been identified as needing some extra support in school in a specific aspect of their learning.

S/he will engage in group sessions with specific targets to help him/her to make more progress, usually led by a Teaching Assistant who has been trained in how to lead the programme.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist support from outside agencies:

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You will be asked to give your permission for us to refer your child to the relevant specialist professional, who may also ask you to give information about your child in order to give the most effective advice and support for your child.

The specialist professional will make recommendations and advise on appropriate

progress targets, which may result in changes to the way your child is supported in class e.g. some individual support, changing some aspects of teaching, a group run by school staff under the guidance of the outside professional, group or individual work with outside professionals.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning which cannot be overcome purely through Quality First Teaching and intervention groups.

An Education, Health & Care Plan (EHCP)

In some cases, if their learning needs are severe or complex, your child will have been identified by a range of professionals as needing a particularly high level of support and provision beyond that usually available in a mainstream classroom. A Request for Statutory Assessment will be made to the Local Authority, who will decide on the appropriate level of additional provision to be made and draft an Education, Health & Care Plan (EHC Plan) for your child, if required. The plan would be formally reviewed at least once a year.

Should this apply to your child, the school will work closely with you and other professionals working with your child to guide you through the process.

How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Principal. If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

We aim to operate an open-door policy for parents. Any parent with concerns about their child is seen as quickly as possible by the child's class teacher and, if necessary, the SENCO.

Parents' evenings are held in the autumn and spring terms and most parents of children with SEND meet with the class teacher and/or SENCo regularly and more frequently.

For those children with an EHCP we hold an annual, multi-disciplinary review of their progress and needs and we encourage parents and pupils to contribute fully to this meeting.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

listen to any concerns you may have to plan any additional support your child may receive

discuss with you any referrals to outside professionals to support your child's learning

With your permission, add your child to the school's SEND register, if appropriate.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from the Local Authority, includes money for supporting children with SEND. The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Principal and the SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

Decide what resources/training and support is needed.

All resources/training and support are reviewed termly and changes made as needed.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

Teaching Assistants trained in specific intervention programmes

Educational Psychology Service

Sensory Service for children with visual or hearing needs

Speech and Language Therapy (provided by Health).

Specialist Teachers & Teaching Assistants based at Enhanced Mainstream Schools around the locality – available for Specific Learning Difficulties; Communication & Interaction; Emotional, Social & Behavioural Difficulties and Cognition and Learning

Provided and paid for by the Health Service but delivered in school or clinic:

- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCO's role is to support the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on supporting specific aspects of SEND such as Autistic Spectrum Disorder or speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Teachers and teaching assistants are trained to use a range of teaching styles and resources appropriate to the needs of individual children. All staff receive regular training and updating on matters relating to the various categories of SEND and in strategies for meeting additional needs.

Where necessary, specialist support is requested for children with needs that cannot be met by school staff.

We currently have members of staff with training in speech and language therapy, Legotherapy and communication and interaction difficulties.

How will teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specially-trained support staff can adapt the teachers' planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher and will be shared with you formally at Parent / Teacher Meetings in the Autumn and Spring terms and in an annual written report in July each year. Mini report statements will be issued half termly.

If your child is in Year One and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tasks (SATs). This is something the government requires all schools to do and the results are published nationally. If you are concerned that your child may not be able to access the tests, your child's class teacher or SENCO will be able to discuss this further with you.

Children on the school's SEND register will have an Individual Support Plan (ISP) which will be reviewed with you each term, when the plan for the next term will be agreed. This is also an opportunity for parents to share your thoughts about your child's progress. We always work in close partnership with parents, listening carefully to their thoughts about their child's provisions and involving them in any decision making.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education, including parents and carers. We meet to review their progress half way through the year too.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

How does Hovingham consult with children with SEN and involve them in their education?

The views of the children are extremely important to us.

When ISPs are reviewed, children are asked how they feel about their achievements and progress. New targets are discussed with children. We take into account what they say so that we can shape our provision to meet their needs and enable them to make good progress. Where appropriate, children are invited to half-termly review meetings with parents and teachers. If they are unable to attend then we would speak to them beforehand to ensure their views are represented.

How do we evaluate the effectiveness of the provision for children with SEND?

Classroom teaching, including provision for children with SEND, is regularly

monitored by the Principal and subject leaders through observations, data analysis and book scrutiny.

The impact of any additional and different interventions will be monitored using a variety of methods including teacher assessments and test scores, as well as questionnaires to record less tangible elements, such as an improvement in self-esteem.

How Hovingham is accessible to children with SEND?

The building is accessible to children with physical disability through designated areas within the school. A disabled toilet is available. We ensure that equipment used is accessible to all children regardless of their needs. A range of additional equipment is available to improve the learning environment for specific SEND e.g. writing slopes, pencil grips, coloured overlays. Specialist transport is arranged and pre-visit checks are carried out to ensure children with SEND will always be able to take part in school trips. Adaptations are made to ensure children with SEND can join in with activities such as whole-school performances and Sports Day.

For more information please see our Access Policy.

What support do we provide for you as a parent of child with Special Educational Needs or disability (SEND)?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be shared with you at a meeting, by phone, or in a written report. We are available to discuss reports with you in school and explain where necessary.

ISPs will be reviewed with you each term.

Homework will be adjusted to your child's individual needs, if required.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Email contact and texts can be established as an additional layer of home/school communication if required.

How will we support your child's emotional and social development?

Our values underpin the formal curriculum. The values of tolerance and care for others are particularly encouraged. This is reinforced through PSHCE lessons. Jigsaw units of work are used as part of the PSHCE curriculum.

Children's emotional and social well-being is supported by all adults in school. We also have a teaching assistant who has mental health training through the Compass Buzz programme, available to talk to children.

Class teachers and teaching assistants carefully monitor the social and emotional well-being of all children, including those with SEND in their class. All staff are aware of children with SEND in school and therefore will supervise them closely at playtimes and lunchtimes, sometimes using notebooks to record pupils' behaviour over a period of time.

Some interventions that take place in school will be based around social and emotional areas of learning.

All children's views are taken into account, and any concerns around bullying would be followed up according to the school's anti-bullying policy.

How will we support your child when they are leaving this school? OR moving onto another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IPMs will be shared with the new teacher.
- All children spend time in their new classroom at the end of the summer term.
- If your child would be helped by a book or video to support them understand moving on, this will be made with them.
- An individual transition plan will be devised, if required.

In Year 6:

- SENCO may meet with the SENCO of their secondary school to discuss the specific needs of your child and a transition package will be put together for them individually, if required.
- Your child will access focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

Further information and support can be obtained from the SENCO and the Principal. As we always work closely with parents, consulting them at every stage of referral, we hope that complaints about SEND provision within the school are rare. However should there be a concern, the following procedure should be adopted:

- Parents are encouraged to discuss the problem with the class teacher together with the SENCO.
- If the problem is not resolved at this stage the parents should make an appointment to discuss the concern with the Principal. The class teacher and SENCO may or may not be present at this meeting.
- If the problem remains unresolved the parents have the right to discuss the problem with the governing body or an LA representative. A referral to the regional SEND mediation service is also possible in cases where a situation cannot be resolved by the LA.

Should you wish to discuss any aspect of this document in more detail, or require it in an alternative format, please do not hesitate to contact us.