



## Hipswell C of E Primary School SEN information report July 2020



### **Introduction**

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive at Hipswell C of E Primary School.

### **1 What kinds of SEN are provided for in our school?**

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical

### **2a) What policies do we have for identifying children and young people with SEN?**

### **2b) How do we assess their needs?**

### **2c) What is the SENCo's name and how can I contact them?**

2a) Please read our SEN policy alongside this document (available on our website.) We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach (further details in SEN Policy).

2b) If you think your child may have SEN, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

- GL Assessment program which can help identify difficulties with reading comprehension, maths and dyslexia.
- High frequency words spelling checklist
- Sound and word assessments
- Developing focus and attention checklist

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- The Emotional Literacy Checklist
- Motor skills checklist
- The Social Communication Checklist

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCO – Mrs Sue Regan  
Tel – 01748 832513  
Email – [suregan@hipswell.n-yorks.sch.uk](mailto:suregan@hipswell.n-yorks.sch.uk)

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

At Hipswell we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs Regan (SENCO) works closely with all class teachers.

Communication with you about your child's education includes the following as standard:

- Termly curriculum newsletters outlining the topic and providing details about the planned learning
- Letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCO or Headteacher as needed either by appointment or informally, for example on the playground before school

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning and progress. This could include:

- Additional, informal catch-up meetings
- Home/school communication books

Parents are also signposted to relevant support networks and training e.g SENDIASS, Cygnet, POSCH.

### **4. What arrangements do we have in place to consult with young people with SEN and how do we involve them in their education?**

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of our children are listened to.

Visitors to the school frequently speak about how articulate our children are when they speak about what it is like to be a pupil at our school. This extends to children with SEN as well.

We run an active School Council. Council members are involved in school improvement and seek the views of all children within our school.

Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher or TA. We have TAs who are trained in Emotional First Aid and Emotion Coaching. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts and conversation cubes.

Children with SEN are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required.

Pupil views are sought for annual reviews; these are maintained in order to track progress in the level of response as a child gets older.

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

We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use P-scales and the Pre-Key Stage Standards.

We meet termly with parents of children with SEN to hold review meetings and more often, informally, as required. This may be a quick chat on the playground, or a message by telephone.

We aim to make the review meetings as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. We offer you the opportunity to complete parent views in advance of the meeting to enable you to feel prepared before the meeting and ensure that the minutes of the meeting are completed in a timely fashion. Your child also has the chance to complete pupil views before the meeting, as outlined above.

Pupil profiles are used to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. This is typically updated annually or more often as required. It forms a very useful document for new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class.

Individual provision maps are updated and shared with you and children termly, as outlined above.

**6. What are the arrangements for supporting children and young people in moving between phases of education?**

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed and there is good liaison between members of staff.

Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary school, Risedale Sports and Community College, and work closely with them to ensure that transition for all pupils, and especially those with SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach.

Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children take part in activities at the Hub, meeting key members of staff and familiarising themselves with different departments. Other children require visits to simply familiarise themselves with the site.

**7. What is our approach to teaching children and young people with SEN?**

Hipswell is an inclusive school and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher.

Additional support can be provided during lessons to help children with SEN. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils.

We aim to always include children with SEN on all educational visits, including residential visits.

If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including

the Inclusive Education Service, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies.

Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by the Special Educational Needs Information and Advice Support Services, or by the Independent Supporters team.

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

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable which is updated daily
- paired work or small group teaching
- use of coloured overlays
- alternative methods to seek support
- social stories
- different styles of reading books
- adaptations to homework
- use of ear defenders
- use of ICT to record ideas
- quiet areas within the classroom
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

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

The SENCO accesses the termly NYCC SENCo Network meetings and Swaledale Alliance SENCo Development Group meetings, enabling her to keep up-to-date with current good practice.

TAs have received training in intervention packages as follows (used for both pupils with SEN and others)

- ELS
- FLS
- 1stClass@Number
- Lexion
- Lexia
- Reading Intervention
- RPI
- Emotional First Aid

- Active Literacy Kit

In addition several of our staff members have received training either via NYCC TA network meetings or directly from Enhanced Mainstream School (EMS) staff within school on a range of interventions and programmes including:

- IDL (Indirect Dyslexia Learning – computer based intervention)
- SNIP literacy programme
- Multiplication Rocks (number/times tables support)
- Colourful semantics
- Behaviour management
- Barrier games
- Paired writing

A programme of staff training (for both teachers and TAs) is carried out on a rolling basis and has included:

- Attachment
- Emotion Coaching
- Changes to the Code of Practice
- Social stories
- Compass Buzz (mental health and well-being)

Specific training is provided as needed for staff members as and when the need arises.

Should we require additional support or expertise to meet a child's needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service (IES).

Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC IES teams in supporting the child. Parents and children are also involved in the process at all stages.

#### **10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?**

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker and, where necessary, P-scales and Pre-Key Stage Standards. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set.

Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil feedback all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package.

Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress.

#### **11. 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?**

We provide a range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. This includes after school clubs run by school staff and outside providers, school trips, collaborative working between classes and organised community events such as the family barbecue and contributing to local artwork.

#### **12. How do we 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.**

As a predominantly forces school we have a high mobility rate and one of the biggest successes of our school is the way in which new pupils are welcomed and helped to settle in. New starters are always introduced to a few members of their class to show them around and help them get used to routines. This alleviates the concern and anxiety children may feel about starting school and helps to foster positive peer relationships right from the beginning. This is supported by the inclusive, open ethos of our school. When your child leaves, we aim to provide carefully planned transition where appropriate. In addition, PSHE lessons target this area and targeted work is carried out by class teacher and TAs as required. This benefits all children, including those with SEN. However, for those children who require additional support, other strategies such as the lunchtime support club, "time out" with a trusted adult and the Emotional First Aid programme can be used.

**13. How do we 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?**

We work closely with a range of external agencies to help meet your child's needs. This includes the Early Help Team (which has a team of outreach workers who can support you at home), multi-disciplinary hubs, the Healthy Child Team, educational psychologists and Speech and Language therapy services. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

**14. What are the arrangements for handling complaints from parents of children with SEN about the provision made?**

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see either Mrs Regan (SENCO) or Mr Sykes (Headteacher).

If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to Mr Zaranko (chair of governors) at the school.

Headteacher – Mr Jon Sykes

Tel – 01748 832513

Email – [headteacher@hipswell.n-yorks.sch.uk](mailto:headteacher@hipswell.n-yorks.sch.uk)

Chair of Governors – Mr Tad Zaranko

Tel – 01748 832513

Email – [tzaranko@hipswell.n-yorks.sch.uk](mailto:tzaranko@hipswell.n-yorks.sch.uk)

#### **APPENDIX 1**

The world of Special Educational Needs is full of jargon! Please find below our attempt to explain some of the acronyms you may come across.

<b>Acronym/ Abbreviation</b>	<b>Meaning</b>
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCO</b>	Special Educational Needs Coordinator
<b>NYCC</b>	North Yorkshire County Council
<b>TA</b>	Teaching Assistant
<b>EP</b>	Educational Psychologist
<b>SpLD</b>	Specific Learning Difficulties
<b>C+I</b>	Communication and Interaction
<b>SEMH</b>	Social and Emotional Mental Health (formerly Emotional and Behaviour)
<b>SENDIASS</b>	Special Educational Needs and Disability Information Advice and Support Services (formerly Parent Partnership Services)

<b>EHCP</b>	Education Health and Care Plan (formerly Statement of Special Educational Needs)
<b>EHCAR</b>	Education Health and Care Plan Assessment Request
<b>DCD</b>	Developmental Coordination Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>FASD</b>	Foetal Alcohol Spectrum Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>POSCH</b>	Parents of Special Children – a charity/support group for parents and carers of children with SEN ( <a href="mailto:poschcharity@outlook.com">poschcharity@outlook.com</a> )
<b>NYPACT</b>	The parent and carer forum for North Yorkshire <a href="http://nypact.org.uk/">http://nypact.org.uk/</a>
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>SSA</b>	Specialist Services Autism (formerly ASCOSS)
<b>IES</b>	Inclusive Education Service
<b>SPA</b>	Single Point of Access (means of requesting additional support for children)
<b>SALT</b>	Speech and Language Therapy
<b>OT</b>	Occupational Therapist
<b>CAMHS</b>	Child and Adolescent Mental Health Services (Brompton House on Brompton Road)
<b>CDC</b>	Child Development Centre (based on Brompton Road, Northallerton)