

SEND Information Report

Whole School

Whole Child

Whole Hearted

Identity & Diversity

Curiosity

Life Skills

Environment

At Hambrook Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our aim is to enable all pupils to have access to a broad and balanced curriculum, supporting the development of the whole child.

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:

- Being the first point of contact for any parent who is concerned about their child's progress or well-being in school. The teacher is available to talk about any concerns and meet with parents to discuss additional SEND support if needed.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SEND Team know as necessary.
- Writing individual Support Plans and sharing and reviewing these with parents at least three times a year.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SEND Team -

Special Educational Needs or Disability Co-ordinator (SENDCo) – Rachel Yeo

Inclusion Lead – Jeanette Pitman

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 get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating 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 excellent records of your child's progress and needs.
- Monitoring the progress of children with SEND
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher – Jennifer Rubel

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Overseeing the SEND Team and teachers to ensure your child's needs are met.

- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor – David Jenkins

Responsible for:

- Liaising with the SEND Team on a regular basis and reporting back to the Governing Body that the school is meeting its statutory duties for SEND provision.

Local Authority SEND team

Responsible for:

- Supporting teachers, teaching assistants, children and parents in the Local Authority.

Parents can contact South Gloucestershire SEND team and find out further information on the South Gloucestershire Local Offer at www.southglos.gov.uk/localoffer

What if my child has not started school yet?

- If your child has SEND and you are considering whether they should join Hambrook Primary, please contact the school who will be able to further discuss what we can provide for your child.
- If your child has a special need or disability that has been identified in their preschool setting, the class teacher and SEND Team will liaise with preschool staff there to ensure a smooth transition.
- You can access the south Gloucestershire Council website to find out information on local support groups. <http://www.southglos.gov.uk>

What are the different types of support available for children with SEND at Hambrook Primary School?

Class teacher input using differentiated class teaching to meet the needs of all children on a daily basis.

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- 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.
- Specific strategies (which may be suggested by the SEND Team or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work with a smaller group of children.

These groups are known as intervention groups. Your child may be taught in intervention groups for a number of sessions during the school week.

- Run in the classroom or in another space within the school.
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress in key areas identified as priorities for their development.
- A teacher, teaching assistant or outside professional will run these small group sessions, overseen by the class teacher.

Specialist intervention suggested or facilitated by outside agencies

Sometimes children have been identified by the class teacher/SEN Team as needing some extra specialist input in school from an agency outside the school. This may be from:

- The Speech and Language therapy (SALT) Service
- Educational Psychology team
- Behaviour Support,
- Inclusion Support
- Occupational Therapy (OT)
- School Health Nurse
- Other specialist agencies

This would typically mean:

- You may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- 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 yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing aspects of teaching to support them better
 - Support to set targets, which will include their specific expertise and provide advice where appropriate
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by the class teacher/SEN Team as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Your child may also need support in school from outside professionals.

This could mean:

- The school (or you) can request that the Local Authority carry out a Needs Assessment of your child's needs. This is a legal process which sets out the additional support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with additional information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to require further assessment. If this is the case they will ask you and all professionals involved with your child to provide further evidence outlining your child's needs.
- If your child's needs meet the criteria, the Local Authority will issue an EHC Plan.

- The EHC Plan will outline the provision your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.

How can I let the school know 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 still have concerns about your child's progress, you should speak to a member of the SEND Team or Headteacher

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

If the school has concerns about the progress your child is making or about their well-being, they will set up a meeting to discuss this with you in more detail to:

- Listen to any concerns you may have too.
- Plan any additional support your child could receive. This may be written as a Support Plan or Pupil Passport.
- Discuss with you any referrals to outside professionals to support your child.

How are the school's resources allocated and matched to children with Special Educational Needs and Disabilities?

- The school budget includes money for supporting children with SEND.
- The SEND Team 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

They then decide what resources/training and support is needed.

- The Head Teacher, alongside the Governing Body, decides on the budget for Special Educational Needs and Disabilities on the basis of needs in the school.
- All resources/training and support are reviewed on an ongoing basis and changes made as needed.

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

Provided by the school:

- SEND Team (SENDCo, Inclusion Lead and Headteacher)
- Teachers
- Teaching Assistants
- Lunchbreak Supervisors

Provided by External Agencies:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Behaviour Support
- Speech and Language Therapy
- Inclusion Support
- Traveller Support
- School Nurse
- Occupational Therapy
- Physiotherapy
- Paediatrician
- Social Services
- The Supportive Parents Team
- CAMHS (Child Adolescent Mental Health Service)

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

- The SEND Team's job is to support the class teacher in planning for children with SEND.
- The school identifies training needs for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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.
- 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 necessary to meet your child's learning needs.
- Any class visits/trips will be planned to include your child as fully as possible. Where necessary, we will consult with you in detail about these arrangements.

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally at least three times a year and a National Curriculum level given in core subjects.
- If your child is in Year 1 or 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.

- 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 mainstream schools to do.
- Children with SEND will usually have an Individual Support Plan which will be reviewed with your involvement, at least three times a year.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with all adults involved with the child's education.
- The SEND Team will also check that your child is making good progress in any individual or group work.

What support will there be for my child's/young person's overall well-being?

- Please inform the school if your child has a specific medical need. It is the responsibility of the parents to provide the school with any necessary medication. Parents must ensure that medication kept in school is within date and that school is informed immediately should there be any changes.
- Should a child need medication to manage a condition such as ADHD, epilepsy, diabetes, asthma or anaphylaxis, a Health Care Plan facilitated by the school nurse will be provided for the school and training to deliver the medication will be provided by the necessary professional. School staff will be trained to administer medication where appropriate.
- All staff will be made fully aware of the child's Health Care Plan. Parents will be contacted immediately should an emergency occur.
- Where a child will need medication, a medical disclaimer form will need to be signed by parents/carers.
- Should a child have a physical disability and need to receive regular physiotherapy, this can be arranged through the school SEND Team.
- In some cases a child may be referred to the Child Adolescent Health service (CAMHS) for further assessment.
- In some cases families can be referred to the FYPS Service who will support families for an allotted amount of time.

What support do we have for you as a parent of a child with a SEND?

- As a parent, you will be kept informed of all aspects of the decision making process surrounding your child with SEND. You will be updated through both formal and informal meetings with your child's teacher, through annual written reports, parent consultation evenings and more frequent meetings should your child have an EHC Plan
- At every stage you will be asked to contribute towards any decisions that are being made about your child's education. You may be asked to provide verbal or written contributions that may be sent to the local authority should the need arise.
- In the first instance, talk to your child's class teacher about any concerns you may have. They may suggest making an appointment to meet with a member of the SEND Team.
- Hambrook staff are friendly and approachable. Your feedback and concerns are important as your knowledge is valuable in helping us support your child in school. This partnership will allow your child to achieve.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.

- Individual Support Plans will be reviewed with your involvement three times a year.
- Homework will be adjusted as required to suit your child's individual needs.
- 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.
- School can provide you with information about Parent Support groups which can help you as a parent of a child with SEND.
- As a school we pride ourselves on listening and responding to the needs of parents. You are welcome to come in and discuss any issues you may have. Please contact the office and make an appointment with your child's teacher.

How is Hambrook Primary School accessible to children with SEND?

- The building is accessible to children with physical disability via ramps and a lift.
- The school has two disabled toilets.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

School will seek advice for each child's additional accessibility needs and make any reasonable adjustments to the environment where possible.

How will we support your child when they are leaving this school or moving on to 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 school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child.
 - School will ensure 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 a planning meeting will take place with the new teacher. All Individual Support Plans will be shared with the new teacher.
 - Your child will visit their new teacher along with the rest of their class during the summer term.
 - If your child would be helped by further visits or a book to support them understand moving on, then arrangements will be made for this to happen.
- In Year 6:
 - Our SEND Team and Year 6 teacher will liaise with the SENDCo of their secondary school and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - Your child will do 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.
- School will ensure that all records about your child are passed on as soon as possible.

How will I know how my child is doing?

Throughout the year, the school will provide a range of opportunities for parents to find out about your child's progress including:

- Parent Consultation Meetings in the Autumn and Spring terms
- Opportunities to visit your child's learning in class during Open Afternoons.
- End of Year Reports to parents.
- Meetings to agree and review Individual Support Plans.
- A yearly meeting (Annual Review) for any child with an EHC plan, involving parents, school and any relevant external agencies, to review the child's progress.
- Informal meetings with school staff as needed.