

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT HUNTER'S BAR INFANT SCHOOL

Hunter's Bar Infant School is a three form entry mainstream primary school. It meets the needs of a range of learners with different needs including: communication and interaction; cognition and learning; social, emotional and mental health; sensory and physical needs.

The school's Inclusion Manager is Mrs Sandra Doyle.

1.1 Arrangements for consulting children/young people with SEND and their parents and involving them in their education

This is achieved through:

- Involving parents and their children in decisions about the provision and intended outcomes including any possible changes.
- Inviting parents to parent evenings and structured conversation meetings
- Providing a written report on progress each year.
- Using questionnaires to provide pupils with the opportunity to express their views about school.
- Consulting pupils/parents as part of annual policy reviews.
- Operating an open-door policy

1.2 Arrangements for the Identification and Review of Pupil Needs

Early identification of pupils with special needs is critical to their success (SEND Code of Practice). When pupils start at Hunter's Bar Infant School, we liaise with local Nurseries so that we are aware of any special educational needs of all pupils and those identified as requiring support. This may be done by telephone, meetings and letters or case notes. When at school, pupils may be identified through:

- Termly assessments/KS1 SATs results
- Referral by parents/carers
- Referral by teacher
- Referral by Outside Agencies
- Failure to make the expected progress despite high quality teaching which is differentiated and personalised to meet the needs of the student.

Review of pupil needs is carried out in the following ways:

- Assessment
- Gathering views of stakeholders including children/young people and their parents/carers
- Tracking of progress
- Internal Review and Referral Meetings

1.3 Arrangements for Meeting the Needs of Pupils with Special Educational Needs

At Hunter's Bar Infant School, every effort is made to achieve maximum integration of pupils with Special Educational Needs and Disabilities with their peers, while meeting their individual needs. Pupils are taught in mixed ability groups for some subjects and in ability groups for others. The special needs of most pupils will be addressed through differentiation and personalisation of learning. Teachers differentiate through teaching styles and reasonable adjustment of policy, procedure and learning environment – including where necessary, specialist equipment, computer software and applications so that all pupils make progress. Personalisation is achieved through adapting the curriculum so that all

students can achieve. However, the school also delivers a range of interventions as identified through student need. This includes:

- Small group tuition in Literacy/Numeracy/Speech and Language/Social Skills led by trained Teaching Assistants.
- Classroom support to increase curriculum access, pupil achievement and develop independence.
- Targeted group support during lessons.
- Lunchtime and after school clubs.
- Sessions delivered by outside agencies such as Speech and Language.

Exam Access Arrangements

Pupils requiring additional support are assessed to investigate whether they require special arrangements to be made for them during KS1 SATs and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time
- Access to a scribe
- Access to a reader
- Access to a laptop

The class teacher identifies the support a pupil requires using information regarding a student's "normal way of working".

Pupils are also supported with their emotional and social development. Identification is done via:

- Pupil Progress Meetings identifying vulnerable students;
- Referral to outside agencies.

Pupils also have access to a range of resources, including:

- Books, materials and learning activities to suit pupils of differing abilities;
- Information technology facilities including laptop computers;
- Library provision which reflects the needs of pupils with Special Educational Needs;
- Auxiliary aids and modified equipment are also made available as necessary and in line with the 2010 Equality Act.

The School encourages any pupils who have some sensory impairment, communication problem or physical disability, to use their normal aids to speaking, listening, reading or writing. To better meet individual needs reasonable adaptations are made to work spaces, equipment, instruments or furniture within curriculum areas under the guidance of the Inclusion Manager.

Pupils and their parents/carers will be consulted in person, by letter or by telephone regarding any extra support. Taking pupils out of lessons may be necessary at times to enable the delivery of specific intervention. Resources are deployed according to pupil need.

From September 2014, the Local Authority (LA) must publish its Local Offer, detailing the range of services that are available to support children with additional needs and their families. It is likely that this will include the following services with which we currently engage.

1. Education Psychology Service
2. MAST (Multi Agency Support Team)
3. Special Educational Needs Assessment Service
4. Speech Therapy
5. Physiotherapy

6. Occupational therapy
7. Special Educational Needs Team, Local Authority
8. Police
9. Social Services
10. School Nurse/Doctor
11. Special educational needs and disability, information advice and support services (SENDIASS, formally Sheffield Parent Partnership Service).

The school may ask for input from specialist services at any time that is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, the LA, the health services and social services is vital in securing effective assessment, intervention and deployment of resources for pupils with SEND. Indeed, the Children Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the School/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the LA to discharge its functions.

1.4 Arrangements for Transition Year 2-3

Transition for pupils with identified SEND is facilitated through:

- An enhanced programme of transition including extra visits to Junior Schools;
- Junior SENco attendance at annual review meetings;
- Junior SENco visits to infant setting to meet vulnerable students;
- Junior SENco visits to infant setting to gather information to enable us to better meet student needs;
- Transition meeting with parents/carers;
- Parent/carer visits to school.

1.5 Securing expertise among teachers and other adults working in the school to support pupils with SEND

This is achieved through:

- Working closely with the Inclusion Manager and Senior Leadership
- Being able to access information about pupils
- Attending INSET provided by colleagues within the school or outside agencies to keep abreast of best practice. The INSET Programme is arranged by the Head Teacher who allocates the INSET budget, balancing the needs of the whole school and individuals within the framework of the school improvement plan.

1.6 Arrangements for providing access to the curriculum

All pupils should access a "broad and balanced curriculum", including the National Curriculum unless specified otherwise in a statement of SEND/Education Health Care Plan. In exceptional circumstances (for example on medical grounds) a disapplication for the National Curriculum would be sought.

Pupils are supported to enable access to the curriculum in a variety of ways:

- Teachers endeavour to provide differentiated work and materials so that pupils with special educational needs and disabilities can make progress.

- In-class support – Individual pupils, particularly those with statements/Education Health Care Plans may receive support within the classroom from a Teaching Assistant working under the guidance of the teacher. Groups of pupils may be targeted for more general support.
- Individual students or groups of pupils may be withdrawn from class to work with Teaching Assistants/Inclusion Manager. Such provision for a pupil needs is negotiated individually, and parents/carers are always involved in such decisions.
- Modified equipment and auxiliary aids may be provided to enable pupils to access the curriculum in line with the 2010 Equality Act.
- Where necessary, “reasonable adjustments” may be made to the school’s policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, in line with the 2010 Equality Act.

1.7 Inclusion of pupils with special educational needs

Wherever possible, pupils with special educational needs or disabilities are integrated with their peers in order to achieve the best balance of educational and social progress.

Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their statement/Educational Health Care Plan or their SEND support. Pupils with SEND are encouraged to participate in extra-curricular activities and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people’s health and safety, wherever possible.

1.8 Evaluating the effectiveness of provision

This is achieved through:

- The views of all stakeholders
- Structured Conversations and Annual Reviews
- Assessments and tests
- Tracking data, including achievement, progress, behaviour and attendance
- Review of targets
- Multi Agency meetings.

1.9 Complaints Procedures

Good communication is essential if we are to best meet the needs of our pupils and resolve any issues quickly. If there are any concerns, parents are invited to contact the school as follows:

- Issues to do with pupils’ wellbeing or learning are best resolved by the teacher or Inclusion Manager. If the issues are not dealt with satisfactorily, parents/carers may contact the Head Teacher and then the Chair of Governors. Advice on how to do this can be accessed through the school’s reception.

The Special Educational Needs Code of Practice gives guidance to education settings that help to identify, assess and provide help for children with SEN. It sets out the processes and procedures organisations must, or should, follow to meet the needs of children.

Inclusion Manager – Sandra Doyle
 Head Teacher – Catherine Carr
 Chair of Governors – Laura Fitzgerald