



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

**School SENDCO –Harriet Titherley (01253 700331)**

**2020-2021**

All schools have a statutory duty to publish information on their websites about the implementation of the policy for children with SEND.

At Hambleton Primary Academy we celebrate the fact that all children are different and are individuals and we make sure that we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we can offer at Hambleton Primary Academy to support children with Special Educational Needs or Disabilities.

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| What kinds of Special Educational Needs does Hambleton Primary Academy make provision for? What is SEND? | Hambleton Primary is a one form entry Academy. The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) which states that ‘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:   1. have a significantly greater difficulty in learning than the majority of children the same age; or 2. have 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’   The academy recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children’s skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage. The academy would also consider evidence that a child may have a disability and look into reasonable adjustments that may be needed.  There is a wide-spectrum of SENDD which are frequently inter-related. The four main areas as identified in the 2014 SEND Code of Practice are;   1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and /or Physical   **Graduated Response**  The academy operates a graduated response approach recognising that there is a continuum of SEND and that, where necessary, increasing specialist support should be brought in for advice. Targets and actions for a child are revisited, refined and reviewed with the growing understanding of their needs and to support progress and good outcomes for the child.  If a child enrolls at the academy with previously identified SEND, the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual child. Discussion would be held with the child (where appropriate), their parents, the class teacher and the SENDCO regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the child. After a settling in and assessment period new targets would be set for the child. |
| How will I know how my child is doing and how will Hambleton Primary Academy help me to support my child’s learning? | |  |  |  |  | | --- | --- | --- | --- | |  | Autumn | Spring | Summer | | All children | Parents’ Evening Meeting | Parents’ Evening Meeting | Written Report  Parents’ Evening Meeting | | Children with SEND | Invitation to a ‘drop in coffee morning’  On request, meeting with SENDCO for target setting and review  Personal Plan – review of targets and sent home | Invitation to a ‘drop in coffee morning’  On request, meeting with SENDCO for target setting and review  Personal Plan – review of targets and sent home | Invitation to a ‘drop in coffee morning’  On request, meeting with SENDCO for target setting and review  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 welcome to request a meeting with the class teacher or the SENDCO via the school office (Tel: 01253 700331)   We hope to 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 many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.  We also have a learning mentor, Mrs Sara Gardner who can provide or signpost support for parents and families. |
| 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 in setting their own targets. * The Pupil Council meets regularly and represents the views of the children in each class. * Where appropriate, class teachers ensure that children’s preferred learning styles are taken into account when planning lessons. * For children with an EHC, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. |
| How does Hambleton Primary Academy assess and review my child’s progress? | At Hambleton Primary Academy, the attainment and progress of all children is carefully tracked and  monitored throughout the school year. 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 assessment techniques every lesson to assess children’s understanding. For example, using observations and using key questions. They also assess progress at the end of each term. All children’s progress is monitored and tracked through termly progress meetings with the class teacher, SENDCO, and Head Teacher. |
| 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 may wish to ask for a meeting with the SENDCO to discuss how your child can be supported in school. |
| How does the school decide whether a child has special educational needs and  what extra help they need? | If teachers have any concerns with a child in their class, they will discuss these concerns with parents and the SENDCO and they will complete an Initial Concerns form. If necessary, the child may be placed on the SEND Register at the ‘SEND support’ level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage. The SENDCO and the class teacher would then meet with the child’s parents to record the agreed actions/support and set SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) targets for the child. After an agreed time, the targets will be reviewed and evaluated and new targets (if needed) will be set, in conjunction with the parents.  Additional assessments may be required at this stage and if the child requires additional individualised provision the child will be placed on SEND support and the parents will be informed.  If a child is receiving SEND support their progress is closely monitored through the setting of targets on the SEND support record using the following cycle; assess, plan, do and review. Our aim is for children receiving SEND support to make accelerated progress and return to regular whole school tracking.  Whilst most children with SEND have their needs met at the ‘SEND support’ level, a small number may require an Education, Health and Care assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. |
| 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 appropriately differentiated and personalised to meet the needs of the children. Teachers make use of ICT and interactive teaching methods ensuring that, as far as possible children’s preferred learning styles are incorporated into lessons. Also, Early Years and Key Stage 1 classes have access to a group set of IPADs and all children from Y1- Y6 have the opportunity access to their own IPAD. Children are taught in different groupings appropriate to each lesson and their needs, including; gender, ability, age, prior knowledge, etc. Mixed groups can also be very effective to maximise learning potential. Teachers differentiate learning to meet a variety of needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. The high expectations that we have for all our children in the  school are extended to children with SEND.  We also recognise that some children will require educational provision that is ‘additional to’ or ‘different from’ this. To achieve this, we engage in a cyclical four-stage process: ‘Assess, Plan, Do and Review.’  - 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.  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:   * Staff Role modeling * High expectations * Class dojo – these are awarded for good work and effort. This are collated on a weekly basis and there is a winning house for the week. Also children can earn bronze, silver and gold badges for gaining 100,200 and 300 dojos throughout the year. * Each classroom has a pegging up and down board. This used as a reward system for good behaviour. * Star of the week – presented in celebration assembly. * Stickers * Certificates * Pupil of the year – chosen annually * In class incentives (e.g behavior boards, treat boxes etc) |
| 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. 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:   * Regular circle time * Collective Assemblies * Anti Bullying Policy * Social Skills Groups * Access to the Learning Mentor if required   At playtimes, children who feel lonely and are struggling with friendships, have opportunities to access the friendship benches which are monitored by staff and older children. |
| 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 SENDCO is still relatively new to the role and she is being supported by a highly experienced SENCO and other SENCOs within the Academy Trust.  The school also receives training, advice and support from specialist services such as:   * Speech and Language Therapists (SALT) * Pediatricians * Occupational Therapists (OT) * Educational Psychologists * School Nurse * Children and Adult Mental Health Service (CAMHS) * Social Workers * Talkwritelancs – Specialist teacher in Speech and Language and ASD   These services are either sought through the Local Authority, the NHS, or commissioned privately. |
| How does the school work together  with specialist services? | Referrals to specialist services are generally made by the SENDCO and parents would be consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed.  **Common Assessment Framework (CAF)**  A meeting is arranged with parents to outline unmet needs. Actions are then decided between parents, teachers and other professionals.  **Team Around the Family Meetings (TAF)**  This is a meeting where parents and allof the professionals working with the child meet and collaborate together. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next TAF meeting and next steps planned for. |
| How do you make the school  environment and curriculum are accessible for all children? | * The Academy originated in the late 1800s as an old school house and is built on a small incline. As the school numbers have increased, extensions have been continually added to provide accommodation for the pupils. The main entrance to school is fully wheelchair accessible, however the rest of the school isn’t due to two lots of stairways. Parents and family can access the school hall in a wheelchair. * Text may be enlarged and different coloured paper/overlays used when needed * For those that require it, additional time or a quiet space can be arranged for children with SENDD during tests. * Writing slopes, specialist pencil grips, wobble cushions and sensory tools are provided for some children. |
| How will my child be included in activities outside of the classroom. | Children in school have the opportunity to apply for lunchtime and after school clubs or activities, regardless of their SEND. We also have opportunities for pupils to take part in weekly music lessons (brass and peripatetic) at a fee.  In addition, pupils can take part in Choir or Library Club at lunchtime and a range of Sports and Arts clubs are offered to the children after school. The clubs are available to all the pupils in the designated age range assigned to that activity.  Children are encouraged to play playground games with each other and Fleetwood Town currently provide this service at lunchtimes. A member of staff has shown each class how to play games which are age appropriate to them. We also have two friendship benches which allow children to be aware of other children who may be feeling lonely.  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. If a child has a teaching assistant as part of their regular support in school, the child would have this level of support on a school trip as well. |
| How will the school prepare my child to join the school or transfer to a new school? | 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 EHCs, 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, Difibrilator, Asthma and Epipen training has been provided by either the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required. |
| 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 please contact the SENDCO and/or Head Teacher.  3. Please contact the Chair of Governors if your concerns remain unresolved.  For further details 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 feeds into Lancashire County Council’s local offer, which details support, opportunities and services available to children and young people in their area who have SEND. It also feeds into the school’s local offer which is available on our  website at [www.hambletonprimaryacademy.co.uk](http://www.hambletonprimaryacademy.co.uk)  The Lancashire Family Information Service (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)  At school we employ a dedicated Learning Mentor, Sara Gardner, who can provide advice and support to families. She can be contacted via the school office on 01253 700331 |