



Special Educational Needs and Disability SEN Information Report 2019-20

GENERAL INFORMATION

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

Admission arrangements for pupils with SEND follow the same criteria as any other pupil. A copy of the school admissions policy can be obtained from the school office or the school website.

EQUALITY FOR PUPILS WITH SEND

St Hilda's C of E Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life. St. Hilda's has a duty of care towards its pupils acting in loco parentis. Robust procedures through our various policies ensure that children with Special Educational Needs and disability are treated with respect. The policies aim to be preventative and proactive to enable children with SEND to learn and be taught to their full potential and to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community can flourish. This is entirely consistent with the school's vision and ethos.

1) What kinds of special educational needs does the school provide for?

At St Hilda's C of E primary School, we provide for children of varying needs. This is done through a number of methods depending on the nature of those needs. A child is classed as having special educational needs if he or she has educational needs that call for provision to be made which is significantly different from or additional to the differentiation within the teacher's planning for children of the same age.

A child has special educational needs if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age in other schools within the Local authority.
- c) Is under compulsory school age, and falls within the definition at a) or b) above (or would do so if special educational provision was not made for him or her).

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All staff will have due regard for the Special Needs Code of Practice when carrying out their duties towards all pupils with special educational needs, and ensure that parents are made aware of SEN provision which is being made for their child.

2) How does the school identify if children/ young people need extra help?

Needs are identified and tested by the school in different ways. The SEN Code of Practice 2014 does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Social Emotional and mental health
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.'

We have a rigorous and robust internal tracking system which allows us to closely monitor the progress of our pupils individually. We also use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Children's performance judged against National Curriculum level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools

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- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results

This ensures that pupils' needs are being met and any children who require additional support are identified early so that interventions or specialist resources can be implemented quickly and effectively.

St Hilda's CE Primary School has a clear approach to identifying the needs of children with SEND with the emphasis being on early identification. School assesses each pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable. Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils. If a child is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEND. At this stage additional information and/or assessments may be requested from specialist outside agencies or medical professionals.

The school has developed strong links with external agencies that work with the school to identify and support children who have specific or complex additional needs. We work closely with parents and other professionals to ensure the best possible outcomes for our children with special educational needs.

3) What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspects of your child's education, contact your child's class teacher in the first instance. Further discussions with the school SENCO and/or senior leadership team may then be arranged, depending on the nature of your concern. If you have a concern related to a medical or health issue, then you may wish to speak to your doctor or health visitor.

4) How will I know how my child is doing in school? How will I be involved in discussions about, planning for, and involvement in, my child's education?

At St Hilda's CE Primary School, we believe that parents should be kept fully informed about their child's progress. Parents and children are invited to attend Parent Consultation evenings in the autumn and spring terms. At these meetings the class teacher, parents and child are able to discuss the progress made and share individual targets to further improve learning. In the summer term parents receive a detailed report which highlights progress made, attainment levels along with progress towards the child's personal learning goals. Parents are able to make an

appointment to discuss the report further if they wish to do so. Parents may also request information at any time regarding the progress of their child, and appointments can be made through the school office.

Individual Pupil Support Plans (PSP's) are created, when necessary, and reviewed by the class teacher, pupil and parents with input and support from the SENCO if required. These are updated and reviewed termly.

Children also have a One Page Profile which identifies their positive attributes, activities they particularly enjoy, and also ways which they prefer to be supported in school. Parents, teachers and pupils contribute to the writing of these.

Annual Reviews are held every 12 months to assess the progress of children who have a Statement of special educational needs or EHC plan. These meetings are child centred. At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new outcomes, targets and actions as well as long term aspirations.

5) How will the curriculum be matched to my child/young person's needs?

Our school understands the importance of differentiation in enabling children to access the curriculum. Of course, provision made to meet children's needs, is dependent upon the nature of those needs, as well as any funding given to support them, but our aim is to give the most appropriate support possible to ensure that children can fully access the curriculum.

The curriculum may be differentiated in terms of content, additional adult support, (including discreet group support both in and outside of classes), peer support, class teacher support and one-to-one support where appropriate.

Additional resources may be made within ICT. We have a range of equipment including laptops, iPads, and digital cameras, to support the recording of the curriculum.

6) How will school staff support my child/young person?

It is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The class teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Differentiation can be applied through many forms, depending on the specific needs of pupils. The class teacher, along with teaching assistant as well as any additional support staff, are responsible for overseeing and planning the child's education programme and this will be monitored frequently.

If your child requires a specific intervention, for example, following a speech and language therapy plan, then he or she will receive the necessary support to progress through the plan.

Your child may receive small group support to complete a literacy or numeracy intervention to accelerate progress.

Your child may be supported in class on a 1:1 or small group basis by a teaching assistant. Your child will receive focussed teaching on a small group basis from the class teacher. All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact. Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEN. They are aware of the school's policies and procedures and they are updated where appropriate. (Although the governor won't directly support children, they, along with the Head Teacher, will oversee that suitable procedures are in place.)

7) How is the decision made about what type and how much support my child/young person will receive?

The decisions are made following discussions with staff, parents/ carers, pupils and where appropriate outside agencies. Factors such as existing diagnoses, results from assessments, National Curriculum levels achieved, and any other fundamental influences will be considered by all those working with the child.

We have several successful interventions relating to specific needs which run for set periods of time as well as a range of other resources which can be adapted to suit the needs of individual children to encourage independence within the classroom.

All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact.

The school budget includes a notional budget for supporting children with SEND. Additional funding is provided for children with additional needs to ensure they are achieving their full potential. Resources, equipment and training is allocated through careful consideration of the SEND action plan and whole school priorities for improvement.

8) How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

Reasonable adjustments will be made following input from parents/ carers, children and support agencies to ensure full inclusion in physical activities and school trips. These adjustments may include additional adult support, adapted equipment or adaptations to the activity.

All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development alongside their academic development.

The school has many extra- curricular clubs at lunchtime and after school. These are offered to all children and any responsible adjustments are made to ensure that all children can access the clubs of their choice.

To enrich the curriculum children, attend various trips throughout the year. Every effort is made to

ensure that all children can fully participate in their trips. Children with additional medical, physical or social, emotional and mental health needs are included on the trip risk assessment. If required, additional staffing support is provided.

9) What support will there be for my child/young person's overall wellbeing?

We are extremely proud to be an inclusive school; we welcome and celebrate diversity. We have a zero tolerance to bullying and challenge discrimination. All staff believe that children's high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENCO, for further advice and support. This may involve working alongside outside agencies.

Prescribed Medicine may only be administered in school when the appropriate forms have been completed by the parent/carer. Personal Care Plans are created for those in need and will be fulfilled by the appropriate member(s) of staff.

Class teachers follow the School's Behaviour Policy and obviously such strategies will be amended as and where needed to cater for children with social, emotional and mental health needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that the social emotional and mental health needs of our children are a crucial factor surrounding the ongoing progress of all children, including those with special educational needs.

We also work with the support of Longford Park School's outreach team. When necessary a referral to CAMHs may be made.

The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance and again those on the SEN register will be included within this process.

At St Hilda's CE Primary School, the overall well-being of our children is a high priority and is monitored closely by all staff. We are very clear about the characteristics of the children we are helping to develop. There are 8 key attributes that are embedded in all aspects of daily life in order to prepare all of our children for future lives. The 8 personal learning goals that are taught throughout school are enquiry skills, adaptability, resilience, morality, good communication skills, thoughtfulness, co-operation and respect. All children have weekly lessons in PSHE. The school has trained first aiders available throughout school to deal with medical incidents. If you are concerned about your child's social or emotional development, please speak to your child's class teacher or SENCO.

10) What specialist services and expertise are available at or accessed by the school?

Mrs Simmons is the SENDCO, she can refer children for further assessment from Trafford's SEN Advisory Team.

SEN TAs have attended specialist courses for supporting children with specific needs and both SEN TAs and class TA's are trained in using support programmes such as Fischer Family Trust early reading intervention, Speech and Language Training, Numicon Breaking Barriers Maths intervention.

All staff are kept up-to-date with changes regarding SEN provision and specific training is provided throughout the year at staff meetings and on teacher training days.

Services which we access:

- Trafford SENAS (Special Educational Needs Advisory Service)
- Educational Psychologist
- School Nurse
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapy Service
- Physiotherapy and Occupational Therapy Services
- Longford Park School (Behaviour Support)
- Local Primary schools to share good practice.
- Feeder Secondary Schools to provide additional and personalised transition for vulnerable pupils.

11) Examples of training received by the staff supporting children/young people with SEND include ...

- Reading Recovery and Benchmarking with the PM Benchmarking kit (training for teachers and TAs)
- SEN and Disability
- SEN Reforms, eg. Introduction to the ECAF
- Supporting Dyslexic Pupils in the Classroom
- Dyslexia and Multilingualism
- Helping to overcome Working Memory Difficulties
- How Attachment Relates to Learning
- Emotional Intelligence
- Technology Solutions to support study skills
- Spotlight on Autism
- Supporting Selectively Mute children
- Bereavement Support in Schools
- Talk for Writing
- Kagan Co-operative Learning
- Sharing of Good Practice- observing staff supporting children in school and at link schools.

SEN Resources include:

- PM early readers – Pink and Red Levels
- PM Benchmark kit
- Phoneme counters
- Smencils (for reluctant writers)
- Pencil grips
- Sensory cushions
- Fidget toys
- Desk screens
- Ear defenders
- Writing slopes with Dycem matting
- I-pad apps to support Literacy and Numeracy
- Coloured overlays
- Calm/quiet study areas
- EAL resources
- Fischer Family Trust Wave 3

Assessments include

- PHAB – assessment of Phonological awareness
- Aston Index
- Concepts about Print assessment
- PM Benchmark kits

12) How accessible is the school environment?

The majority of our classroom entrances have ramped wheelchair access, and the main entrance enables wheelchair access. There is a wheelchair accessible and adapted toilet.

Teachers modify teaching and learning as appropriate for children with physical disabilities. For example, they may give them additional time to complete certain activities. In their planning teachers ensure that children with disabilities are given the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they require;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;

Translators are available when required, to communicate with parents/carers whose first language is not English.

13) How are parents and young people themselves involved in the school?

Young people are involved in the school in several ways. Jobs are given to children in classrooms and across the school. These include book monitors, reading buddies, play leaders. We also have a school council which meets regularly to discuss what pupils think about school and any changes we may make.

Through teaching, marking, peer discussion and discussions with the teacher, children are encouraged to identify and set their own targets. This ensures the children understand what their targets are and that they take ownership for their own learning.

We operate an 'open- door policy' in which parents/carers are actively encouraged to discuss any concerns they have with their child's class teacher with the SENCO available for additional advice and support. Home- school books are used for some children. These are personalised and relevant to the needs of the individual pupil.

Children and parents are involved in the writing and discussion of their One Page Profiles and Pupil Support Plans.

If a child has an EHC plan, the child is placed firmly at the centre of the review process. The child then has the opportunity to share their successes and explain what is working well and what can be done to help them further. The family of the child is also asked for their views about what is/ is not working well before working together with the school and any other professionals to agree the outcomes to be set for the next twelve months.

Teachers are available to hold informal and formal discussions and appointments can be made through the school office.

Annual Reviews are held at least every 12 months to assess the progress of children who have a EHC plan.

14)How we involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Other services are involved according to the individual needs of the pupil. We may contact other agencies, for example, SENAS, Speech and Language or Educational Psychology Service if a child requires a detailed assessment to establish their specific needs and means of support.

If we have concerns regarding your child's physical or emotional well-being, we may contact the school nurse. If a child displays anxieties or other difficulties such as depression, the school may make a referral to CAHMS, or contact other professionals such as the school nurse, for advice and support. We will work alongside to ensure your child receives the appropriate support. Any such contact will be made following a discussion with you as parent/ carer to seek your permission first.

On rare occasions, if a child is considered to be at risk in in any, we may consult MARAT (Multi Agency Referral and Assessment Team).

15)Who can I contact for further information?

Your first point of contact should you have any questions or concerns is your child's class teacher. For further support and advice, you can contact Mrs Kirsty Simmons SENDCO on 0161 881 5466. For any questions relating to admissions to the school, please contact the school office on 0161 881 5466.

The school's SEND policy can be found on the School website. Alternatively, a copy can be obtained by contacting the school SENCO or school office.

For further information or advice relating to your child's well-being or special educational needs you can contact:

- SENAS 0161 911 8683
- Sensory Impairment Support Service 0161 912 5526
- EPS (Educational Psychology Service) 0161 912 3191
- CAHMS 0161 860 5157
- Trafford Speech and Language Support Service
- School Nurse Rebecca Cartwright 0161 912 5179

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Further information and advice can be found on Trafford's Local Offer Page

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?localofferchannel=3>

16) How will the school prepare and support my child/young person when joining the school, transferring to a new school or the next stage of education and life?

Before starting at St Hilda's, parents/carers and children are invited to look around the school and talk to any relevant staff. There is also a New Intake Meeting for Parents/Carers of children in the EYFS held in the Summer Term before the September intake. In the Early Years children get the opportunity to visit their classroom for a morning before a phased transition in September.

Transition to St Hilda's C of E Primary School: For children with SEND we would encourage further visits to assist with acclimatisation within the new surroundings. We would also contact the previous school when necessary.

Other times of transition:

When moving year groups, teacher meetings are held to ensure all relevant information for vulnerable pupils is passed on from the previous teacher. Successful strategies and resources are shared. All pupils participate in the annual 'all change day' where they spend the morning with their next teacher. Additional opportunities for pupils to meet their new teacher and familiarise themselves with their new surroundings are provided as required.

Transition from St Hilda's C of E Primary School:

Transition to high school and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive package to support transition including:

Discussion with families from Year 5 at annual reviews or at a Parents' Consultation Evening.

An opportunity planned for families to visit the new school

In Year 6, all special education needs information is passed on to the relevant person at their chosen Secondary School. Additional transition is arranged for the most vulnerable pupils, which often includes extra visits sometimes accompanied by a member of staff from St Hilda's.

For pupils with an EHC plan, we invite a member of their chosen Secondary School's SEN team to attend the annual review so that transition can be carefully planned with input from the child's parent/carer.

Close liaison is made with schools if a child moves school within the academic year to ensure that all relevant information is fully shared. In year 6, the class teachers and SENCO liaise closely with secondary schools. Additional transition is set up for vulnerable children or children with high levels of need.

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17. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

18. How should complaints regarding SEND provision be made and how will they be dealt with?

St.Hilda's C of E Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school and we will endeavour to address your concerns at the earliest stage possible. A full copy of the School's Complaints procedure can be obtained from the school.

The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, SENCO or senior teachers can resolve your concerns straight away. If you remain dissatisfied with the outcome the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure.