

**Special Educational Needs (SEND) Information Report**

**School SENDCO – Charlotte Blundell (01253 700331)**

**2023-2024**

Hambleton Primary is a one form entry Academy. Hambleton Academy is an inclusive, non-selective school which . believes every child has the right to access education that meets their needs and prepares them well for adulthood. As an inclusive Academy, we are committed to working collaboratively with children, their families and external partners to ensure that all aspects of school life are accessible and appropriately adapted to meet the wide range of individual needs. Hambleton staff team are dedicated to ensuring mainstream provision is as accessible as possible and meets the needs of pupils with SEND. Early identification and effective programmes of support are key to ensuring children with SEND can be the ‘best they can be’. This provision allows children with SEND to make progress in line with their peers and within national expectations.

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| What kinds of Special Educational Needs does Hambleton Primary Academy make provision for? What is SEND? | The academy follows the Special Educational Needs and Disability Code of Practice definition of SEND which states ‘a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they have:   1. a significantly greater difficulty in learning than the majority of children the same age; or 2. a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools   As an inclusive academy Hambleton Primary Academy make provision for the four main areas of SEND as identified in the SEND Code of Practice these are:   1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and /or Physical   We recognise all these areas can be multiple and overlapping. |
| How will I know how my child is doing and how will Hambleton Primary Academy help me to support my child’s learning? | The class teacher or the SENCO will always be happy to provide advice on how you can help your child and discuss how well they are achieving. Just ring school to make an appointment. We will also regularly provide information on how you can support your child and will always contact parents if there are any concerns regarding a child’s progress.  Table: Formal opportunities to find out how children are achieving and how to support children’s learning **:**   |  |  |  |  | | --- | --- | --- | --- | |  | Autumn | Spring | Summer | | All children | Parents’ Evening Meeting | Parents’ Evening Meeting | Written Report  Parents’ Evening Meeting | | In addition children with SEND | Weekly SEN Clinic  Personal Plan – review of targets and sent home | Weekly SEN Clinic  Personal Plan – review of targets and sent home | Weekly SEN Clinic  Personal Plan – review of targets and sent home |  * If your child has an EHC (Education Health Care Plan) there will also be a formal annual review of their progress, targets and associated support with their parents, the child and the professionals involved in the child’s education, health and care. * The SENDCO may also make referrals to outside agencies such as Educational Psychologists, Speech and Language and Occupational Therapists for additional advice and help to support a child’s learning. * You are always welcome to request a meeting with the class teacher or the SENDCO via the school office (Tel: 01253 700331)   We meet with parents of children with SEND as they join our school, either in Reception or in later years. The SENDCO and/or class teacher then regularly meets with the parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs. |
| How will my child be involved and consulted? | * Children review their learning each lesson through a wide range of techniques including self-assessment and peer assessment and they are involved, when able, in setting their own targets. * The Pupil Council meets regularly and represents the views of all the children in each class. * All staff at Hambleton know each child well and effectively assess and talk to each child to ensure they are involved and consulted regarding their learning and progress. * In addition children with an EHCP, are always facilitated to share their views within the Annual Review process. |
| How does Hambleton Primary Academy assess and review my child’s progress? | At Hambleton Primary Academy, the attainment and progress of all children including those with SEND is carefully tracked and monitored. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. Class teachers use a range of formative assessment techniques every lesson to assess children’s understanding and adapted teaching to meet need. Examples of formative assessment include observations and using key questions. Staff also use summative assessment to review progress at the end of each term. All children’s progress is also monitored and tracked through termly progress meetings with the class teacher, SENDCO, and Head Teacher.  The graduated assess, plan, do, review model will be used to support children who are identified as not making age related expectations. At Hambleton there will be two cycles of assess, plan, do review before a SEN support plan is actioned.  SEND support plans will be formatively assessed by teachers and TAS throughout the cycle. The plans will be formally reviewed termly with family, staff and where appropriate, the child, as part of the assess plan do review cycle.  It may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENDCO will coordinate the necessary specialist support and prepare the assessment documentation for the assessment panel. The assessment panel is an external body of professionals who will make a decision based upon all the evidence from all of the professionals whether it is appropriate to have a plan issued or to remain on SEN support.  Progress towards the outcomes for pupils will be formatively assessed throughout the day. Summative assessment using the assess plan do review model will take place at least three times a year and will include an **Annual Review.** Annual reviews will always include parents/carers and children. The multidisciplinary team supporting the young people will be invited to attend the review and provide advice. |
| What should I do if I am concerned about my child’s progress or special educational needs? | 1. Make an appointment with your child’s class teacher at the earliest opportunity. The class teacher will discuss your concerns, act on them and then feedback to you.  2. The class teacher may decide that it is necessary to refer your concerns to the SENDCO who would contact you to arrange a further meeting.  3. If your child is transferring to Hambleton Primary Academy, please give as much detail on the enrolment forms as possible. If your child has previously identified SEND you will meet with the SENDCO to discuss how your child can be supported in our school. |
| How does the school decide whether a child has special educational needs and  what extra help they need? | Hambleton Academy is committed to the early identification of pupils with SEND.  Hambleton follows the following process to decide if a child has special educational needs and what extra help they need:  **Step one: Initial identification of a potential send issue**  Information gathered through teacher and parent feedback/ observations/ baseline testing/ conversations with colleagues and where appropriate the child. Teachers will complete an initial comcenrs form.  **Step 2: Collecting further evidence of potential SEND needs**  SENCO observations/ assessments/ data collections/baseline testing as well as screening for specifics SEND were felt to be important. Parental involvement. The graduated assess, plan, do, review model will be used to support children who are identified as not making age related expectations. At Hambleton there will be two cycles of assess, plan, do review before a SEN support plan is actioned.  **Step 3: Decision on SEND support**  Decision making stage where the SENCO and SLT work together to decide on the level of support. SENCO then shares this information with staff and parents so all are aware of the needs and how to go about meeting these needs. |
| How is the teaching and the curriculum adapted to meet my child’s needs? | At Hambleton Primary Academy our priority is to ensure that all children, including children with SEND, have access to lessons which are adapted and personalised to meet the needs of the children.  **Quality First Teaching**  The first stage of provision for all children in Hambleton is Quality First Teaching (QFT) including adaptive teaching strategies to improve outcomes for children with SEND and ensure inclusive classroom practice. This includes:   * **Explicit Instruction** * Clear, simple language for explanations * Checking understanding frequently * Instructions supported with images, diagrams. At Hambleton this includes the use of Widget symbols * Modelling how to complete a task * **Cognitive and metacognitive strategies** * Recalling previously learnt content * Small step approach to knowledge * Asking questions to help children think about how to approach a task * **Scaffolding** * Using visually, verbal and written support * Reducing levels of scaffolding over time * **Flexible grouping** * To meet need in different areas * Pupils learning from one another * **Use of technology** * Adaptive technology for accessing the curriculum * Adaptive technology for recording work * Programmes to support learning * **Physical Aids to support access to the curriculum** * Including hearing aids, pencil grips, writing slants,   The graduated assess, plan, do, review model will be used to support children who are identified as not making age related expectations. At Hambleton there will be two cycles of assess, plan, do review before a SEN support plan is actioned. This plan will be formatively assessed throughout the cycle. Parents, staff and where appropriate, the child, will be involved.  **The ‘Assess, Plan, Do and Review,’ cycle**  - Assess: The class teachers and if necessary the SENDCO or professionals from  outside agencies, assess the needs of individuals.  - Plan: We identify barriers to learning, intended outcomes and plan appropriate support and intervention to meet these outcomes.  - Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.  - Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.  **2. SEND Support Plan**  Children identified as requiring provision that is additional to and different from their peers are identified as requiring SEND support.  These children will be on the SEND register, coded k. These pupils will have a SEND support plan which will identify strategies, interventions and outcomes to address barriers to learning.  It may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENDCO will coordinate the necessary specialist support and prepare the assessment documentation for the assessment panel. The assessment panel is an external body of professionals who will make a decision based upon all the evidence from all of the professionals whether it is appropriate to have a plan issued or to remain on SEN support. 4. Education Health and Care Plan (EHCP) – SEND Support Plan ‘E’ Education, Health and Care plans include detailed information about the children’s needs, the arrangements to support the learners, identified provisions and agreed outcomes for the end of the child’s current key stage. These children will be on the SEND register, coded E.  Classrooms are vibrant, stimulating and well resourced. Displays and interactive activities provide children with prompts and visual reminders to encourage children to learn independently.  Each class has at least one teaching assistant assigned every morning and some afternoons according to the needs of the children. They are given a range of responsibilities including; supporting group work, leading evidence based interventions and helping individuals learning within lessons. We aim for support to be as inclusive and ‘in class’ as often as possible. Some children with specific complex needs (Educational Health Care Plan (EHC) may have access to a named teaching assistant. These teaching assistants will support the children with developing their independence, accessing the environment or curriculum, with personal care or safety. All staff are given regular training opportunities to support the needs of the children in school and the school makes good use of outside agencies for specific professional advice and ‘in school’ training. |
| How does Hambleton Primary Academy promote positive behavior? | We make use of many strategies and techniques to focus on promoting positive behavior these include :   * Explicit teaching of positive and healthy relationships * Staff modelling positive and healthy relationships between themselves, the children, parents and visitors * High expectations are made clear to all children in an age appropriate way * High quality learning environment * High levels of praise * Positive behavior reinforced through house points, Star of the Week, certificates including wow moments in and out of school, * Restorative approaches to behavior - this includes use of reflective ‘pegging up and down board’. This is used as an opportunity to reward good behavior and for pupils to self -reflection on how to make the correct choices * For identified children, personalised support to aid self-regulation e.g. use of a wobble cushion, see SEND Provision map |
| How will Hambleton Primary Academy support my child’s emotional and social wellbeing? | At Hambleton Primary Academy, we believe children learn best when they are happy. We celebrate the  children’s successes and provide them with positive learning experiences. Our universal provision includes:   * Explicit teaching about positive social and emotional well being * Explicit teaching about how to stay safe on and off line * Explicit teaching about healthy relationships including anti bullying * Regular circle time * Collective Assemblies * Many opportunities for children to raise concerns or share worries   Sometimes children experience some setback or challenges along the way and we are committed to supporting them through these. Some of the ways we are able to do this include:   * Trusting relationships between staff and pupils * Social Skills Groups * Access to Counselling |
| What training and specialist skills do the staff supporting children with SEND  have? | All staff in school have regular training to support the needs of all the children in the school. Training needs are regularly audited and reviewed by the SENDCO and the Head Teacher and a programme of continual professional development is in place. All class teachers have Qualified Teacher Status (QTS) and there is a strong emphasis on continued learning. The SENDCO leads at least one INSET in the academic year to update staff on SEND priorities.  The school also receives training, advice and support from specialist services such as Speech and Language Therapists,  Occupational Therapists (OT) and the school nurse. |
| How does the school work together with specialist services? | Referrals to specialist services are made by the SENDCO with agreement from parents. These services include:   * Pediatricians * Occupational Therapists (OT) * Educational Psychologists * School Nurse * Children and Adult Mental Health Service (CAMHS) * Social Workers * Communicate (Speech Language Therapists) * Counselling   These services are either sought through the Local Authority, the NHS, or commissioned privately. Teachers and TA follow the advice to support children’s needs. |
| How do you make the school  environment and curriculum are accessible for all children? | * The Academy makes the curriculum accessible for all children through a range of adaptive teaching strategies. These are detailed in the schools provision map * Hambleton is part of the Fylde Coast Academy Trust (FCAT). FCAT is committed to ensuring their schools are accessible and all reasonable adjustments would therefore be made to increase accessibility if required. |
| How will my child be included in activities outside of the classroom. | All children in school including those with SEND have the opportunity to:   * Apply for lunchtime and after school clubs or activities. * Take part in weekly music lessons * Be involved in Opal Play an initiative designed as an extension of our inclusive classroom with activities designed to meet the needs and interests of all our children * Our Reception children are each given a Year 6 child to be their buddy during their first year at school to help them settle into the Academy’s routines * School trips are carefully planned for and the risk assessments ensure that the staff leading trips consider all of the children’s needs and abilities. |
| How will the school prepare my child to join the school or transfer to a new school? | At Hambleton Academy, we recognise that times of transition can be challenging for all our children and particularly for children with SEND. To ensure effective and efficient communication and transfer of information when children enter school, the SENDCO will coordinate meetings and/or discussions with parents, feeder nurseries or schools and where appropriate the child. When children transfer to another school, the SENDCO will liaise with the school, parents and child. Hambleton recognise that transition takes place every time a child moves class year on year. The SENDCO will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur at this time. At Hambleton the staff use a shared drive to ensure information is available and accessible at all times.  Transition programmes are put in place by the class teacher and the SENDCO. These may include additional visits to a new school or visiting a child in their current setting prior to arriving at Hambleton Primary Academy. Careful sharing of information is essential and meetings are held with parents and children to discuss any concerns prior to a transition.  Some children may like to create a transition book with information about their new school / class and teachers. For children with ASD or attachment difficulties there may need to be a specific social story to aid the transition.  If your child is joining Hambleton Primary Academy part way through their school career, we will arrange for you to meet with the SENDCO and the Head Teacher to discuss your child’s needs. We also liaise with your child’s previous school to discuss strategies and support that has been effective in the past. If necessary, we can arrange extra visits to support your child’s transition to us. Records will be passed on or received and read carefully to ensure that staff are ready for a new child’s arrival.  Moving on to secondary school can be an exciting but daunting time for all children so we ensure that the children are well-prepared for the transition. We have good links with the secondary schools in the area. For children with EHCP, the SENDCO from the receiving secondary school will be invited to a transition review. Where necessary, additional support arrangements such as extra visits can be put in place to ensure a successful transition to secondary school. |
| What to do if my child has medical needs? | Please ensure that you have made the school aware of your child’s medical needs by speaking to the class teacher, office staff or SENDCO. Please complete all of the relevant medical information on the enrolment form so that we can support your child during their time at our school. For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Care Plan and appropriate provision will then be put in place.  Please also let your child’s class teacher and the SENDCO know if your child develops medical needs during their time in school. Training for supporting children with medical needs is co-ordinated by the SENDCO and reviewed regularly.  All support and teaching staff are kept regularly up to date with First Aid training to ensure all staff are familiar with what action to take in the event of an emergency. In addition, Defibrillator, Asthma and Epipen training has been provided by either the School Nurse or other NHS professional to ensure relevant staff are conversant with the appropriate action or medical procedure required. |
| How does the school evaluate the effectiveness of the provision made for children with SEND? | Hambleton continually evaluates the provision made for children with SEND using a range of measures. The provision provided at Hambleton has a positive impact on pupil progress and achievement. |
| What should I do if I am unhappy with my child’s support or progress? | 1. Discuss your concerns with your child's class teacher.  2. If your concerns continue contact the SENDCO and/or Head Teacher.  If your concern is not resolved please see the school’s ‘Complaints Procedure.’ Copies can be obtained from the school office or it can be found on our school website  [www.hambletonprimaryacademy.co.uk](http://www.hambletonprimaryacademy.co.uk) |
| Where can I go for further advice and support? | The information in this report forms part of Lancashire County Council’s local offer, which details support, opportunities and services available to children and young people in their area who have SEND. The link to the local offer can be found on the schools website is at [www.hambletonprimaryacademy.co.uk](http://www.hambletonprimaryacademy.co.uk)  The Child care and Family Support (FIS) aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on 0800 195 0137 or by email: [LancsFIS@lancashire.gov.uk](mailto:LancsFIS@lancashire.gov.uk)  The Lancashire Parent Partnership Service is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). They can be contacted via their information line on 0300 123 6706 (Mon-Fri 8am to 5pm) or on email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk) |