

SEN Information

Definition of Special Educational Needs (SEN)

"A child or young person has **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 or mainstream post-16 institutions."

SEN code of Practice 2014

Definition of Disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is made.

Stoneferry Primary School currently supports children who have a range of special educational needs (**SEN**). The Code of Practice 2014 describes four broad areas of **SEND**.

1. Communication and Interaction, including speech, language and communication needs (**SLCN**) and Autism Spectrum Disorder (**ASD**).
2. Cognition and Learning, including severe learning difficulties (**SLD**), profound and multiple learning difficulties (**PMLD**), specific learning difficulties (**SpLD**), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (**ADD**), attention deficit hyperactivity disorder (**ADHD**), as well as other needs that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (**PD**) as well as hearing impairment (**HI**), visual impairment (**VI**) and multi-sensory impairment (**MSI**).

At Stoneferry Primary School we have experienced Teaching Assistants who deliver a variety of programmes and interventions within the school setting. The school has a teaching assistant who has received specific speech, language and communication training to lead programmes in small groups and on a 1:1 basis. We are also well supported by Northcott **ASD** Outreach Service. Visual timetables, social groups and workstations are some of the strategies we use to support children with **ASD**. **ELSA** is used to support children with **SEMH** needs.

2. Policies for the identification and assessment of pupils with SEND.

The school is committed to the early identification, assessment and provision for a child with special educational needs. A range of evidence is collected through a variety of assessments and monitoring arrangements, including:

- Their performance monitored by the teacher as part of their ongoing observations and assessment and their concerns are shared with the **SENDCO**.
- The outcomes from baseline assessment results on entry to the school. This may include reading tests, standardised tests, phonic screening or EYFS assessments.
- Standardised screening or assessment tools.
- Their performance against National Curriculum levels at the end of a Key Stage.

Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies such as the Educational Psychologist, **IPASS**, Speech and Language Therapy Services.

3. Policies for making provision for pupils with SEN.

The policies outlined in this section apply to all pupils with **SEN**, whether or not they have **EHC** plans. The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This is reviewed termly by class teachers in collaboration with the **SENDCO**, parents and the pupils themselves.

Pupils who are receiving support that is additional to or different from their peers, due to special educational needs will be assessed on a termly basis in reading, writing and maths in line with the school's assessment policy. In addition, these pupils may be assessed in more specific terms using a small step curriculum, to evaluate their level of progress in their specific area of difficulty.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. First Quality personalised learning led by the class teacher will be ensured throughout the day, however sometimes additional support above and beyond is needed

Some of the interventions that are used at Stoneferry Primary are:

- In class support, where a teaching assistant may support one or a small group of children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver short term literacy, numeracy or other intervention to a small group of pupils.
- Access to Lexia, a computer programme designed to help pupils with reading and spelling.
- Access to specific resources or teaching strategies in order to support their area of need.
- Social skills & friendship groups where appropriate.

- One to one withdrawal, where there may be a targeted support in their area of need.
- Additional support is provided for pupils requiring emotional and social development. A pastoral system operates for all pupils in school including those with special educational needs. We have a social and emotional well-being officer who works with children to offer support with emotional needs, behaviour and is a main point of contact between school and parents. The school also has two teaching assistants trained to deliver the **ELSA** programme in order to offer additional emotional support.

A variety of sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate and are supported when necessary. After school clubs are made available to all pupils in school.

4. Contact details of the SENCO.

- **SENCO** Name: S Brady
- Contact telephone number: 01482 838968
- Email: admin@stoneferry.hull.sch.uk

5. Expertise and training of staff in relation to children and young people with special educational needs.

The statutory National **SENCO** qualification was gained by Stacie Brady (**SENCO**) in 2019.

All staff receive regular training regarding relating to **SEN**. The SEN action plan includes ongoing training to meet the needs of pupils with a range of difficulties.

Some trained teaching assistants have been employed to specifically work with pupils who have difficulties with speech and language and special needs.

Staff will seek training from outside support agencies when necessary including outreach and transitional support. Staff will also attend training courses provided by the local authority.

All staff have completed level 1 safeguarding training.

One member of staff has attended an accredited speech and language course.

One member of staff is a trained **ELSA**.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent on the nature of the need, funding may be provided by the school or requested from other appropriate agencies. This may include **IPaSS**, who can provide specialist equipment for physical, visual and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/Carers are involved at each stage of the assess, plan, do and review process.

Parents/Carers are invited to discuss with the **SENDCO** (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how their child's needs can be met. Therefore parents have an active role in the planning and decision making regarding the provision for their child.

Subsequent to this, parents will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:

- Informal liaison with the class teacher.
- Parents' evenings when advice and support in helping their child at home can also be given.
- Formal review of their child's progress with the **SENDCO** and/or class teacher.

During reviews, a 'person centred approach' allows for professionals and parents to contribute towards reviewing the effectiveness of provision in place for their child. Decisions can also be made for next steps.

8. Arrangements for consulting young people with special educational needs about their education.

The child is involved (as appropriate) at every stage of the assess, plan, do and review process.

At the initial assessing and planning stage, in order to support a 'person centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

Where the child may be unable to verbally communicate or provide a written input, observations of the child may be made in order to gather information regarding their likes, interests dislikes and difficulties. The thoughts and opinions of parents and those who know them best may also be sought.

Any documentation used as a part of the agreed provision will have a 'child friendly' section which is shared with the child so that they are able to understand all aspects of their support.

The child is able to discuss any aspect of their provision in a number of ways:

- Informally with their class teacher on a regular basis.
- Where appropriate the child may attend a more formal meeting to review their progress and provision.

During these discussions a 'person centred approach' allows for professionals, parents and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding the next steps.

9. Any arrangements made by the governing body or proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about **SEN** provision within the school will initially be dealt with by the **SENCO**/Head of school during arranged meetings.

Where a satisfactory conclusion cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provided and/or other professional support services or voluntary organisations. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- **ASD** team
- National Autism Society
- **IPaSS** - Integrated Physical and Sensory Service (visual, hearing, physical)
- Social care team
- Children's centres
- CAHMS for mental health needs
- Rowan Centre - Home Education Support
- Echoes
- Kids - parent partnership
- School Nursing Team
- Whitehouse Unit
- Cruze/Dove House Bereavement Support Team
- Sibling Support Services - Barnardo's
- Traveller Education Team
- Northcott Outreach Service
- Women's Aid
- Police

Parents will always be informed before any request for outside agency advice are sought.

Links to all of these can be found in the Hull Authority Local Offer.

Advice may also be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DfE **SEN** Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning.
- Communication and Interaction.
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Educational Health Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from the age of 0-25.

For example:

Preschool > Nursery > Foundation Stage > KS1 > KS2 > KS3 > KS4 > KS5 > Higher Education/College > Independent Living.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The **SEN** team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time and transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition programmes and activities or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health Care Plan must have their secondary transfer placement confirmed by the February in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with **SEN** through the transitions they are involved with.

13. Information on where the local authority's offer is published.

Hull local authority's offer can be found at:

Hull Local Offer

<https://hull.mylocaloffer.org/>

Glossary

ADD- Attention Deficit Disorder

ADHD- Attention Deficit Hyperactivity Disorder

ASD- Autism Spectrum Disorder

CPD- Continued Professional Development

EHCP- Educational Health and Care Plans

ELSA – Emotional Literacy Support Assistant

EYFS- Early Years Foundation Stage

HI- Hearing Impairment

IPASS- Integrated Physical and Sensory Service

MSI- Multi-Sensory Impairment

PD- Physical Difficulties

PMLD- profound and multiple learning difficulties

SEN- Special Educational Needs

SENCo- Special Educational Needs Coordinator

SLD- Severe Learning Difficulties

SLCN- Communication and Interaction, including speech, language and communication needs

SpLD- Specific Learning difficulties

VI- Visual Impairment

SEN Hull City Council Assessment Pathway

Graduated approach to addressing needs:

- Quality First Teaching- class teacher consults with SENCo and completes a single page pupil profile. Low level class-based interventions, support, reasonable adjustments and modifications to the curriculum introduced and impact reviewed.
- If CYP not making expected progress / remains a significant cause for concern despite class-based intervention / support, class teacher consults with SENCO and Assess-Plan-Do-Review cycles of support / intervention introduced over at least 2 terms. These can include involvement of outside agencies.
- CYP not making expected progress against A-P-D-R targets and remains a significant cause for concern: Person Centred Planning (PCP) meeting held with parents, key staff (including outside agencies) and CYP.
My Support Plan completed as part of PCP meeting and Assess-Plan-Do-Review cycles continue.
Support Plan reviewed termly alongside A-P-D-R targets.
- CYP still not making expected progress and remains a significant cause for concern and more support is needed.
The Support Plan and at least 2 cycles of intervention as evidenced on the A-P-D-R template are submitted as the basis for request for statutory assessment of special educational needs.
- Statutory assessment pathway followed.