



SEND Information Report
Hutchinson Memorial CE First School
Reviewed January 2019
Next review date January 2020

Special Educational Needs and Disabilities (SEND) - Local
Offer

Hutchinson Memorial CE First School SEND Information Report

All Staffordshire Local Authority (LA) schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of all pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill was enacted in 2014. From that date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Please follow the link below to view Staffordshire Local Authorities Local Offer:

<http://www.staffordshiremarketplace.co.uk/marketplace/the-local-offer.html>

Hutchinson Memorial CE First School SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by the school policy and the provision that the school is able to meet.

Your child has SEND. What can we at Hutchinson Memorial CE First School offer you?

At Hutchinson Memorial CE First School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Please see the 13 questions below for more information about the Local Offer and how we can support your child.

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

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Keeping the pupils' Learning Plan up to date, reviewing and setting progress targets in consultation with the parents and the pupil.
- Personalising teaching and learning for your child as identified on the school's provision map.
- Ensuring that the schools SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo is Mrs Amanda Manlove

Responsible for:

- Developing and reviewing the SEND policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are:
 - 1) Involved in supporting your child's learning
 - 2) Involved in how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology and SENISS (Special Educational Needs Inclusion Support Service).

- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in the schools are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the schools, so that they can help children with SEND achieve the best progress possible.

The Head teacher: Mrs Paula Snee

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The Governor with responsibility for SEND: Mrs Pat Redfern

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends Hutchinson Memorial CE First School

School contact telephone number: 01538 722385

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

b) 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 post-16 institutions.”

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Hutchinson Memorial CE First School

In 2018-19 our SEND profile shows that we have 2 children identified as having SEND. This percentage is made up of the following groups:

2 children are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc)

0 are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

0 are identified as having SEN linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

2. What are the different types of support available for children with SEND at Hutchinson Memorial CE First School?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

If a learner is identified as having SEND, we will provide support that is '**additional to**' or '**different from**' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in the whole school Provision Map and in children's individual learning plans.

When providing support that is 'additional to' and 'different from', we engage in a four stage process: Assess, Plan, Do and Review.

Assess - this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an individual plan and will form the basis for review meetings with parents and children.

Do - providing the support - extra assistance for learning or learning aids - as set out in the individual learning plan.

Review - measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved - learner, their parents or carer, teacher and SENCO - contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teacher and teaching assistants to discuss progress of learners are held on a regular basis as are those with the Senior Management Team.

Specific group work

Intervention which may be:

- Run in the classroom or another withdrawal area in school.
- Run by a teacher or a teaching assistant (TA).

Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2015: School Support

This means a pupil has been identified by the SENCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Autism Outreach Team, SENISS (Special Educational Needs and Inclusion Support Service), Behaviour Support Team or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as the Educational Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the Autism Outreach Team, Behaviour Support or Sensory Services (for pupils with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Educational Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA 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 your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3. How can I let the school know that 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 continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo).
- The school SEND Governor can also be contacted for support.

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

If your child is 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.
- Plan any additional support your child may need.

5. How is extra support allocated to children, and how do they progress in their learning?

- The school's allocated budget includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including: 1. the children getting extra support already, 2. the children needing extra support, 3. the children who have been identified as not making as much progress as would be expected. 4. From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

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

School provision

- Teachers responsible for teaching SEND groups/individuals.

- Teaching Assistants mainly working in the classroom or withdrawal areas within school with either individual children or small groups.
 - Specific programmes are run by TA's for reading (FFT, Toe by Toe), writing (Write away), maths (Plus 1, Power of 2) and improving memory (Turnabout).
 - Teaching Assistants offering support for children with emotional and social development through nurture type activities including friendships groups etc.

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
 - Parent Partnership Service
 - SALT (Speech and Language Therapy)
 - YESS (Youth Emotional Support Services)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
 - School Nurse
 - Occupational Therapy
 - Physiotherapy
 - CAMHs

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

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

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Dyslexia.
 - Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

8. How will the 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.

- Support staff, under the direction of the class teacher, can adapt 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.

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

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENCo every term in reading, writing and maths.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail - breaking learning down into smaller steps.
 - 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 Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
 - Where necessary, children will have targets set on their Individual Learning Plans which are regularly reviewed or have targets set by outside agencies specific to their needs. Targets will be set in collaboration with the parents and pupil and similarly reviewed in this way.
 - The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
 - 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.
 - Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10. What support do we have for you as a parent of a child with 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 that 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 discussed with you with the person involved directly, or where this is not possible, in a report.
 - Individual Learning Plans of your child will be reviewed with your involvement on a regular basis.
 - Homework will be adjusted as needed to your child's individual requirements.
 - 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.

11. How is Hutchinson Memorial CE First School accessible to pupils with SEND?

- The school is fully compliant with DDA requirements.
- The school is on a single level with easy access and double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a disabled toilet in school.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
 - After-school provision is accessible to all children, including those with SEND.
 - Extra-curricular activities are accessible for children with SEND.

12. How will we support your child when they join Hutchinson Memorial CE First School? When they leave the school? Or moving on to another class?

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

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage teacher when appropriate.
 - If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

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. Your child's Individual Learning Plans will move with them for their entire academic careers at our school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

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

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Friendship groups.
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo will access further support from the Learning Support Team.