ENGAGEMENT ENJOYMENT ENTHUSIASM = EXCELLENCE.

# SPECIAL EDUCATION NEEDS (SEN) REPORT, INCLUDING THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER 2020-2021

## Our Vision for SEND

Hardwicke Parochial Primary Academy is committed to striving for excellence in all that we do at the school. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by inspirational and caring adults. They will be able to contribute to their local community and understand how their actions impact on a wider, global world. They will be caring citizens who know how to keep themselves and others safe. They have a role to play in looking after others.

The school's vision is intrinsic to inclusion. Through our emphasis on inclusive personalised learning we aim to make sure that each child's needs and barriers to learning are addressed and that they are supported in their learning. We aim to help every child make as much progress as possible, irrespective of their level of need and the barriers to learning they might encounter. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning, helps us to deliver the best opportunities for the future.

### What do we mean by SEND?

The Special Educational Needs and Disability (SEND) Code of Practice: for 0 – 25 years (2014) states that:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

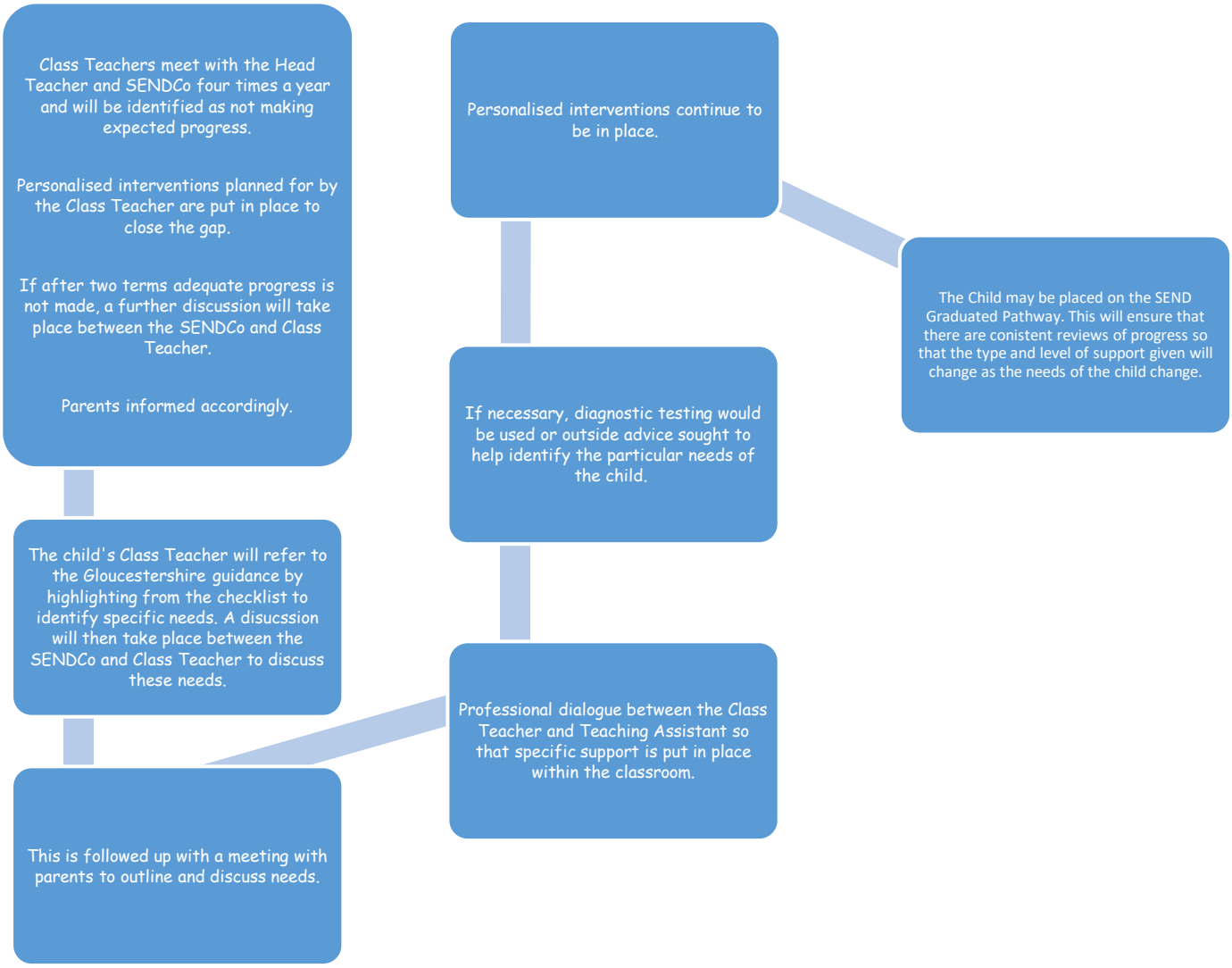


## IDENTIFICATION

### How does our school know/identify Special Educational Needs (SEND)?

At Hardwicke Parochial Academy, we believe that children's special educational needs fit broadly into four categories: communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory.

To identify pupils with additional needs we use the following map to support:




### What should parents/carers do if they think their child has SEND? How can they raise concerns?

Parents should discuss their concerns with the Class Teacher.

Where possible, the SENDCo should meet with the parents to discuss needs.

A follow up meeting between the Class Teacher and SENDCo will then take place to develop a plan for the child.

The child will be involved in setting their own targets so their voices are heard.

Appropriate support in place, after a discussion with the Head Teacher.

**How will our school include parents and students in planning support?**

Regular communication between parents and Class Teacher will take place. Twice yearly formal parents' evenings to discuss progress and achievement.

Additional 'structured conversations' meetings will be arranged in addition to parent's evening. This is an opportunity for the Class Teacher and SENDCo to discuss the needs of the child in more detail with the parent.

Parents are expected to support their child with their intervention targets at home so that they will have the maximum impact on their progress in school.

Class Teachers to meet with the children to develop a 'My Profile'. The pupil's voice is heard and their views taken into account in target setting.

Students are encouraged to be self-evaluative after the intervention programme.

Parents are encouraged to discuss the impact of the intervention with their children at the end of the assessment window.



## TEACHING AND SUPPORT

**How will our school teach and support pupils with SEND?**

*For pupils without an Education Health Care Plan (EHCP)*

Access to quality first teaching as part of whole class.

Matched learning across the curriculum.

Personalised intervention support to address individual needs.

In-class support from TA/Class Teacher, as supported by the SENDCo.

Teaching is Dyslexic friendly across the school.

Specialist and fully trained Teaching Assistants to deliver interventions.

*For pupils with an Education Health Care Plans (EHCP)*

Further advice and support will be sought from outside agencies such as Educational Psychologists, Advisory teachers, speech therapists and GPs.

Individual targets set to address needs.

1:2:1 support.

SENDCo to liase with outside agencies to ensure that the needs of the EHCPlan are being met within the classroom.

The support outlined in the child's EHCPlan will be supported within school and the correct provision in place to ensure each child meets the targets outline on the plan

**How does our school plan the support? How are our resources allocated and matched to needs?**

Support is planned through a discussion between the SENDCo and Head Teacher.

Support is planned against the needs and targets set out in the My Plan, My Plan + and EHC Plan.

Individual targets are set and support allocated to cary out interventions.

Advice and support materials from support services/outside agencies where appropriate.

Budgets are used to provide TA support/resources.

The SENDCo will identify the Teaching Assistant to best deliver an intervention so that it can have the maximum impact.

Progress and misconceptions are picked up and addressed through detailed notes from an intervention, per session. Support is provided from the Class Teacher and SENDCo.

**How is the decision made about the support your child will receive?**

Head Teacher/SENDCo and Class Teacher will discuss the EHC plan along with any outside agencies and decide on the appropriate support for each individual.

Support arrangements will be discussed with parents.

Casework team allocate hours and set targets for EHC Plan.

My Plan's and My Plan +'s will be reviewed every 9 weeks to ensure that the child's needs are fully met

Feedback from outside agencies (Educational Psychologists, Speech and Language, Nurses etc)

**Who will be working with your child?**

Head Teacher

SENDCo

Class Teacher

Class TA

Outside agencies as and when necessary (Educational Psychologists, Speech and Language, Nurses etc)

**What role will the child's teacher play?**

Your child's class Teacher is ultimately responsible for meeting your child's needs and ensuring your child makes good progress.

The Class Teacher will discuss your child's needs with the classroom Teaching Assistant to ensure the support identified is provided by all members of staff.

Class Teacher will discuss the EHC plan with SENCo and outline how support will be allocated.

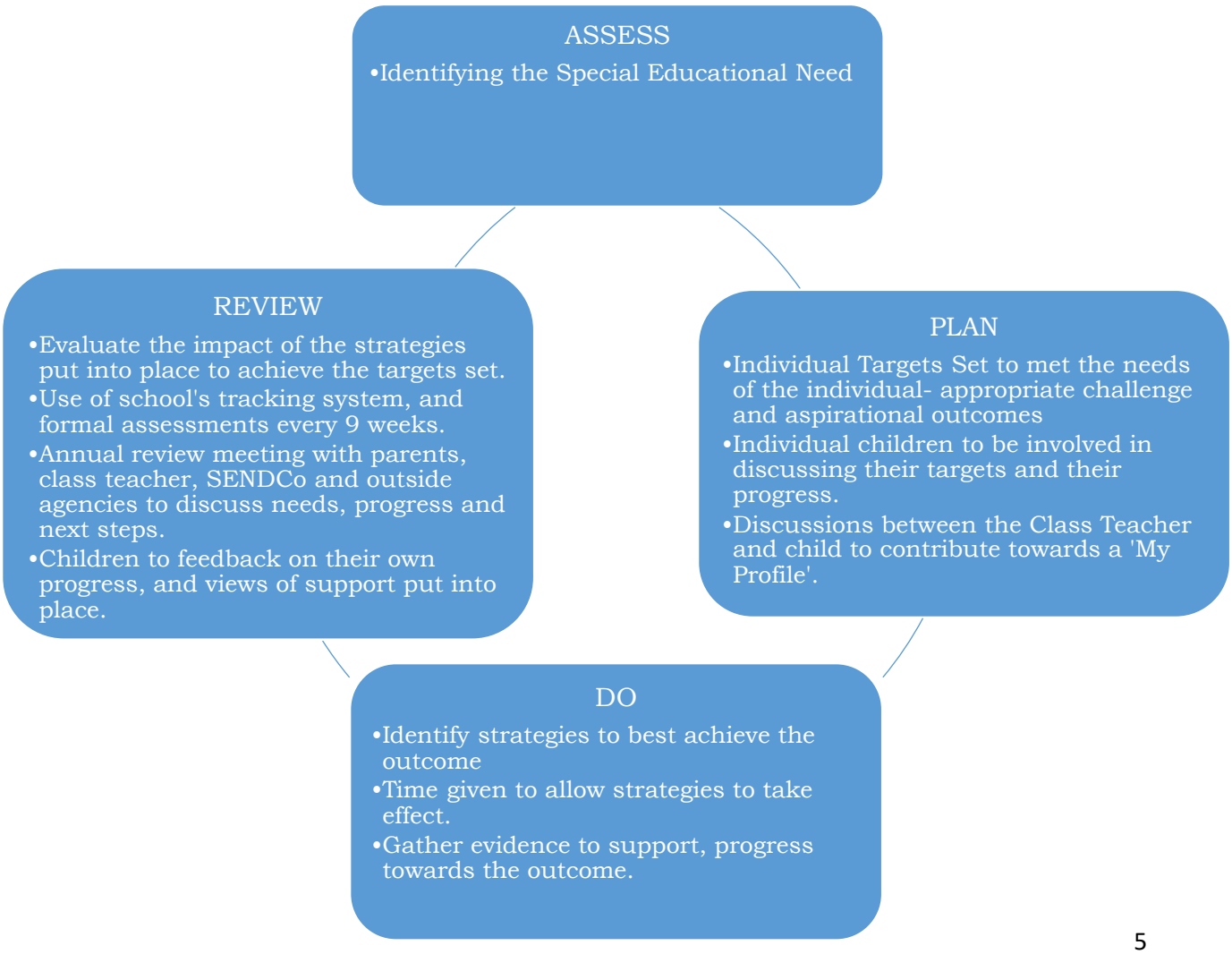
Class Teacher will monitor progress and change activities as and when necessary.

Class Teacher will liaise with parents, keeping them informed with progress and any areas of concern.

The Class Teacher will also raise any concerns with the SENDCo or Head Teacher.

## PROGRESS AND EFFECTIVENESS

At Hardwicke Parochial Primary Academy, we ensure all with Special Educational Needs are met through great classroom practice. This is called Quality First Teaching. In addition to this, we use a graduated approach, called 'Assess, Plan, Do and Review'.



## EXPERTISE

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| Training of staff | •SENDCo attends regular cluster meeting to update knowledge and to keep up to date with good practice.<br>•SENDCo holds the National Award for Special Educational Needs at Postgraduate level.<br>•SENDCo is provided with regular support from Head Teacher.<br>•Teachers and TAs attend relevant training courses.<br>•Specialised training to meet the needs of an EHCPlan. |
| List areas of expertise | •Specialised training for specific medical conditions. (Epi-pen and diabetes training).<br>•Support from outside agencies for supporting children with hearing and Visual impairments. |
| What intervention programmes does our school run for children with SEND and how are they delivered? | •Reading and spelling supported by phonics programme<br>•Reading and spelling supported by use of Dancing Bears, Bearing Away, Apples and Pears and Bear Necessities, Nessy<br>•Close-the-Gap individualised support<br>•Circle time/Social skills groups<br>•Touch typing<br>•Catch Up Maths |
| What teaching strategies does our school use for children with learning difficulties including: autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties, dyslexia | •Advice and support from GP, Paediatrician, ATS Service.<br>•Individual needs met through individual/small group work.<br>•Additional TA support if appropriate.<br>•Teaching strategies will include individual time tables, appropriate positioning, use of visual cards and IWB, writing slopes and spelling cards, alphabet and sound mats, high frequency word cards, number lines/100 number square, coloured overlays. |
| What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion? | •Whole school behaviour policy<br>•Individual reward cards and systems (home-school diaries)<br>•Reward for playtime and lunchtime<br>•Celebration assemblies<br>•House points<br>•Encouragement of the 'Emotion Coaching' approach<br>•Learning Mentor and Learning Counsellor |

## WORKING TOGETHER WITH PARENTS AND CARERS

At Hardwicke Parochial Primary Academy, we believe that it is vital for the school and parents/carers to develop an open and supportive working relationship. Parents/Carers, hold key information and the work of schools and professionals can be more effective when they are involved. We feel it is important to take into the account is taken of their wishes, feelings and perspectives on their children's development. This is even more important when a child has special educational needs. Through working together effectively, we can create a shared view of the child's needs and find the best ways of supporting them.

The Class Teacher is responsible for keeping in touch with the parents through informal discussions and through parents' evenings.

Meeting with the Head Teacher and SENDCo can be arranged on request.

For Pupils with a MyPlan+, the SENDCo will meet with parents/carers every 12-15 weeks.

MyPlans are adjusted as and when according to progress to the targets set, but at least 4 times a year. Parents/Carers should work together to create new targets, including the voice of the child.

For 2020, the SENDCo aims to create an SEN Parent forum. This will be an opportunity for parents to feedback views of SEN support as well as develop a support network.

We offer additional support to families through a Family Support Advisor who is based on the school site.

## PUPIL VOICE

**Who will explain and discuss this with young people?**

- The Class Teacher or Teaching Assistant will discuss the targets with the individual children.
- The SENDCo may also discuss the targets with the children through pupil conferencing.

**How will our school involve young people with SEND in their education?**

- Children will be involved in discussing their targets and their progress across all Key Stages.
- Children are encouraged to recognise when they have achieved their targets.
- Children's views will be sought before any review meetings, if appropriate. This is through the use of a My Profile.

**How do we assess and evaluate the provision we have arranged for your child?**

- Targets are reviewed using results of assessments and through discussions with Class Teacher, TAs and the individual children.
- Outcomes are recorded and progress is monitored every 9 weeks.



## OTHER SERVICES

We work with a range of external services to provide support for our pupils. These include:

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| GP | School nurse | Education Psychologist | Speech & language therapists |
| Occupational Health Team | Advisory Teaching service | PCSO's | Community social worker |
| Local charities e.g. 'Hammer Out' 'Mermaids' | CYPS (Children's and Young People's Mental Health) | Early Help | Family Information Service |

## OTHER SUPPORT

### How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school?

- Please see our school website for admissions arrangments. If parents are suspicious of any special educational need, the school strongly encourages the parents to contact the school directly so that a meeting can be put in place to discuss this.
- Strong links with our on-site Pre-School setting.
- Meet Class Teacher and SENDCo to discuss any new needs arising from meetings and discussions.
- Meetings are held with agencies and parents/carers prior to starting school, if possible.
- New schools are involved in the review process and help to set new targets for their new setting.

### How do we prepare our pupils for adult life?

- All children are taught the necessary skills to become independent learners and to work both as individuals as well as members of a team.
- Sex Education for Year 6 children.
- School council team.
- Worship team - monitoring and leading in the prayer life of the school.
- Cycling proficiency.
- Buddy time. Year 6's to support and 'buddy' with a Reception child.
- Sports and Play Leaders
- Relationships topics taught from Reception to Year 5 in PSHE.

### What resources and equipment do we provide for children with SEND?

- Appropriate resources and equipment will be provided following assessment of individual need.
- Specific training is also provided, where appropriate.
- Special arrangements for exams is provided for individuals, in line with the national guidlines following a discussion between the Class Teacher and Head Teacher.

### What arrangements are in place with other schools/educational providers when our SEND pupils transfer?

- Liaison with pre-school settings before children start school (By Reception Teacher).
- Communication with secondary school transfer, through visits and discussions with staff (SENDCo's from Secondary school settings).
- Year 6 children attend secondary school visit during the end of the summer term.
- Individual pupils suported when visiting secondary school.

### How accessible is our school to pupils with SEND?

- The school site is accessible for children with wheelchairs and there is a disabled access toilet and care suite.
- Personal Evacuation Plan's in place for those children with a disability.



## Further Information

### Where can you find our SEND policy?

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| The SEND policy is available on the school website: www.hardwicke.gloucs.sch.uk/ | Copies available from the school office |

### What role do Governors have? What does our SEND Governor do?

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| SEND Governor supports and monitors the effectiveness of the provision of SEN in school | The SEND Governor meets with the SENDCo to discuss the needs and provision of resources for children with SEND | The SEND Governor then provides a report outlining the SEN provision and the progress of the children with SEND |

### What can you do if you are not happy?

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| Discuss issues with Class Teacher/SENDCo, Head Teacher | Follow complaints procedure, if necessary |

### How can parents/carers arrange a visit to our school? What is involved?

Parents can contact the school office by telephone or by email to discuss arrangements for booking a visit to the school

### Who can you contact for more information?

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| More information can be obtained from the Class Teacher, SENDCo, SEND policy or the Head Teacher | **The SENDCo is Mrs Heather Gregory admin@hardwicke.gloucs.sch.uk** |

### When was this information updated?

September 2020