

SEND Report

Hunter's Bar Infant School



1. SCHOOL PROFILE



269 pupils currently on roll



Currently on the SEND register;



5 children in Reception



6 children in Year 1



12 children in Year 2

23 children = 9% on the SEND register (K code)

4 of these children have EHCPs




Primary Category of Need

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
11	4	9		7		3	






2. GUIDING PRINCIPLES

All our pupils have the education right to that is appropriate to them as individuals.

As far as possible, it is our aim to minimise the difficulties that pupils may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum. The three principles for inclusion are

-  Setting suitable learning challenges, so pupils can experience success in learning and achieve as high a standard as possible.
-  Responding to pupils' diverse learning needs, taking into account the different backgrounds, experiences and interests that influence the way in which pupils learn, when planning approaches to teaching and learning.
-  Overcoming potential barriers to learning and assessment for individuals and groups of pupils, by recognising that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if they are not addressed through special arrangements.

In making provision for pupils with special educational needs and disabilities, the governors ensure that

-  Our duties, as set out in the Equality Act 2010, are fully met, to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have Special Educational Needs, whenever possible.
-  The school has an Accessibility Plan in line with statutory requirements.
-  All pupils have access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
-  SEND provision is regularly monitored, so that the Senior Leadership Team and teachers are held to account.
-  The governors are fully committed to the principle of inclusion and the good practice which makes it possible. The SEND policy will enable pupils with SEND to be an integral part of our school community, whenever appropriate to the needs of the SEND pupil and to the needs of other pupils in the school. Governors will fulfil their statutory duties towards pupils with Special Educational Needs, as prescribed in regulation 51 schedule 1 and sections 66 and 69 of the Children and Families Act 2014. In order to do this, they will develop and monitor the school's SEND Policy and Accessibility Plan and ensure that provision is an integral part of the School Development Plan.

3. PROGRESS MADE BY PUPILS WITH SEND TOWARDS TARGETS – UPDATE FEBRUARY 2021

Those with EHCP

We have four children, all in Year 2, who currently have EHCPs. Their targets are written after consultation with health care and education providers.

Lockdown has had a significant effect on these children reaching their end of Key Stage 1 Targets. However, these children have access to the

3. PROGRESS MADE BY PUPILS WITH SEND TOWARDS TARGETS – UPDATE FEBRUARY 2021








	SEND pop-up Hive provision where learning is planned in line with targets and specific interventions as stated in the EHCP are delivered.
MyPlan	Support plan and MyPlan Targets are written and agreed with parents at the initial SEND Review of the Year. Progress towards these targets will be analysed following the Spring Review and at the children's annual EHCP review.
Support Plans	

4. IMPLEMENTATION OF THE SEND SYSTEM

The progress of all children is assessed at regular intervals by our Deputy Headteacher responsible for assessment and standards. Where progress is not as expected, the first response is ensuring Quality First Teaching, where the teacher is responding well to the needs of all in their class. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with children are alerted to emerging difficulties and respond early to target. In deciding whether to make special educational provision, the Special Educational Needs Lead (SENDCo) considers all the information gathered from within the school about the pupil's progress and current provision, alongside national data and expectations of progress. We use the Birmingham Grid and Sheffield Support Grid guidance to support this process.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo, who may also involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Hunter's Bar Infant School recognises that parents know their children best and we ensure we listen to and understand when parents' express concerns about their child's development.

Occasionally parents may identify that their child has a problem and initiate the conversation with school. It is also extremely important to know about similar difficulties experienced by other family members. Criteria for identifying SEND may include:

-  A child's early history and/or parental concern
-  A child who arrives with considerably lower attainment levels than expected from another school
-  Very low or uneven Foundation Stage profile
-  A pupil's lack of progress despite receiving a differentiated curriculum and support
-  Their achievement in the National Curriculum i.e. significantly below the suggested level for their age
-  Requiring greater adult attention in class due to behavioural/learning difficulties
-  Requiring specialist material/equipment or support for sensory/physical problems

Children with SEND are inclusively educated in an age appropriate classroom with their peers through quality first teaching. Teaching and resources are differentiated within the classroom to ensure children are able to achieve the learning objectives and make good progress. Each class has a visual timetable on display which details the daily planned activities. Some pupils, if needed, have their own visual timetable of now and next. Teaching Assistants (TAs) work alongside the class teacher to support children with SEND individually/ in small groups and to facilitate the class teacher working with children with SEND. Most of our TA's have time to communicate daily with the class teacher to ensure a consistent and appropriate




4. IMPLEMENTATION OF THE SEND SYSTEM

approach to our pupils teaching and learning and to develop their independence. If and when necessary, we make adaptations to the timetable/ classroom organisation and set up - through consultation with support services.

If a child is placed on the SEND register they will receive a one-page profile and support plan with specific SMART targets. This is reviewed three times in an academic year with the SENDCo, Teacher, Family and Pupil. Should the support in place not be having the desired effect, we will escalate support to a MyPlan and if necessary application for an EHCP.

5. SEND FUNDING

All schools in Sheffield receive funding for pupils with SEN in three main ways:

-  The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo.
-  The notional SEND budget (element 2 funding) covers the additional educational support required.
-  Specific funds may be allocated to pupils through bids to the Locality SEN team. These are awarded as either 'High Needs' or 'Crisis Funding'.






The majority of SEN spending is on staffing to deliver interventions, training of staff and some on resources. The Headteacher allocates a specific Inclusion Resources budget each financial year. All children on the SEND register have a notional amount which takes their funding to £6000 per pupil.

We currently receive High Needs Funding for 5 pupils at the school following successful bids by the SENDCo. This funding must be used specifically for the pupils.









6. STAFF DEVELOPMENT

Staffing to support SEN Details of how staff have been used to support children with SEN can be found on teachers' plans and on class provision maps and timetables. Class Teachers and Teaching Assistants deliver interventions or support individuals and groups of children throughout the school day according to the needs of the children. The timetabling, delivery and recording of interventions is being closely monitored.

During 2021-22 we will be introducing the 'Coaching Model' as a form of performance management. As part of this staff can access bespoke training to support their development.





-  ASD Tier 1 and 2 training
-  Learn Sheffield Remote CPD package
-  EAL/New arrivals training
-  Staff Development meetings tailored by SENDCo to current barriers
-  Emotional Regulation- Zones of Regulation Training (Healthy Minds Project)

6. STAFF DEVELOPMENT

-  Sensory Circuit Training
-  Birmingham Grid and SCERTs Training
-  Support Plan Writing Training
-  In Print 5 training
-  EP Drop-ins
-  ASD Drop-ins
-  Establishing the 'HIVE' pop provision
-  Specific interventions such as Lego Therapy, LEAP, VIP, Attention Autism etc

7. WORK WITH EXTERNAL AGENCIES

Due to Covid-19 the way in which the school is supported by outside agencies has changed. Each agency is operating in its own way as explained below.

-  Educational Psychologist (EP) Dr Dave Harris – contactable by phone or email by the SENDCo. The EP service has moved away from its locality COMPASS meetings during the pandemic and has asked each school to provide information on children who are currently having EP support and those who may need support this term. This information has been provided and once all schools provide their information caseloads will be prioritized by the EP.
-  Speech and Language- Katie Lea– The speech and language service are offering assessments following referral. Monitoring conversations of current children being supported are taking place with the SENDCo and the service is communicating with families over the telephone. All children entering Reception have been internally screened and referrals have been made. We currently have 3 children awaiting assessments.
-  ASD Team – Lead Practitioner- Sophie Hughes – The ASD team are working with school to support all children with ASD. Staff can contact the ASD team helpline and receive individualised support. Sophie Hughes and the SENDCo met half termly over Zoom to discuss our most vulnerable pupils.
-  Hearing Impaired Team – Cathy Scott-Walker- Offers individualised support, currently over Zoom, to staff. Provides strategies and activities for classroom use.

7. WORK WITH EXTERNAL AGENCIES



Rowan Outreach –Teaching Assistants employed by the Rowan to support the mainstream school community through outreach work.



Specialist SEND Teacher- Jill Bush- Jill works across school supporting the SENDCo, Class Teachers and LSAs with specific children. Jill offers guidance, strategies and activities to improve SEND provision. Jill have visited the new reception classes to identify areas for improved provision and possible training.

8. ASSESSMENT

We monitor the effectiveness of the provision for pupils with SEND and the progress they make in the following ways:



Pupil progress is monitored through the use of our whole school Pupil Progress Tracker system which encompasses group tracking that informs the evaluation of our provision map.



We have recently introduced an online system (Provision Maps) to monitor and track small steps of progress and individual targets.



Pupil progress meetings, between the Class Teacher and the Deputy Headteacher, evaluate data and tracking of age related expectations and progress. They are undertaken three times a year.



Diagnostic assessments are completed by the SENDco and / or support services



Termly class based assessments and optional SATS tests are used to confirm continuous classroom formative assessments.



Pupil Profile reviews towards agreed outcomes at least three times a year with parental and pupil input.



Baseline assessments before and after interventions



The SENDCo and the Senior Leadership Team (SLT) hold learning walks/observations to review effectiveness of provision for all groups and individuals.



Monitoring of procedures and practice by the SEND governor.



School self-evaluation. Action taken relating to SEN support follows an assess, plan, do and review model:

8. ASSESSMENT

1. Assess Data collected creates an accurate assessment of need. Parents are invited to discuss actions to improve progress towards agreed outcomes.
2. Plan: appropriate personalised support and /or involvement in evidence based interventions through advice from the SENDco.
3. Do: SEN support is recorded on an individual action record which identifies clear outcomes and all strategies which are implemented.
4. Review: Progress towards outcomes area tracked and reviewed termly with parents and pupils.

If progress rates are judged to be inadequate despite the delivery of high quality interventions and support, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. This will only be undertaken after parent permission has been obtained. N.B For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

Pupil Progress Review Meetings are held on a termly basis. Progress of pupils is discussed and decisions made on action to be taken going forward. Data tracking and staff knowledge of the pupils have been used to inform the discussion and next steps. From this, Provision Maps have been created and interventions timetabled to ensure the pupils are supported effectively. The timetabling, delivery and recording of interventions has been closely monitored with entry/exit data and impact provided for the majority of interventions.

Specific reference to action taken to ensure inclusion e.g. school trips, extended school activities: For pupils with disabilities such as Autistic Spectrum Disorder or medical needs (asthma, diabetes), risk assessments are conducted prior to all school trips, when needs of children are taken into account. Careful preparations have been made prior to school trips or special events for pupils with Autistic Spectrum Disorder. Personalised Social Stories are made at school and shared with these children by teachers, support staff and parents. This has ensured notably successful inclusion in school trips and off-site curriculum activity (swimming).

9. SEN jargon buster

I have created a glossary of key terms related to special educational needs (SEN). The definitions in the glossary are based on the SEN and disabilities (SEND) Code of Practice.

ANNUAL REVIEW	A review of a pupil's EHC plan carried out by the LA at least every 12 months
AREAS OF NEED	Four broad categories used to describe a pupil's SEN. They are: communication and interaction, cognition and learning, SEMH (see below), sensory and/or physical needs
ASD	Autistic spectrum disorder
CCG	Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area

DISAGREEMENT RESOLUTION	A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the LA. Available to all children and young people with SEN, not just those with EHC plans
EHC NEEDS ASSESSMENT	Initial assessment, carried out by the LA, for deciding whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools
EHC PLAN	Education health and care plan. A statutory document drawn up by the LA, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability. Replacing statements and learning difficulty assessments by April 2018
GRADUATED APPROACH	A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN
IEP (Support Plan)	Individual education plan. See 'school-based plans'
LA	Local authority
LDA	Learning difficulty assessment. A statutory document drawn up by the LA describing the provision for a young person with SEN in post-16 education, training or higher education. Being replaced by EHC plans by April 2018
LOCAL OFFER	Sets out information about provision that the LA expects to be available in its area for children and young people with SEND. Published by the LA
MEDIATION	A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal
MLD	Moderate learning difficulties
ONE-PAGE PROFILE	See school-based plans
OUTCOME	Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART)
PERSONAL BUDGET	An amount of money requested by parents or young people for securing provision set out in the EHC plan. The budget, prepared by the LA, can be held directly by the parent or young person, or managed on their behalf by the LA, school or other organisation
PMLD	Profound and multiple learning difficulties
PUPIL PASSPORT	See school-based plans
PUPIL PROFILE	See school-based plans
SALT	Speech and language therapy, sometimes speech and language therapist
SCHOOL-BASED PLAN	A non-statutory document setting out school-based support and interventions for a pupil with SEN. Examples of school-based plans include IEPs, SEN support plans, pupil passports, and one-page profiles
SEMH	Social, emotional and mental health difficulties
SEN	Special educational needs. A pupil has SEN if he or she needs special educational provision due to a learning difficulty or disability (see special educational provision)

SEN SUPPORT	A document published on the school website, setting out the school's provision for pupils with SEN
SCLN	Speech and language communication needs
SLD	Severe learning difficulties. Can also refer to speech and language difficulties
SPECIAL SCHOOL	A school that is specifically organised to make special educational provision for pupils with SEN
SPLD	Specific learning difficulties. SpLD affect one or more particular aspects of learning. Examples include dyslexia, dyscalculia and dyspraxia
TRIBUNAL	An independent body that determines appeals by parents or young people against LA decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination