



# Hunwick Primary School

## Information about Special Educational Needs

For Parents & Carers



**Confident Schools - Confident Parents**  
The Lamb Inquiry  
Meeting Special Educational Needs in Durham





# Hunwick Primary School



## **Our School SENCO:**

Special Educational Needs Co-ordinators

Mr. S. Joyce

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## **Our SEND Governor:**

Mrs L. Gray

If you would like any independent support or advice about any aspect of your child's Special Educational Needs please contact the

**Durham SEND Information Advice and Support Service**

☐ 0191 5873541 or 03000 267007

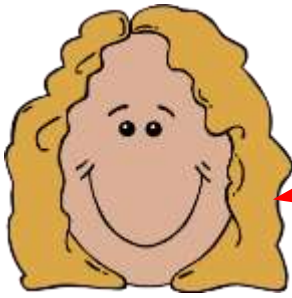
☐ [sendiass@durham.gov.uk](mailto:sendiass@durham.gov.uk)

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Article 3 of the UN Convention on the Rights of the Child states,  
“All organisations concerned with children should work towards what is best for each child.”





**What are Special Educational Needs and Disabilities?**

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or dealing with and controlling emotions, which school can help by putting extra support in at school and by working in partnership with you and your child. It may also be due to a disability, which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

**Types of special educational needs and disabilities can include:**

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Dyscalculia (difficulties with number work)
- Autism
- ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Other Physical/Medical Needs, e.g. visual or hearing impairment



**Did you know?**

At one point in their lives up to 20% of children/young people (1 in 5) need support for a Special Educational Need.



## How do schools help children with Special Educational Needs?

Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called **Quality First Teaching** and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

### **Because of this, schools must:**

- Talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving;
- Appoint a member of staff as the Special Educational Needs Co-ordinator (SENCO);
- Have a written Special Educational Needs policy – a copy should be made available for parents;
- Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to schools by the government, which outlines what schools should do to support pupils with SEN and gives recommendations for good practice.

**Schools recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.**





**What does the  
SENCO do?**

## **SENCO = Special Educational Needs Co-ordinator**

**If your child has Special Educational Needs the SENCO should:**

- ▢ Ensure the right support is put in place for your child;
- ▢ Advise other teachers on how to help your child;
- ▢ Arrange training for staff so they understand your child's needs
- ▢ Work closely with you on a regular basis, to talk with you about your child's needs and listen to any ideas or concerns you might have;
- ▢ Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical professional/ educational psychologist.
- ▢ May have gained the National Award for SEN Co-ordination.





## How are Special Educational Needs identified?

**The first person to identify that a child has special educational needs may be:**

- Yourself, as parent or carer;
- The class teacher;
- A health visitor;
- Another medical professional.

**If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENCO) will assess:**

- What your child is good at and what they need help with;
- What your child would benefit from learning;
- How best to help your child learn.

Information about your child's targets and any extra support they receive at school may be recorded on a Special Educational Need Support Plan and Provision Map (see overleaf).

**Children thought to have special educational needs will be placed on the school's special educational needs register and receive a graduated response to support their Special Educational Need or Disability.**

- Quality first teaching (differentiation of tasks for different needs and abilities);
- Special Educational Needs Support Plan (see page 5);
- Special Educational Needs Support Plan "Top Up" (see page 7);
- Education, Health and Care Plan (see page 8).

**The level of support received may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this.**



## What is a Special Educational Needs Support Plan?

A Special Educational Needs (SEN) Support Plan says what the school, the class teacher and the SENCO plan to do to help your child learn. Alongside this there may be a Provision Map, which gives a costing of the resources and support your child receives. All teachers are aware that children learn in different ways. Some children need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

**A SEN Support Plan / Provision Map will be written especially for your child. It should:**

- Include short term targets for your child, which are linked to their needs, e.g. by changing the way lessons are planned and delivered, so that activities are matched to the ability and needs of your child (known as differentiation), as well as adapting any learning materials such as worksheets, books and activities to meet your child's needs and give access to ICT equipment and software if needed;
- Detail any extra support your child will get;



Article 12 of the UN Convention on the Rights of the Child states,

“Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.”





- Identify who will give your child help;
- Say how often your child will get help;
- State how and when the school will look at your child's progress again (at Hunwick, the plans are reviewed at least once a term);
- Give you ideas as a parent/carer as to how you can help your child at home;
- Involve the child.
- Incorporate any advice/strategies as targets, following consultation and support from specialists and outside agencies.

It is good practice for schools to share copies of the SEN Support Plan and Provision Maps with parents / carers, and this will be through specially arranged appointments.



For many children this action will be enough to support your child with any difficulties and will help them make progress.

Where your child may need more help, the school and SENCO may suggest your child is moved onto **Special Educational Needs Support Plan Top Up** ▶



## What is a Special Educational Support Plan “Top Up”?

**If your child has an SEN Support Plan and Provision Map, but needs additional adult support within school, additional funding to provide this support can be accessed known as “Top Up” funding. The following will apply:**

- Continuation of all the help your child receives detailed at the initial SEN Support Plan Stage;
- Teachers, teaching assistants and the SENCO will continue to work together to find ways to support your child in school;
- The school should continue to seek additional advice from outside specialists, such as health professionals, specialist teachers or educational psychologists who would:
  - Carry out further assessment of your child’s needs;
  - Provide advice to schools on how to best support your child;
  - Suggest resources that would help your child make progress.
- You should receive copies of the SEN Support Plan and Provision Map that outlines what has been planned to meet your child’s needs (see page 5). This will include targets your child is working towards, resources used and when progress will be reviewed.
- Your views will be important in planning for your child’s education. Progress will be reviewed regularly either at Parents’ Evenings, specific SEN Parents’ Evenings, or during review meetings with the school SENCO.



This extra support may be enough to support your child with any difficulties sufficiently to ensure that progress can be made in school.

A very small number of children (about 2%) may need further support and the school may suggest applying for an **Education, Health and Care Plan.** ▶



## What is an Education, Health and Care Plan?

**If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out an assessment of whether a child needs an Education, Health and Care Plan:**

- This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase, the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for your child. If Local Authority Assessment shows that your child's needs are of a more complex nature, they will produce a detailed individual Education, Health and Care Plan advising schools what they must do to support your child.
- As a parent/carer you also have the right to ask the Local Authority to carry out this assessment, although it is usually best if you can do this with the support of the school.
- Education, Health and Care Plans are only appropriate for a small number of children. Your school SENCO or the Durham SEND Information Advice and Support Service will be able to advise you about this.

**If your child has an Education, Health and Care Plan issued, the school must:**

- Hold an Annual Review Meeting to which you and other professionals must be invited.
- Provide your child with the full range of support specified in their plan. This usually equates to additional support for at least 50% of the school day and may be group or individual support (Schools organise this in different ways according to the needs of your child).

**We appreciate this is a very complicated process so please seek advice from your school's SENCO or the Durham SEND Information Advice and Support Service.**

**We hope this information has helped you to understand how schools support children with Special Educational Needs.**

**If you would like to talk to someone about your child's needs please telephone school to make an appointment to see the SENCo.**

**If you are concerned that your child's Special Educational Needs aren't being met or your child isn't making progress, please talk to Miss Ross/Mr Joyce about the support for your child.**

**Thank you for working with us to help your child enjoy school and enjoy learning.**

Article 29 of the UN Convention on the Rights of the Child states, "Education should develop each child's personality and talents to the full..."



## **Frequently Asked Questions**

### **How does Hunwick Primary School know if children need extra help?**

*We know when pupils need help if:*

- ✚ concerns are raised by parents/carers, teachers or the child*
- ✚ limited progress is being made*
- ✚ there is a change in the pupil's behaviour or progress*

### **What should I do if I think my child may have special educational needs?**

- ✚ The class teacher is the initial point of contact for responding to parental concerns*
- ✚ If you have further concerns then contact Miss Ross/Mr Joyce, who are the SENCOs.*

### **How will I know how Hunwick Primary School support my child?**

- ✚ Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.*
- ✚ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need, but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.*
- ✚ These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.*
- ✚ Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.*
- ✚ Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapy Team, Paediatrician etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.*

### **How will the curriculum be matched to my child's needs?**

- ✚ When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.*
- ✚ Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.*
- ✚ If a child has been identified as having a special need, they will be given a SEN Support Plan. Targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the SENCO across the year. SEN Support Plans will be discussed with parents/carers at arranged meetings and a copy given to them.*
- ✚ Appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.*

### **How will I know how my child is doing?**

- ✚ You will be able to discuss your child's progress at Parents' Evenings as well as specially arranged meetings to review SEN Support Plans.*

- ✦ *Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.*

## **How will my child's progress be tracked?**

*Progress is closely monitored on a regular basis, through:*

- ✦ *National Curriculum Tests*
- ✦ *Other tests, such as; phonics tests, optional SATs, Schonell Spelling test, Salford Reading test.*
- ✦ *Information from parents, carers and other professionals from other agencies.*
- ✦ *Records from other schools your child has attended.*

## **How will you help me to support my child's learning?**

- ✦ *The class teacher may suggest ways of how you can support your child.*
- ✦ *Miss Ross may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.*
- ✦ *If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.*
- ✦ *Our Parental Support Advisor (PSA), Mrs. Burton, can work with you to support your child's learning and strategies to help at home.*

## **What support will there be for my child's overall well-being?**

*The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:*

- ✦ *Members of staff such as the class teacher, Teaching Assistants (TAs) and SENCO, are readily available for pupils who wish to discuss issues and concerns.*
- ✦ *If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.*
- ✦ *Staff receive asthma and epipen training, delivered by the school nurse.*
- ✦ *Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.*

## **What specialist services and expertise are available at or accessed by the school?**

*At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:*

- ✦ *Autism Outreach Team*
- ✦ *Educational Psychologist*
- ✦ *CAMHS (Child & Adolescent Mental Health Service)*
- ✦ *Sensory Service to support pupils with hearing/visual Impairment*
- ✦ *Social Services*
- ✦ *SALT (Speech & Language Therapy)*
- ✦ *Treetops (Occupational Therapy)*
- ✦ *Bishop Auckland Hospital (Paediatricians)*
- ✦ *School Nurse*
- ✦ *PSA (Parental Support Advisor)*

*An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. The aim of an EP involvement is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet*

*with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.*

## **What training have the staff supporting children and young people with SEND had?**

*Different members of staff have received training related to SEND.*

*Staff training has included sessions on:*

- + How to support pupils on the autistic spectrum.*
- + How to support pupils with social and emotional needs.*
- + How to support pupils with speech and language difficulties.*
- + How to support pupils with physical and co-ordination needs.*

## **How will my child be included in activities outside the classroom including school trips?**

*Activities and school trips are available to all.*

- + Risk assessments are carried out and procedures are put in place to enable all children to participate.*
- + However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity*

## **How accessible is the school environment?**

*As a school we are happy to discuss individual access requirements. Facilities we have at present include:*

- + Ramps in school to make the building accessible to all.*
- + A toilet adapted for disabled users.*

## **How will the school prepare and support my child when joining Hunwick Primary School or transferring to a new school?**

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




- + Discussions between the previous or receiving schools prior to the pupil joining/leaving.*
- + All pupils attend a Transition session where they spend some time with their new class teacher.*
- + Additional visits can also be arranged for pupils who need extra time in their new school.*
- + Miss Ross is always willing to meet parents/carers prior to their child joining the school.*
- + Secondary school staff visit pupils prior to them joining their new school.*
- + Miss 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 Miss Ross, the secondary school SENCO, the parents/carers and where appropriate, the pupil.*

## **How is the decision made about how much support my child will receive?**

- + These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.*
- + During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.*

## **How will I be involved in discussions about and planning for my child's education?**

*All parents/carers are encouraged to contribute to their child's education. This may be through:*

-  *discussions with the class teacher during parents evenings and organised meetings for discussing your child's SEN Support Plan.*
-  *during discussions with Miss Ross or other professionals*
-  *Parents/carers are encouraged to comment on their child's SEN Support Plan with possible suggestions that could be incorporated.*

### **Who can I contact for further information?**

*If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with Miss Ross/Mr Joyce, the SENCO. I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.*