



Hartlebury C.E. Primary School Special Educational Needs Information Report 2019 - 2020

We grow in the Christian values of love,
tolerance and forgiveness; learning
together, respecting each other



At Hartlebury C.E. Primary School we believe that ***all*** children are entitled to high-quality education that enables them to:

- achieve the best possible educational and other outcomes, and become confident young children.
- become confident young children with a growing ability to communicate their own views.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years' (DFE January 2015) and The Children and Families Act 2014 (Section 3 Para 20) states that:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



Normal Entitlement – Wave 1

The Revised SEND Code of Practice (2014) is clear about how settings and schools should differentiate between children who are underachieving and need to catch up, and children with more specific learning, social or wider developmental needs. Excellent classroom teaching also known as Quality First Teaching (Normal Entitlement) helps Hartlebury C.E. Primary to meet the learning needs of **all** our pupils.

- Our teachers have the highest possible expectations for all pupils in their classes. All teachers are teachers of learners with SEN.
- Teaching is based on building on what pupils already know, can do and can understand.
- Different ways of teaching are in place so that pupils are fully involved in learning in class. This may involve things like using more practical, creative and multi-sensory learning approaches.
- Specific strategies (which may be suggested by the SENDCO or specialist outside agency professionals) are in place to support pupils' learning.
- Class teachers are reflective and will carefully check progress and decide if there are gaps in pupils' understanding/learning and plan for extra support to help pupils make the best possible progress.



Early Identification

What policies are in place for identifying children with SEN and assessing their needs?

Concerns Raised

A concern about a child's progress can be raised in the following ways:

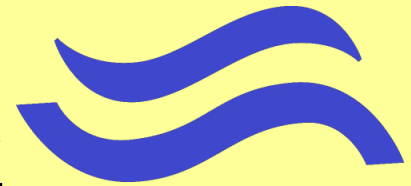
- Parent/Carer concern
- Teacher/Teaching Assistant observation
- Assessment/Whole School Tracking/Pupil Progress data
- Previous setting information
- External agency information

Monitoring

Class teachers will monitor progress through specific personalised target setting, removal of barriers to learning and Quality First Teaching (QFT).

- Parents will be invited to termly (more frequently if necessary), review meetings.
- The SENDCo, Class Teacher and assigned Teaching Assistant will discuss the impact of QFT provision and implement appropriate adjustments where necessary.

Wave 2 – Assess, Plan, Do, Review



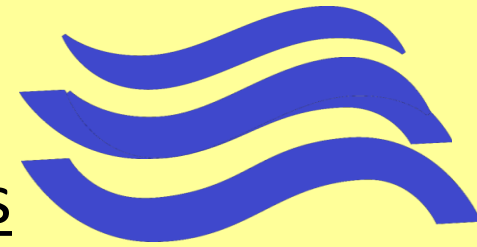
Quality First Teaching (Wave 1) is the first response to meeting learner needs; teachers and support staff make suitable adaptations to classroom practice and routinely draw on a range of inclusive strategies and approaches.

Where pupils are not making expected learning, social or wider developmental progress given their age and circumstances, class teachers may decide to offer targeted support (Wave 2 support).

Through an identification of need process, the appropriate specific, additional and time-limited intervention will be delivered by a competent, trained staff member. The impact of this intervention will be regularly reviewed and monitored against the desired outcomes and targets. The class teacher should liaise closely at this stage with the staff member delivering the programme, the SENCo and pupil's parents. Class teachers will also create Provision Maps for each intervention, with entry and exit data, success criteria, resources and timescales.

SEN Support Wave 3

Assess, Plan, Do, Review Cycles



The outcome of every programme is accelerated progress. Needs of pupils are well met when the assessment of the intervention provides evidence of a narrowing of the attainment gap or needs having positively been addressed.

If needs have been partially met on review, it may be necessary to adapt or alter provisions as necessary, or provide further training for staff.

Worcestershire's Graduated Response outlines specific criteria for placing a pupil at SEN Support. If pupils continue to make little or no progress over a term and there is evidence that the child is falling progressively behind the majority of their peers, the class teacher and SENDCo will liaise (often with outside agencies) and plan provision for the child at SEN Support and the child will be placed on the school's Special Educational Needs Register. In exceptional cases, identification of SEN may be accelerated.

How are children with SEND
taught at Hartlebury C.E. Primary
School?

SEN Support - Wave 3 Assess, Plan, Do, Review Cycles

At SEN Support, pupils require personalised programmes and strategies and these will be detailed on an Individual Provision Map, reviewed formally on a half-termly basis with parents. The school will seek advice from our Educational Psychologist and other appropriate external and specialist agencies. Pupils will have access to skilled and competent TA support and class teachers will have half-termly review of progress meetings with pupils, TAs and the SENDCo.

At Hartlebury, we assess, plan, implement and review our provision for pupils with SEND using Worcestershire's Graduated Response. This draws on more detailed approaches, more frequent reviews and increasingly specialist expertise in successive cycles in order to match interventions to the SEND of our pupils.

Assess: In identifying a child as needing SEND support, the class teacher, working with the SENDCo carries out a clear analysis of the child's progress, attainment and behaviour. They also take account of the views and experiences of parents, the child's own views and where relevant, advice from external agencies.

Plan: Where it is decided to provide a child with SEN Support, parents will always be formally notified. The class teacher, SENDCo and parents will then agree on the adjustments, interventions and support to be put in place as well as the expected outcomes of interventions, teaching strategies and approaches.

Do: The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. They should work closely either any teaching assistants or specialist agencies involved, to plan and assess the impact of support and interventions and how they can be linked to class teaching. The SENDCo has oversight of this process.

Review: The effectiveness, impact and quality of interventions will be evaluated, along with the views of parents and their child. This analysis of need will lead to the class teacher and SENDCo revising the support in light of these views and deciding on any changes to support and outcomes, based on progress and development.



What kinds of SEND are provided for at Hartlebury C.E. Primary School?

Here at Hartlebury C.E. Primary, we support the needs of all of our children in a holistic and inclusive way. We understand that for children with special educational needs, there are four broad areas of need and work with a range of partner agencies to support:

- Communication and Interaction - Autism Spectrum Disorders; Speech, Language and Communication Needs
- Cognition and Learning – Moderate Learning Difficulties; Specific Learning Difficulties
- Social, Mental and Emotional Health – Attachment disorders, CAMHS service support
- Sensory, Physical and/or Needs – Individual Health Plans, Physical difficulties, Hearing and Vision Impairments.

Education Health Care Plans

It is understood, that in some cases, special educational needs are severe, complex and lifelong. As such, in some cases, where a pupil continues to require support beyond APDR Cycle 2**, is not developing as expected or is not responding to action being taken, the school can call upon external professionals to advise and assist further. These agencies may help in identifying those pupils whose need for long term support is such that an Early Health Care Plan might be required.

A request for an Integrated Assessment for an EHC Plan (formally a Statutory Assessment of Need), will only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from the resources normally available to their setting.

Following assessment, an Early Health Care Plan may be produced which will outline the funding a pupil will receive from the Local Education Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for the pupil. The additional adult may be used to support a pupil with whole class learning, run individual programmes or run small groups including the pupil.

Early Health Care Plans must and will be reviewed annually, with the full involvement of pupils, their parents and key teaching staff and specialist agencies.

What training and expertise do staff at Hartlebury have in supporting children with SEN?



At Hartlebury, every teacher delivers high quality first teaching for all pupils and this teaching is regularly reviewed and monitored by the Senior Leadership Team. At every Key Stage we have a team of highly skilled practitioners that deliver interventions across a range of needs. As part of our continuing professional development, staff regularly attend training events and consult with specialist support agencies to enhance the provision for pupils at our school. Those leading interventions and supporting children with complex needs at our school have skills in supporting children with Speech and Language difficulties, specific learning difficulties, Autistic Spectrum Disorder needs and those with Social, Emotional and Mental Health needs.

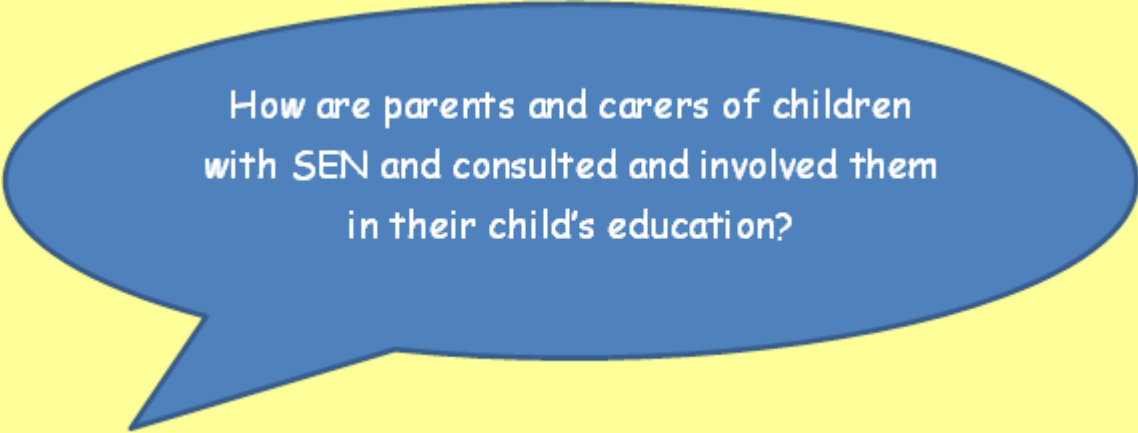
How does the school work with other agencies to support children with SEN?

- We work with a wide range of agencies to support the needs of all of our children and parents will always be consulted when it is felt necessary to involve specialist services and external support. Parents will also be asked for consent before an agency is able to make an assessment and/or discuss their child's needs.
- Routinely, those pupils who are identified as having SEND will have their needs discussed at a termly multi-agency meeting (an SST meeting), which reviews the school's provision for children with SEN. The school's SENDCo, specialist learning support teacher and the school's Educational Psychologist attend these meetings. The SENDCo will also liaise regularly with and the named therapist from the Speech and Language Therapy Service and the School Nurse.
- Across the four broad areas of special educational needs and support (Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and/or Physical Needs), it may be necessary to involve other agencies, including health professionals. These agencies may also help in identifying those pupils whose need for long term support is such that a request for assessment by the Local Authority for an Education Health Care Plan might be required. School again, will always inform and work closely with parents, in such instances.

Agencies that we work with include...

- Educational Psychologists
- Learning Specialists
- Speech and Language Therapy Service
- Complex Communication Team
- Wyre Forest and Hagley Project
- Kemp Hospice
- CAMHS
- Integrated Specialist Support Services (ISSS)
- Occupational Therapy
- School Nurse
- Community Paediatricians
- Play therapy Specialists





How are parents and carers of children with SEN and consulted and involved them in their child's education?

- At the heart of our provision for all children at our school is a commitment to working with parents/carers and pupils. Through the waves of support, we will work with pupils and parents at every stage of the planning, assessing and reviewing a of pupil's progress towards the outcomes of their provision.
- We hold termly parent consultation meetings and if your child has been identified as having SEND, these meetings will be longer or more frequent. Parents/carers and pupils will be provided with an Individual Provision Map, detailing their targets and the provision that they will receive. Parents and carers will also be invited to speak with professionals from external and outside agencies that are supporting the school in meeting the needs of their child.

How are children with SEN
consulted and involved in their
education?

At Hartlebury the pupil voice is always valued. We believe that children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Staff will be professional and sensitive in the planning and sharing of targets and outcomes for learning. Your child's thoughts and feelings about their education will be incorporated into their provision map and they will also be an integral part of the review process.

How are the needs, outcomes and effectiveness of provision for children with SEN assessed and reviewed?

- We have a range of measures in place to ensure that needs, outcomes and the effectiveness of your child's educational provision are regularly reviewed. Each half-term, your child's class teacher will discuss pupil progress and attainment with the Headteacher and SENCo and will use an 'Assess, Plan, Do, Review' approach in planning and providing additional support and interventions for those children who are not making expected progress.
- Interventions at Hartlebury are led by trained staff and are specific and time-limited. The school has a rigorous provision tracking procedure in place to ensure that group interventions are effective and are enabling children to successfully meet the outcomes of the provision.
- Monitoring of each wave of the intervention process, form a central part of the embedded school evaluation processes.
- For children with an identification of SEN, the SENDCo will liaise with the appropriate outside agencies termly and our Educational Psychologist more frequently to review pupil needs and provision. The SENCo and/or the class teacher will discuss the effectiveness of provision with you on a termly basis and appropriate actions will take to amend or enhance provision if necessary.

How are the parents, carers and children with SEN supported when moving between schools?

- At Hartlebury, transitions between phases are clearly planned for and embedded within our practice.
- If your child is moving child to another school:
 - We will contact the school SENDCo 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 and as securely as possible.
- When moving classes in school:
 - Where appropriate, children will receive additional transition arrangements and will be supported by a TA in making a passport for their new class. The passport will be highly personalised and made by the child.
 - The passport will include any key information that the child feels that they will need to enable a positive transition e.g. seating plan, routines, photos of key staff.
 - The child and their parents will be able to take the passport home over the holidays to refer to.
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All IPMs will be shared with the new teacher.

How are the parents, carers and children with SEN supported when moving between schools?

- In Year R

- The class teacher and teaching assistants will work closely with the child's pre-school setting (if different to our own) to ensure the best possible provision for starting education at our school.

- In Year 6:

- The Year 6 Teacher, Headteacher and/or SENDCo will discuss the specific needs of your child with the SENDCO and key specialist support staff of their secondary school.
- Children will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Children will visit their new school on several occasions and in some cases staff from the new school will visit children in this school.

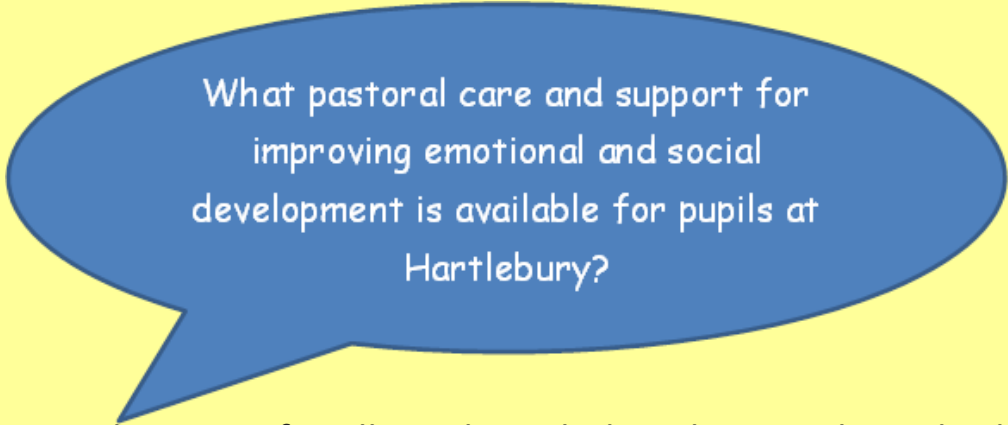
How does the school include and engage children with SEN within the whole school community ?

- At Hartlebury our aim is to provide a safe, supportive and inclusive environment, which promotes every child's self-esteem; supports them in reaching their full potential and celebrates their achievements. We aim for all of our pupils to learn from a full range of curricular and other learning opportunities provided by the school and seek to identify and minimise any difficulties or barriers that may be encountered by a child in engaging with these experiences.
- Inclusion involves every child being able to participate fully in all aspects of school life and having equal opportunity to do so. We ensure that all of our pupils are able to express their opinions and feelings. Children with SEND are welcome on all school councils and where there is a pupil interest, in all of our school clubs.
- Activities and educational off-site visits may be differentiated to support children with all levels of ability, including those with sensory or physical difficulties. This will always be done through liaison and consultation with parents, carers and pupils and with the appropriate specialist agency, where appropriate. Risk assessments will always be made in advance of educational visits. During trips and in after-school provision and extra-curricular activities, where a high level of 1:1 support is required, parents or carers may be asked to accompany their child.



What is the Local Offer?

- **SEND Local Offer Worcestershire Local Offer** provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Needs (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans.
- For further information please see:
- <http://www.worcestershire.gov.uk/sendlocaloffer>

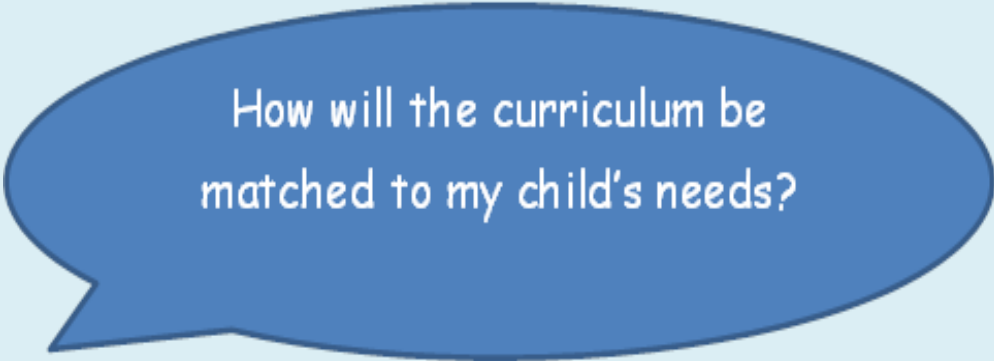


What pastoral care and support for improving emotional and social development is available for pupils at Hartlebury?

- The school offers pastoral support for all pupils, including those with medical needs and those who are experiencing emotional and social difficulties. This care and support is underpinned by our strong Christian ethos and commitment to our values of respect, compassion and kindness.
- We listen to the views of all pupils through pupil voice activities and school council meetings. We also have policies in place to prevent the bullying of our vulnerable learners.
- Both Mrs Grand, the Deputy Head and Mrs Sophie Bartlett, SENDCo, are trained in supporting pupils presenting with mental health needs. We work closely with our Educational Psychologist in designing and implementing specialist support programmes to improve emotional and social development where needed.
- We support our pupils and families having difficulties at home through our partnership with the Wyre Forest and Hagley Project.
- We also support families and children with ongoing challenges and difficulties through Worcestershire's Early Help Strategy.
- Children with medical needs are supported by our trained First Aid Officers, who can liaise with parents and our School Nurse to create detailed Care Plans.

What support is there for
families of children with
SEN?

- In addition to our partnership with The Wyre Forest and Hagley project, parents and carers can access support from SENDIASS (The Special Educational Needs Disabilities Information and Support Service Worcestershire). It aims to support parents or carers in enabling their children to realise their full potential throughout their educational life; working together working together with statutory and voluntary agencies who also support children and families.
- SENDIASS Worcestershire offers telephone support concerning parents and carers of children with SEN, training through conferences and seminars, advice for Parental Support Groups, support for schools with SEND awareness and acts as a signposting service for parents and carers on a wide range of educational and non-educational issues.
- SENDIASS: Office opening hours are Monday to Friday from 8.30am to 4.00pm
- SEND Information,
Advice and Support Service,
Tolladine Rd
Worcester
WR4 9NB
Telephone: [01905 768153](tel:01905768153)
- **Email:** sendiass@worcestershire.gov.uk

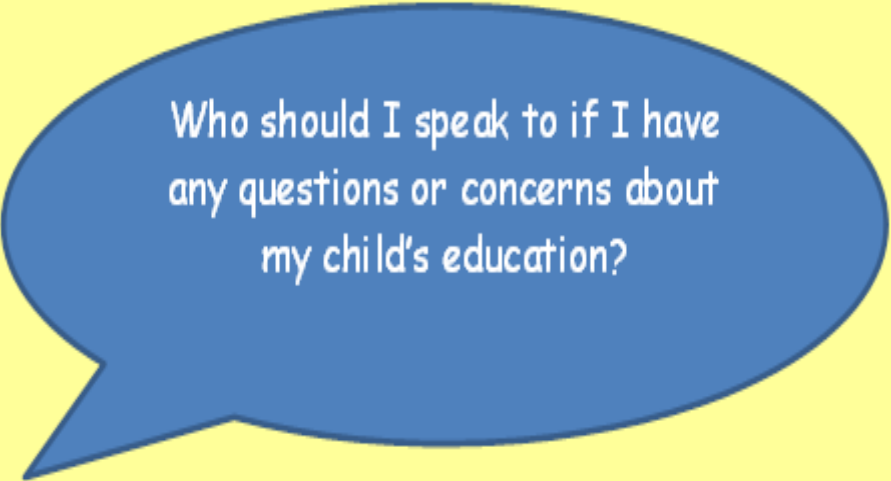


How will the curriculum be matched to my child's needs?

- Through high quality first teaching, all work within class will be pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. This might mean that there are different levels of work and learning activities set for the class and on occasions, activities may be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

What happens if we have a complaint about the school's provision for SEN?

- If a parent is concerned about anything to do with the management of SEND for pupils at our school, they should, in the first instance, discuss the matter with their child's class teacher or SENDCo. In our experience, most matters of concern can be resolved positively and quickly in this way.
- Where parents or carers feel that a situation has not been resolved through contact with the class teacher or SENDCo, they should make an appointment to discuss it with the headteacher.
- Should a resolution not be found; the matter should then be referred to the named Governor for SEN, Mrs Holly Baraks or the Chair of Governors, Mrs Carolyn Gumley. Please contact the School Office to make an appointment on 01299 250 312 or email office@hartlebury.worcs.sch.uk



Who should I speak to if I have any questions or concerns about my child's education?

- If you have any questions or queries do please come and speak with us, we will be more than happy to help. Your child's class teacher is your first point of call and the school's Special Needs and Disabilities Coordinator (SENDCo), Mrs Bartlett, is also able to meet with you and discuss any of your concerns. Please contact the School Office to make an appointment on 01299 250 312 or email office@hartlebury.worcs.sch.uk