



Hambleton CE Primary School

SEND Information Report

Our SEND Information Report provides information for parents/carers of children who have Special Educational Needs (SEND). The primary aim of this report is to outline the support, provision and procedures that we have in place to support children with SEND at Hambleton CE Primary School.

Updated: April 2023

Review: April 2024



Our Christian Vision

We are:

Creative

Resilient

Truthful

Compassionate

Respectful

Teamwork

What kinds of SEND do we provide for in our school?

At Hambleton Church of England Primary, we are dedicated to providing an inclusive environment which recognises, supports and nurtures the needs of all of our pupils, regardless of their Special Educational Need or Disability (SEND).

Our team of teachers and TAs are committed to meeting the needs of all pupils at our school through providing a high quality, balanced curriculum which enables children with and without SEN to achieve their best and fulfil their potential.

As we nurture children's curious, inquisitive and creative minds, we draw upon their strengths, identify, and remove barriers to learning and promote a growth mind-set attitude towards individual challenges. In accordance to the DfES Code of Practice and through application of the Graduated Approach, we lay the foundations for developing the whole child; physically, socially, emotionally and cognitively.

If you have any concerns about your child, please do not hesitate to contact your child's class teacher.

The Code of Practice (2014) describes four broad areas of SEN:

1. **Communication and Interaction**: this includes speech, language and communication needs (SLCN) and autism spectrum disorder (ASD).
2. **Cognition and Learning**: this includes severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) including dyslexia.
3. **Social, Mental and Emotional Health**: this includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. **Sensory and/or Physical Needs**: this includes a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Our school has direct experience of supporting children with a range of needs including SLCN, ASD, SpLD, ADHD and PD.

What is the SENCo's name and how can I contact them?

Our Special Needs Coordinator (SENCo) is Mrs Emily Collins. She can be contacted to meet with parents, to discuss your child's needs, on the school's number 01757 228391 or via email: admin@hambleton.n-yorks.sch.uk FAO SENCO.

What policies do you have for identifying children and young people with SEN? How do you assess their needs?

a) Early identification of SEN starts in the Foundation Stage. Teachers use professional judgement and regular assessment to identify pupils who are making noticeably less progress than their peers.

Within KS1 and KS2 pupil progress is monitored by the class teacher informally on an on-going basis, and formally through termly pupil progress meetings with the Leadership Team and the SENCo. This means that pupil progress is regularly reviewed, therefore potential identification is an on-going process.

b) If class teachers are concerned about a child's academic, social or emotional development they will raise them with parents, as well as with the SENCo, as soon as possible. The class teacher and parents will informally meet to further discuss the child's strengths and potential barriers to learning as well as alterations to classroom provision and next steps. This will be recorded on our 'Short Note (Possible SEN)' proforma. The child's progress and the impact of altered provision will be monitored over an agreed period of time, and reviewed with parents.

c) At this time, the SENCO and/or an appropriately trained member of staff may also undertake assessments of pupils with suspected special educational needs, for example: working memory test, the British Picture Vocabulary Scale, the dyslexia portfolio, a Thrive assessment or complete a Boxall Profile. Parents will be invited into school to discuss outcomes and next steps/strategies to support their child.

d) If a pupil continues to make little or no progress, regardless of alterations, further investigation is required to determine a pupil's needs and their barriers to learning.

If the decision is made that the pupil has additional needs, they would join our SEN Register and will have an individual Support Plan which is written with parents.

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (Special Educational Needs and disability code of practice: 0 – 25 years, 2015:94).

Our Support Plans are part of the 'Graduated Approach' to supporting pupils with SEN which involves termly cycles of assess, plan, do, review. This ensures that every pupil's needs are being met through regularly reviewed, high quality teaching and provision.

Teachers will meet with the pupil's parents during our termly SEN parents evening. During the meeting, the class teacher and parents will work together to discuss views on barriers to learning, potential paths of intervention and will write and agree SMART targets and plan provision for the individual. The plans will take into account the long term goals and aspirations of the child and his/her parents.

e) If a pupil does not make progress after cycles of the Graduated Approach, the SENCo may seek additional support from external specialist agencies e.g. the Selby Hub, Educational Psychology team, CAMHS or the Speech and Language Therapy Service.

f) In some cases, where the pupil requires a high level of additional support, the school, in close liaison with parents/carers, may decide to apply for an EHCP (Educational Health Care Plan).

Further information can be found in our SEND Policy which can be accessed on our school website: <http://www.hambleton.n-yorks.sch.uk/>

What is your school's approach to teaching children and young people with SEN?

Quality first teaching within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.

The approach used to teach pupils with special educational needs varies from individual to individual and is dependent upon needs. The main approaches used at Hambleton CE Primary are:

- In class support (designed to facilitate access to and understanding of curriculum content)
- Short-term, small group work/withdrawal (designed to focus on addressing particular gaps in understanding)
- One to one work/withdrawal using specialist intervention programmes (designed to support development in areas which have been subject to limited or no progress using the approaches listed above)
- After-school clubs, covering a variety of activities, run throughout the school year. All pupils, regardless of SEN status, are encouraged to participate in these extra-curricular activities.
- Additional support is provided for pupils requiring emotional and social development in the form of ELSA nurture groups of Thrive interventions.

We also use a range of evidence based interventions (structured learning programmes) to support pupils with SEND to make better progress. If a child were to attend an intervention, the class teacher or SENCo will inform the parents of:

- What interventions your child is receiving and what are the intended learning outcomes;
- When during the week any interventions will be delivered and for how many weeks;
- Who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
- How the interventions will relate to and support learning in the classroom;
- How they will be monitored closely to make sure they are helping your child to make accelerated progress.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Our school uses a range of teaching and learning approaches which support children to access their year group's curriculum. For the majority of pupils, adaptations such as the use of personalised resources, pre or post teaching groups or differentiation can enable a child to learn alongside their peers within their year group curriculum.

In some cases, it may be necessary for a pupil to receive a more personalised approach to learning if they are working significantly below their year group expectations. It may be that a pupil's learning is delivered separately or, in rare cases, they may transition to a different class for specific subjects only e.g. maths. Class teachers can make suitable adaptations to all subjects and tailor them towards different curriculum objectives. Adaptations may be particularly important for subjects such as Religious Education, SRE or PHSE where it may be more appropriate for a child to learn a different year group's curriculum given their developmental age.

Further adaptations may also be made to safeguard pupils with SEND within the school and wider community. The individual's chronological versus developmental age is carefully considered when judging whether further support is needed to ensure the child is appropriately safeguarded. For example, it may be necessary to deliver separate and additional teaching on online safety at a lower year group level, or it may be necessary to support a child to explore the dangers of life beyond school e.g. road safety or stranger danger.

For further information regarding what adaptations are made within the learning environment, consult our [Accessibility and Equality Action Plan](#).

Please note that any of the above would be agreed to by parents, the class teacher and SENCO, and will be noted on the pupil's SEN Support Plan.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

- Within KS1 and KS2 pupil progress is monitored both informally on an on-going basis and formally through termly pupil progress meetings.
- Data is analysed by the Senior Leadership Team (including the SENCo) to determine rates of progress and any concerns (children who may require support).
- Interventions are purposeful, targeted and are evaluated to ensure that they are effective and impactful.
- The SENCo monitors the quality of Support Plans and ensures that what is written on them is reflected in the classroom environment (through observations and Learning Walks).
- SLT observe and evaluate Quality First Teaching (through Learning Walks and Pupil Voice).

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

At Hambleton Church of England Primary, we are dedicated to providing an inclusive environment which recognises, supports and nurtures the needs of all of our children.

- We provide a broad and balanced curriculum which enables every child with SEN to work harmoniously alongside peers, in the classroom environment. Whenever possible our teachers plan and adapt the curriculum learning to cater towards all learning styles and needs which means that children can access similar learning at a level that is appropriate to them. By maintaining an inclusive environment, we hope to provide a platform upon which our children with SEN can thrive as independent, resilient lifelong learners.
- It may be necessary that Assistive Technology is used to enable a pupil to gain greater access to the curriculum. Examples of Assistive Technology that may be used include: access to an iPad or laptop to record their writing by typing into 'Widgit Online' or by using a voice recognition tool/Dictaphone which is built into Microsoft Word. Microsoft Word 'Immersive Reader' is also used to support children with dyslexic tendencies to either read or listen to texts with enhancements such as a tinted background, 'reading ruler' or words with syllable icons underneath to support reading.
- We offer sports clubs which all children, including those with SEN, are encouraged to participate in.
- Educational visits including residential visits are accessible and all children are encouraged to attend. Additional arrangements, risk assessments and planning takes place on an individual basis, when necessary.

What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

The SENCO attends Local Authority Network events which offers regular updates on SEN procedures in the Local Authority. Staff members (including Teaching Assistants) receive generic training in areas of SEN and specific training is given to support needs as necessary. Training includes: high incidence needs, de-escalation, safe-guarding,

restorative practice, attachment, understanding the Thrive approach, Compass Phoenix, social stories training and Supporting Dyslexia in the Classroom. If a pupil has particular needs beyond our expertise, we seek specialist support promptly.

What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

At Hambleton CE Primary School we strive to work closely with parents and hope that, together, we can provide their child with the support that they need. We value regular communication with parents and carers and encourage parents to speak to class teachers about any concerns that they may have.

If the pupil is not currently registered for SEN support: Parents and carers of children who **may** have SEN are invited to discuss the needs of their child with class teacher (and SENCo if required). This allows parents to share their knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how their child's needs can be met. Parents and carers have an active role in the planning and decision making regarding their child's provision from the very beginning.

If the pupil is already on the school's SEN register: the pupil will have an individual "SEN support plan" which will document their strengths, needs, SMART targets and desired impact. Together with the parents and child, the teacher will review the Support Plan termly. Parents and carers are involved at every stage of the process of assessing, planning for, supporting and reviewing special educational needs.

Subsequent to this, parents and carers will be kept informed of progress in a number of ways:

- Half termly newsletters
- Informal liaisons with the class teacher
- Parent's evenings
- Mid-term and annual reports
- Formal review of their child's progress with the SENCO and class teacher

Note: If there are issues and concerns to be discussed, wherever possible these will be discussed privately rather than in front of the child.

How do I know if my child needs an EHCP?

The SENCo monitors the needs and progress of all pupils on the SEND register and reviews whether individuals may need an Educational Health and Care Plan at termly pupil progress meetings. If parents are unsure about whether their child needs an EHCP, please contact school and arrange a meeting with our SENCo who can offer guidance. For further information on EHCPs and what they are visit: <https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp/requesting-assessment-education-health-and-care-plan>

What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

The child is involved at every step of the Support Plan 'assess, plan, do and review' process:

- At the initial assessing and planning stage, the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable pupils to feel that they have more control over decisions about their support.
- Where the child may be unable to verbally communicate or provide written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.

All children have the opportunity to express their views through "Pupil Voice" meetings or questionnaires on a variety of subjects including interventions and additional provision. "Pupil Voice" information is organised and collated by the Senior Leadership Team and is closely monitored by the Governing Body.

The views of children with EHCPs is captured for their termly Support Plans as well as ahead of their Annual Review.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC plans. Pupil progress will be tracked through their SEN Support Plans as well as through our whole school tracking database. Information related to individual progress and their provision will be shared with the parents, as will progress towards specific learning goals.

- The school closely monitors the progress of all pupils, including those with special educational needs. 'Adequate pupil progress' is used as the measure of the effectiveness of provision for SEN pupils. (Adequate progress can be defined in a number of ways. It might, for instance, be progress which closes the attainment gap between the pupil and the pupil's peers; prevents the attainment gap from growing wider; is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers; matches or betters the pupil's previous rate of progress; or ensures access to the full curriculum).

Progress is reviewed termly by class teachers in collaboration with parents, the SENCO and where appropriate, the pupils themselves.

- SEN pupils who receive support that is additional to or different from their peers are assessed on a termly basis in all their subjects in line with whole school policy on assessment. In addition, these pupils may also be assessed using more refined tools to evaluate levels of progress in areas of specific difficulty.

For individuals with an EHCP, parents and the pupil will be invited to an Annual Review to celebrate the child's social, emotional and academic progress, and to discuss any amendments or concerns. During this meeting the views of both the child and the parents are collated and together, with the class teacher and SENCO, targets for the next year are agreed.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

We work closely with nursery settings, secondary settings and between year groups at our school to ensure that there is a smooth transition. Transition programmes are planned carefully for children with special educational needs and may include additional visit times with a familiar member of staff and/or transition meetings to support all new pupils. The school, where appropriate, will also use social stories, transition activities and communication passports as part of an SEN pupil's transition package. All of the aforementioned approaches are designed to support children and prevent vulnerability during their transition.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition. This enables the Local Authority to consult and request placements at the preferred school. A request for a special school placement should be made in early Year 5 to determine that suitable provision can be considered. It is recommended at this stage that the parent visit some appropriate schools at the next Key Stage to help an informed choice to be made.

If you are concerned about your child's transition please do not hesitate to contact our SENCo via: admin@hambleton.n-yorks.sch.uk FAO SENCO

How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Our school uses a selection of the following to help SEN children develop emotionally and socially:

Personalised, social or emotional interventions includes:

- 1:1 or small group Nurture groups
- 1:1 Thrive interventions with a registered Thrive Practitioner
- Boxall Profile

Whole school approaches to support social and emotional development include:

- Buddy system
- PSHE lessons

- Pupil Council
- Inclusion Days where pupils learn about individual needs (e.g. Autism, ADHD, Dyslexia)
- Anti-Bullying week
- Five Ways to Wellbeing week
- Mindfulness practice
- Pupil voice information is gathered on a range of subjects.
- Restorative Practice

We may also seek the advice of outside agencies if required.

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?

Where the school has concerns that a child may require additional or external support to meet their special educational needs, then a request will be made to the Local Authority service provider and/or other professional support service or voluntary organisation. These may include:

<ul style="list-style-type: none"> • Educational psychology • Speech and Language therapy • CAHMS • Compass Phoenix • SEN Hub • SENDIASS Parent support • The School Nursing Service • The Minority Ethnic Achievement Team • Physical and Medical Needs Specialist Support Team 	<p>Sensory Impairment Specialist Support Team</p> <ul style="list-style-type: none"> • Autism Outreach • Speech, Language and Communication Specialist Support Team • Specific Learning Difficulties Specialist Support Team • Severe and Complex Needs Specialist Support Team • National Autistic Society • The Communication Trust • Cruse Bereavement Care
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Note: Parental opinion and consent is always sought before involving external agencies.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Complaints about SEN provision within the school are first dealt with by the **SENCO** during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the **Headteacher** during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body will become involved. The designated link governor for SEND is **Mrs Kirsty Murray**.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.