

SEN Information Report for Hilderthorpe Primary School- in accordance with section 65 (3) of the Children and Families Act 2014

Introduction

“Hilderthorpe Primary School is an inclusive and nurturing place for pupils to attend “ Ofsted October 2021

Welcome to our SEN information report which is part of the East Riding of Yorkshire Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published must be updated annually.

At Hilderthorpe Primary School we are committed to working together with all members of our school community. This Information Report has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Heather Hood
Name of SENCO Mrs Julie Hoggarth
Name of Head Mrs Sarah Hall

If you have specific questions about the East Riding Local Offer please look at the Frequently Asked Questions by clicking **here**. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Julie Hoggarth our SENCO.

What kind of special educational needs provision is accessible for children at Hilderthorpe Primary School?

“The support that leaders provide for pupils with SEND is a strength of the school. The recently developed inclusion team brings together experienced and highly trained staff. Pupils who need extra help are quickly identified. The barriers pupils face to learning are gradually removed.”

Ofsted October 2021

Hilderthorpe Primary School is a mainstream school. It is a fully inclusive school and ensures all children achieve their potential; personally, socially, emotionally and academically in **all** areas of the curriculum and school life regardless of their gender, social background, ethnicity, religion, physical

ability or educational needs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN and we have high expectations for all children. If needed, work will be scaffolded/differentiated for individual pupils.

2.The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory, Medical and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetic
- Moderate/severe/profound and multiple learning difficulties

3. How do we identify children who may have an SEN need?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“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.”***

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Hilderthorpe Primary school we are committed to ensuring

that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

There are a variety of ways in which we identify children depending on their age and nature of need:

- Early years Foundation Stage staff carry out home visits which may highlight any additional needs before a child is admitted into school.
- Home visits are also carried out for any new children admitted to school by our school social worker Jo Brown.
(Covid restrictions are currently not allowing this to happen)
- Hilderthorpe Primary school has close links with other Early Years providers which share information about additional needs of children.
- Pupil progress meetings/discussion are held every term from which we track and identify children who are not making expected national progress or 'falling behind'. The class teacher, head teacher, SENCO and Inclusion Manager are present at these meetings.
- Meetings with class teacher, SENCO, advisory teacher and Speech and Language Teaching Assistant are held every term to ensure the needs of children are being met.
- Class teachers can complete an Initial Concerns form with parent and child.
- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. Before a Support Plan is put in place children may undergo further assessments to narrow down the exact difficulties they are having. In some cases advice may be sought from our SEN Consultant or other outside agencies. If it is thought that a child would benefit from a Support Plan the class teacher will write this with support from the SENCO if needed.
- The Support Plan will include targets for the child to work towards and details of who will help them to achieve these targets and how. Achieving any targets always starts with the child themselves. They will be expected to try hard in their 1:1 sessions and complete homework they may be given to help them succeed. Details of how you, the family, can help the child will be on the Support Plan too. It is very important that home and school work together if a child is to fully achieve their true potential.
- Children who have speech and language difficulties are referred to the Speech and Language Team. Once assessed, the child may be given a programme to follow. This programme is implemented by a fully qualified teaching assistant and overseen by the inclusion team.

Our SEN profile for 2021-22 shows that we have **16.3%** of children identified as having SEN, **and 20.6 %** of these children have an Education Health and Care Plan.

SEN Type	Percentage of students on SEND Register
Speech and Language and Communication Needs	50.79%
Moderate Learning Difficulty	23.81%
Other Difficulty/disability	7.94%
Social emotional and mental health	12.7%
Hearing impairment	1.59%
Autistic Spectrum Disorder	6.35%
Physical difficulty	1.59%
Specific Learning Difficulty	3.17%

4. Consulting and involving parents

We will have an early, age appropriate discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents are actively encouraged to be partners in their child’s education through; informal discussions, telephone contact, home school diaries, support plan/provision map discussions, progress reviews and end of year written reports.

All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

5. Assessing and reviewing pupils’ progress towards outcomes

We will follow the graduated approach and the four part cycle of assess, plan, do, review.

The class teacher will work with the SENCO and SEN advisory teacher to carry out a clear analysis of the child’s needs. This will draw on;

- The teachers assessment and experience of the pupil
- Previous progress, attainment and behaviour
- The child’s development in comparison to their peers and national data
- The views of parents
- Advice from external support services if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

6. What specific expertise is available to children with SEN?

On- going programmes of training are in place to ensure teachers and support staff have appropriate skills and knowledge in areas that will improve teaching and support of children with SEND.

Recent training has covered:

- Safeguarding
- Disadvantaged Champion attachment training
- Autism –Understanding Autistic Behaviour
- Sensory autism (Feb 2022)
- Autism –communication in the Early Years (Feb 2022)
- Psychological First Aid
- Managing difficult behaviour – behaviour team
- Adverse Childhood experiences Training

- Supporting Children with Memory and processing difficulties (All TAs 2021)

All staff including dinner supervisors have had training in 'Attachment' and the school has completed the Nurture Group Network Programme and now has The National Nurturing Schools Award

We also have staff with specialised expertise and qualifications in school including;

- Certificate of professional Practice (Speech and Language)
- First Class Degree Special Educational Needs and inclusion BA (Hons)
- BSc (hons) Child Psychology
- Specialist Leader in Behaviour and attendance
- Certificate in Bereavement and Loss
- Outstanding Nurture groups
- ELSA
- CHATTA Project
- Supporting children with social communication needs
- Theory and Practise of Nurture Groups
- Accelerating Early Language Development
- Epilepsy training (EYFS staff and SENCO)
- Supporting Successful Learning in a Primary School (TAs) March

2020

- 12 condition-specific videos from SENDgateway including ADHD, Autism, Dyscalculia, Dyslexia, Dyslexia and Dyspraxia (all TAs) March 2020
- An awareness of Type 1 Diabetes in Schools and Other Settings
- Supporting children with Language and Communication Difficulties in Early years Settings and Primary Schools
- Working with Children who have been abused
- Supporting Children with histories of Trauma and Loss
- Mental Health Awareness
- Impact on Children of Parental Mental illness/substance misuse
- Children and Young People's Social and Emotional needs
- Self-Harm and suicidal Thoughts in Young People and Children
- Substance Misuse Awareness
- Youth Mental Health First Aid
- Boxall Profile Competencies
- Elevate (year 6)
- SEED – Eating Disorders
- Worry and anxiety (addition to ELSA)
- Introduction to adverse childhood experiences and early trauma
- Introduction to childhood counselling
- Mental well-being in children and young people
- Dealing with bereavement and loss (Early Years and Primary)
- EBSA Emotionally Based School Avoidance (Jan 2022)
- Drawing and Talking (2021)
- Nurture Schools Theory and Practice (Feb 2022)

Hilderthorpe Primary School works with a number of external agencies to seek advice and support. These include;

- Speech and language therapists
- Educational Psychologists
- Acorn Consultancy (a SEN support service)
- School nurse
- Behaviour support team
- Parent support advisor
- Referral to CAMHS
- Children's Social Care
- Youth and Family Support
- Children's Centre
- Health Visitors
- Sensory and physical Disability Team
- Previous educational settings

7. Adaptations to the curriculum and learning environment

Hilderthorpe Primary School is a two-storey building. It has wide doorways

and a lift making it easily accessible for wheelchair users. Disabled toilets are located on both floors. The children are encouraged to walk around the school on the left hand side, which makes corridors less busy and easier to negotiate at changeover times such as lunchtimes and coming out of assemblies.

Disabled parking bays are provided.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for all pupils.

We make the following adaptations to ensure all pupil's needs are met:

- Differentiating or scaffolding* our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids e.g. equipment is purchased to meet individual needs of children whether or not they are deemed to have SEN. e.g. sloping boards for children who struggle with fine motor skills, sensory cushions for children with attention difficulties. Teachers are aware of children who may prefer coloured backgrounds when using an interactive whiteboard or need coloured overlays when reading texts.
- Differentiating our teaching for example, giving longer processing times, pre-teaching of key vocabulary
- Specific interventions will be provided if it is felt that they are timely and appropriate e.g. Speech and Language programmes (Time to Talk, Talking Partners), Numicon, Plus 1, Power of 2, Word wasp, Toe by Toe.

*Scaffolding- a teacher breaks up a learning experience or skill into its parts and then supports the child to understand each part e.g. teaching vocabulary from a text before reading.

Differentiation- when teachers differentiate a reading activity, they may give some children an entirely different text (to better match their reading level and ability)

8. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing the pupils' individual progress towards their outcomes each term and sharing this with parent and child
- Reviewing the impact of interventions each term in Pupil Progress /Phase meetings
- Monitoring by the SENCO
- Holding Annual Reviews for pupils with EHC plans

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Class teacher. If the issue is not resolved they should then speak to the

Head Teacher or SENCO regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

11. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

Children with SEN can become particularly anxious about 'moving on' so we seek to support transition by;

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- When moving classes we will ensure information is shared with the new teacher and that the child attends the 'transition' session. When considered to be necessary, the child will access support from nurture staff to help them cope with 'change'.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new situation.
- 'Social Stories' written with/ for the child to support them in their transition
- Contacting the SENCO of a new school to share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure records are passed on as soon as possible.
- In Year 6 the SENCO and/or key stage leader will attend the primary/secondary transition meeting to discuss specific needs of your child and the nature and level of support needed.

In some cases children considered to be more 'vulnerable' will have additional visits prior to the official transition day supported by nurture staff.

12. Where is the Local Authorities Local Offer published?

A link to the local authority local offer can be found on Hilderthorpe Primary

School Home page as well as the school's contribution to the LA local offer.

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