

## Hurst Green Primary School SEN information report

This information is part of the requirements set out in the current SEND Code of Practice 0-25 years and must be updated annually. It is part of the Dudley Local Offer for pupils with special educational needs and/or disability.

<p><b>Definitions</b></p>	<p>The 2015 SEND Code Of Practice (0-25) defines that where a child has a learning difficulty or disability for which special educational provision is put in place then they are identified as having special educational needs</p> <p>“A child of compulsory school age or person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> <li>A) Have a significantly greater difficulty in learning than the majority of others in the same age or</li> <li>B) Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions”</li> </ul> <p>Disability is also defined in the Equality Act 2010 as being “.....a mental or physical impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.”</p> <p>This can include the sensory impairments of sight and hearing. It may also include long term health conditions such as asthma, diabetes and cancer.</p> <p>Where a child or young person has an overlap with a disability and a special educational need then they will also be covered by the SEN definition.</p>
<p><b>The kinds of special needs for which Hurst Green Primary makes provision</b></p>	<p>As an inclusive school we make provision for pupils within the four broad areas of need as identified in the SEND code of practice 2015:</p> <p>Communication and Interaction Difficulties, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical.</p> <p>The school uses its best endeavours to meet the needs of all children with Special Educational Needs and/ or a disability in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.</p>
<p><b>The school’s identification and assessment policies</b></p>	<p>Special Educational Needs and Disability Policy</p>
<p><b>School’s policies for making provision for all pupils with SEND</b></p>	<p>Hurst Green has a whole-school approach to supporting children with SEND. Every teacher is responsible and accountable for all pupils within their care.</p> <p>Parents can raise any concerns they may have with the class teacher who will then pass them onto the SENCO and a meeting can be arranged. At Hurst Green, we have an open door policy and are always happy to arrange to meet families who have any concerns.</p> <p>Staff can raise any concerns they have about individual children at progress meetings or by talking to the Assistant Head for their phase who will then talk to the SENCO. Actions will be put into place, which may include strategies for the class teacher, further support for the individual child, outside agencies to carry out more</p>

	<p>formal assessments and provide targets for staff to follow to support the child. Staff will inform parents if any SEND concerns are raised.</p> <p>The impact of the provision is also carefully monitored and new targets put into place if targets are not being met.</p> <p>The school's Provision Map shows the interventions that have been put into place for each child/group and these interventions are classified by levels- Level 1 is First Quality Teaching which is the entitlement of all, Level 2 interventions are for small groups and Level 3 for individuals who are seen by outside agencies.</p> <p>Where a child has more complex needs it may be necessary for a child to have an Education, Health and Care Plan (EHCP). These are reviewed annually with all agencies involved with your child invited to attend the meeting if appropriate.</p>
<p><b>How the school evaluates effectiveness of provision for SEND pupils</b></p>	<p>There is monitoring of teaching and learning within the classroom environment through lesson observations, book trawls and learning walks by Senior Leadership team looking at progress of work and teaching.</p> <p>The progress of all groups of children, and individuals, are tracked every half term.</p> <p>Intervention is part of a cycle</p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> </ul> <p>Each cycle will work on a</p> <ul style="list-style-type: none"> <li>• Needs</li> <li>• Outcome</li> <li>• Provision framework</li> </ul> <p>Pupil Progress Meetings are held at least 3x per year to review progress and assess impact of interventions.</p> <p><b>Learning Support</b> is bought in to monitor and review 'Support' pupils.</p> <p><b>Educational Psychology</b> services are bought in to support specific pupils and advise staff/ meet with parents</p> <p><b>Speech and Language Service</b> assess progress and review actions, before setting new targets.</p> <p><b>AOS (Autism Outreach Service)</b> – provides half termly monitoring reports for specific children</p> <p><b>Occupational Therapy</b>- provides support in school for individual children who have been referred to their service.</p> <p><b>Play Therapist</b> – provides support in school for individual children and families who have been identified as needing support and advice with their social and emotional needs.</p>
<p><b>Arrangements for assessing and reviewing progress</b></p>	<p>SENCO/class teachers meet parents on a regularly basis both informally as needs arise and formally at review meetings.</p> <p>SENCO works with the following outside agencies to assess and review provision made:</p>

	<p><b>Learning Support Service</b> (Local Authority) is bought in to assess, monitor and review identified children who are not making progress even when interventions have been put in place.</p> <p><b>Educational Psychology</b> services are bought in to support specific pupils/ monitor/review</p> <p>Termly meetings held with <b>Speech and Language</b> service to review targets and set new ones if necessary</p> <p><b>Occupational Health</b> service-provides programs for specific children which are reviewed on a regular basis</p> <p>AOS (<b>Autism Outreach Service</b>) – ½ termly reviews for specific children</p> <p><b>Sycamore Outreach</b> Service- provides strategies for children with behaviour issues</p> <p><b>CAMHS-</b> formal assessments are carried out and advice sent into school</p> <p><b>Play therapist-</b> Lucy, our play therapist works with identified individuals/groups in school and holds meetings with parents. She also offers advice/ updates staff on the pupils she sees.</p> <p><b>Health advisor</b> – meets with children and parents/recommendations made and followed up</p> <p><b>Hearing Impaired Service-</b> regular updates/training for school.</p> <p>Pupils with EHCPs have a multi-agency annual review which is reported to the Local Authority and may result in the plan being amended.</p>
<p><b>Approach to teaching pupils with SEND</b></p>	<p>Hurst Green has high expectations of all pupils and class teachers plan and resource class work with the developmental needs and specific abilities of all pupils taken into account. Work is differentiated to closely match the pupil's ability and learning needs. It is the entitlement of all pupils to receive Quality First teaching. When a pupil has been identified with SEN their work will be further differentiated to remove any barriers to learning and to enable them to access the curriculum more easily.</p> <p>Targeted support is also put into place for individuals/groups. The following are delivered by both teachers and teaching assistants:</p> <ul style="list-style-type: none"> <li>• Identified small group teaching</li> <li>• Precision teaching methods 1:1</li> <li>• 1:1/ small group teaching support by TAs for children with Individual target sheets</li> <li>• Groups of children identified through progress meetings-taught in small groups by teachers for Maths/ English</li> </ul>
<p><b>How the school adapts the curriculum/learning environment for SEND pupils</b></p>	<p>At Hurst Green, we deliver a broad and varied curriculum with each child having access to a high quality classroom based teaching environment. We look carefully at the needs of every child and tailor our support and differentiation to ensure that all children achieve their full potential despite any difficulty or disability they may have.</p> <p>We offer all children extra adult support or further differentiation where needed within the classroom environment. When children</p>

	<p>have been identified as needing extra help after a specific lesson, targeted follow-up interventions are delivered.</p> <p>Some children with SEND will require an Individual Pupil Target Sheet providing them with time specific, achievable targets and strategies to work towards achieving them. This will be put in place following a discussion with the class teacher, teaching assistant, the appropriate Assistant Headteacher and the SENCO. Parents/carers and, where appropriate, the child will be involved in this process and all stakeholders will be able to work together focusing on the child's needs. Within school, children on Individual Pupil Target Sheets will receive tailored small group or 1:1 interventions specifically designed to help the child to achieve their targets.</p> <p>Where necessary, and with parental/ carer permission, we will obtain expert advice from Learning Support Services and/ or Specialist Education Services. Class teachers, teaching assistants and the SENCO will then work collaboratively to ensure the child is supported in working towards their identified targets. At Hurst Green, we value our home-school partnership and actively encourage family participation within this process. Where a pupil has needs that are more complex an Education and Health Care Plan may be requested. This is reviewed annually with advice from Education, Health and Social Care professionals as appropriate, and in line with statutory duties. Pupil and parent views will also feed into this review.</p> <p>When summative assessments are required, access arrangements will be made to enable most SEND children to access their SATs and/or Phonics test alongside their peers. On rare occasions, a pupil may be dis-applied from a National Test, if they are working too far below the expected levels and it is decided that it is not in their best interests to take place. Parents and governors are informed of this decision in writing. These children will be given a teacher assessments based on adapted in school assessments.</p>
<p><b>The additional support for learning available to SEND pupils</b></p>	<p>Once a pupil's needs have been identified and the relevant assessments undertaken, the class teacher/ SENCO will inform the parents as to how the school is planning to support their child. This support and/ or different support may include:</p> <p><b>Special equipment</b> e.g. coloured overlays, special pencil grips, scissors, writing slopes, cushions, stress toys, dyslexia friendly reading books, IT equipment.</p> <p><b>Support-</b> smaller targeted groups for maths and English. Targeted individual support in the classroom, intervention groups- including speech and language, reading support for individual children.</p> <p><b>Emotional</b> – support from play therapist, social skills groups,</p>
<p><b>How school enables SEND</b></p>	<p>All children are expected to participate in all areas of the curriculum e.g. support in the pool for swimming when needed, in</p>

<p><b>pupils to engage in all activities of the school</b></p>	<p>class support for learning, participating in after school activities. Individual risk assessments carried out for all off site activities, for children with specific needs. Provision is put in place to support children who require any additional needs in order to take part in all areas of the curriculum. Where appropriate specialist equipment is purchased.</p>
<p><b>Support available for improving the emotional, mental and social development of SEND pupils</b></p>	<p><b>Educational Psychologist</b> <b>Play therapist</b> in school x 2 days working with individual and small groups of children. Meetings are also held with parents of pupils involved in play therapy. She is supported by a <b>student play therapist</b> who is in 1 day a week. <b>Individual Behaviour Plans</b> in place to support specific pupils (set up in consultation with parents / pupils and where necessary outside agencies) <b>Support from Autism Outreach Service</b> for individual pupils. Use of emotion cards, social stories. <b>Lunchtime club</b> for vulnerable pupils run by two teaching assistants. <b>Social groups</b> set up for specific children with social and emotional needs De-escalation strategies form a key area of any intervention and the use of ABCC sheets is encouraged to identify key trigger areas. <b>Sycamore Outreach Service</b> work with individual/groups of children to provide social groups to help children with emotional/self-esteem concerns. Bullying is taken very seriously and a copy of the Anti-Bullying policy is available on the school website.</p>
<p><b>The SEN coordinator's name and contact details</b></p>	<p>Kathryn Karadia Hurst Green Primary School 01384 818210</p>
<p><b>Information on staff expertise their SEN training, and how specialist support will be secured</b></p>	<p>Inset ensures that teachers and teaching assistant are kept up to date with the latest SEN developments and teaching strategies TAs trained in: The teaching of phonics is taught on a daily basis in EYFS and key Stage 1 and through targeted intervention in Key Stage 2. Supporting Mathematics- inset from maths lead in school Precision teaching from Educational psychology TAs/ teachers trained in Numicon , Nurture groups, Speech and Language e.g. colourful semantics, Get moving programme, Write Dance, Rapid Reading, Dough Gym. Inset from Mrs Kelly re reading and using running records. Teacher trained as a Numbers Count teacher <b>SENCO</b>- Our previous SENCO Mrs Mauchline completed the Post Graduate Certificate National Award in Professional Studies (SEN) at Masters' Level accredited by the University of Birmingham in 2015 The school attends the LA SENCO forum which meets termly and SENCO also attends updates at Worcester University <b>Learning support</b>- Hayley Adams is our learning support specialist teacher. Hello, my name is Hayley Adams and during my teaching career of 15 years, I have had the fortunate opportunity of working in a variety of classroom settings in a range of schools. I have always</p>

had a particular passion for ensuring that children with special educational needs and disabilities succeed. This prompted me to gain further qualifications to work as a specialist advisory teacher and a tutor for Hereford and Worcester Dyslexia Association. I also teach children with special educational needs in a local primary school. I look forward to working with Hurst Green to support children overcome any barriers they may face in their learning.”

**Play therapist-** Lucy Vines is our play therapist in school:



Hello, my name is Lucy Vines. I am a Play Therapist registered with the British Association of Play Therapists.

I have been working with children, parents and schools since 2002, providing assessment and support in a range of settings.

I have a passion for working with children and families and supporting and enabling them to develop their sense of selves.

I started my career with children, young people and families early on and completed a degree at Derby University in Early Childhood Studies in 2002.

After taking a year out teaching in Japan I returned to the UK to take a place at Roehampton University in London to study Play Therapy full time. Following this I returned to the West Midlands and began practice as a play therapist locally and within schools.

In 2016 I completed my Foundation Level in Family Therapy and Systemic Practice and hope to complete the intermediate level in the future.

When I'm not working I enjoy time with family and friends and making use of the beautiful local countryside, walking and antique hunting.

**Specialist support** is highly valued by all stakeholders and as such governors agreed to £24,913 being allocated for bought in SEN specialist support services.

**Information on equipment and**

Hurst Green has an environment that is accessible to all.

Hurst Green Primary School SEN information report

<p><b>facilities to support SEND pupils</b></p>	<p>The school is built on one level and is accessible through the main doors.          The forest area is also on one level.          There is a designated space for disabled parking.          There is a designated shower room and disabled toilet.          Risk assessments in place for individual pupils which are then acted upon.          Personal Evacuation Plans (PEEPs) are put into place for some children.          We liaise with external agencies where necessary. This includes Occupational Therapy team, Hearing Impaired service and Visual Impaired Service. These agencies will advise on specialised equipment to support an individual child.</p>
<p><b>Arrangements for consulting parents of pupils with SEN, and involving them in their education</b></p>	<p>Parental consultations are held in school with teachers where there is an opportunity for a discussion to discuss targets and a chance to look through their child's book. Ideas are also shared as to how they might support their child at home.          Monitoring reviews with Learning Support for identified children on school support with feedback and target sheets.          Parents attend all initial assessments for speech and language.          Termly Speech and Language updates.          Feedback meeting and report from Educational Psychologist.          Consultation and monitoring with Occupation Therapy.          Annual reviews for children with an EHC plan.          Parental support and advice from Autism Outreach Service.          Feedback by telephone or home/school book where necessary.          Hurst green operates an "open door" policy- parents can drop in to see SENCO or make an appointment to see her or their child's teacher at any time, either to share a concern or get a progress update.</p>
<p><b>Arrangements for consulting pupils and involving them in their education</b></p>	<p>As Hurst Green is a Rights Respecting school pupil view is important to us. Children are encouraged to share their views and be aware of their targets and progress. A more formal view is given as part of the annual review process.          Children are encouraged to express their views through School Council, pupil questionnaires or take responsibility through:</p> <ul style="list-style-type: none"> <li>• Play leaders</li> <li>• Eco council</li> <li>• Anti-bullying ambassadors</li> <li>• Digital leaders</li> <li>• Librarians</li> <li>• Prefects</li> </ul>
<p><b>Governing body arrangements for the treatment of parental/ pupil complaints concerning the school's provision</b></p>	<p>We aim to support both parents and children by working in partnership. It is important that parents feel supported and part of the process.          Any complaint should be made by following the Complaints Policy in place and can be found on school website, detailing school procedures and Local Authority contacts should parents/carers feel that issues remain unresolved</p>
<p><b>How governing body involves other bodies</b></p>	<p>School purchases the services of a Learning support teacher through Educational Psychology for everyone and an Educational Psychologist through Dudley LEA. As a school we can refer</p>

<p><b>(health, social care LA support services and voluntary organisations) in meeting their needs</b></p>	<p>directly to the Physical and Sensory Support Service, Visual and Hearing Impairment Services for support and advice.                  School can also refer directly to health related services including Speech Therapy.                  Physiotherapy and Occupational Therapy are services which the school have to refer via the school health team.                  Referrals to CAHMS, medical specialists and other agencies such as Autism Outreach have to be made by the GP. However, school will write to the GP outlining their concern and the support put into place and the impact of the support.                  Named governor for AEN                  Mrs. G. Withers</p>
<p><b>The contact details of support services for parents of SEND pupils</b></p>	<p>Dudley Local Authority:                  Dudley SENDIASS (formerly known as parent partnership)  <b>Address:</b> Saltwells Education Centre, Bowling Green Road, Netherton, Dudley, West Midlands, DY2 9LY  <b>Telephone</b> 01384 817373                  Website: <a href="http://www.dudley.gov.uk/dpp">www.dudley.gov.uk/dpp</a>                  Email: <a href="mailto:parent.cs@dudley.gov.uk">parent.cs@dudley.gov.uk</a>                  Further support from <a href="#">The Information, Advice and Support Service Network (IASS Network) website.</a></p>
<p><b>The school's transition arrangements for SEN pupils</b></p>	<p>Transition is a crucial time for all children in school .                  Transition afternoons for new classes before the Summer Holiday.                  Teachers and teaching assistants have timetabled transitions meetings to pass on crucial information and data.                  Some children are provided with transition books to share with parents during the summer holidays and are made in conjunction with Autism Outreach team.  <b>To other schools:</b>                  Autism Outreach support transition for specific pupils. SENCO meets separately with SENCOs of receiving High Schools with detailed conversations and the passing on of all paperwork                  Pupils that move before end of key stage two – detailed conversations with SENCO of receiving school, data transferred securely</p>
<p><b>Link to the authority's local offer</b></p>	<p>The Dudley Local Offer website has information about the services that are available. Please visit <a href="http://www.dudley.gov.uk/resident/localoffer">www.dudley.gov.uk/resident/localoffer</a> for more detailed information</p>