



Hunwick Primary School

SEND Information Report

General Information

At Hunwick Primary School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN. At Hunwick Primary School, the Headteacher (Designated Teacher for Looked after Children/SENCO) and SENCO work closely to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

At Hunwick Primary School we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are four broad areas of SEND, these are:

- Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

- Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure the school can meet any needs appropriately. Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Key Policies

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy

Contacts

The following are the main contacts for Special Educational Needs and Disability at Hunwick Primary School:

Mr. S. Joyce is the Head Teacher.

Mrs. L. Gray is our designated SEN Governor.

Mr. S. Joyce/Miss. K. Ross are the designated Special Educational Needs Coordinators.

It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements by phoning the school on 01388 602150 or sending an email to: hunwick@durhamlearning.net

Pastoral, Medical and Social Support

At Hunwick Primary School, we consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met.

Statement of Intent for Promoting Equality

At Hunwick Primary School, we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

Hunwick Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Types of SEND at the School

At Hunwick Primary School, we have experience of supporting children and young people with a wide range of need such as speech and language difficulties, specific learning difficulties, visual impairments, ADHD, Autism and a range of medical conditions such as diabetes. The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

Children also have the opportunity to share their views about school life in general by talking to their class school council member, who will take their views to be voiced at the regular School Council Meetings.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Consultation evenings to set and review a child's SEN Support Plans or Short note targets
- Through a review of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

At Hunwick Primary School, our notional SEN budget amounts to £33,818.48

This is used to support children and young people with SEND by:

- purchasing resources to support children individually, as well as resources for group interventions.
- contributing towards the cost of a team of teaching assistants throughout school to deliver individual and small group support.
- paying for staff training, so that support staff and teachers can best meet the needs of all children.
- paying for specialist services, such as fine and gross motor assessments and reports.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. A Costed Provision Map will be developed in liaison with the child, young person, parent or carer.

Teaching, Learning and the Curriculum

At Hunwick Primary School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Hunwick Primary School we follow a graduated support approach which is called “**Assess, Plan, Do, Review**”. This means that we will:

Assess a child’s special educational needs

Plan the provision to meet your child’s aspirations and agreed outcomes

Do put the provision in place to meet those outcomes

Review the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child’s special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

Quality First Teaching means teachers:

- Use a range of teaching and learning styles
- Differentiate learning materials
- Provide access to ICT and Technology
- Provide additional support in class
- Ensure flexibility in groupings, including small group support work
- Plan for and organise out of class interventions
- Provide enrichment opportunities to stimulate and motivate learning
- Ensure planning is innovative to support the curriculum
- Use appropriate rewards and sanctions to help maintain a positive and happy atmosphere and ethos
- Provide a broad range of extra-curricular activities, including after school clubs
- Employ assessment procedures that will ensure all pupils can demonstrate achievement and progress
- Ensure provision is in place so that pupils, where appropriate, can access national tests at Key Stage 2
- Organize specialist group support from outside agencies e.g. Speech and Language Therapy
- Specific individual support for children whose learning needs are severe, complex and lifelong and what this means for your child
- Mentoring and Counselling
- Have been trained in a range of special educational needs

Graduated approach: When children need specific support, the school employs a range of strategies which may include: Extra adults to support specific needs, specialist resources to support specific needs.

Support for literacy:

- At Hunwick Primary School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children
- Teachers provide learning opportunities matched and suited to the needs of children with learning difficulties
- Work in English takes into account the targets set for individual children and are recorded in children's SEN Support Plans or Short Notes
- SEN Support Plans or Short Notes targets are linked to planning

Teachers provide help with communication, literacy and numeracy by:

- Using texts that challenge children at the appropriate level
- Using Auditory, Visual and Kinaesthetic alternatives to address different learning styles
- Using ICT, including Interactive Whiteboards
- Using transcription and amanuenses
- Differentiating activities to support less able and extend more able pupils
- Using teaching assistants in school to support groups/individual children
- Planning and organising in and out of class interventions

Support for children with SEND needs:

- Hunwick Primary School has an inclusive ethos that supports the learning and wellbeing of all pupils
- Staff make use of a wide range of resources and teaching styles
- Designated time is allocated to ensure children access additional sessions to develop their areas of need e.g. speech
- Teachers seek advice from the SENCO and other professionals e.g. Speech and Language Therapists
- Time to liaise with parents/carers and professionals e.g. Speech and Language Therapist is organised

Support for children on the Autism Spectrum:

- Hunwick Primary School is an Autism friendly school
- Staff have received training on Autism and understand how to support children with autistic traits
- School accesses LA training to keep informed
- Staff make use of a wide range of resources for example social stories
- Children with autistic traits could be referred to the ASD advisory team for extra support

Support for children with Dyslexia traits:

- Hunwick Primary School is a dyslexic friendly school. For example our classrooms make use of visual timetables, help baskets, coloured screens and papers.
- Staff have received training on dyslexia and have developed a range of ways to support children with dyslexic traits
- Children with dyslexic traits could be referred to the SPLD advisory team for extra support

Staffing and any Specialist Qualifications/Expertise

Miss. K. Ross (Key Stage 1 Teacher): Undertaking National award for SEND coordination (to be completed November 2020). Teaching Assistants in KS1 and KS2 with Speech and Language expertise. One HLTAs (Higher level teaching Assistants).

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Currently the school is working with the following agencies:

- Occupational therapists: Assess children, organize programmes within school and at home, train staff and parents
- Speech and language therapists: Work with groups of children to develop language skills such as phonological awareness group and narrative group. Speech groups target pronunciation.
- ASD advisory team: Assess children and provide recommendations to school staff.
- SPLD advisory team: Assess children and provide recommendations to school staff.
- Educational Psychologist
- The Bridge Young Carers
- PSA (Parent Support Advisor)
- CAMHS

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at: www.countydurhamfamilies.info/localoffer

Transition Arrangements

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

1. Discussions between the previous or receiving schools prior to the pupil joining/leaving.
2. All pupils attend a Transition session where they spend some time with their new class teacher.
3. Additional visits can also be arranged for pupils who need extra time in their new school.
4. Mr S. Joyce/Miss. K. Ross is always willing to meet parents/carers prior to their child joining the school.
5. Secondary school staff visit pupils prior to them joining their new school.
6. Mr S. Joyce/Miss. K. Ross liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with Hunwick Primary Staff, the secondary school SENCO, the parents/carers and where appropriate, the pupil.

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report.