

Leicestershire's Local Offer Contribution

The SEN Information Report



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Hugglescote Primary School
Address:	Ashburton Rd, Hugglescote, Leics LE67 2HA
Telephone Number:	(01530) 832721
Name of Head teacher/Principal:	Mr Paul Driver
Head teacher/Principal's contact details:	head@hugglescote.leics.sch.uk
Website address:	www. hugglescote.leics.sch.uk
Facebook account details:	
Twitter Feed details:	
School/College Specialism:	MLD Unit
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 to 11years
Date of Last Inspection:	4-5 March 2015
Outcome of last inspection:	Requires improvement

Does school/college have a specialist designated unit/additional learning support department?

Yes No

Total number of students with special educational needs at college/setting :	64
Total number of students receiving additional learning support:	136

1. The kinds of special educational needs for which provision is made.

Every child is unique and this is celebrated at Hugglescote. We understand that children learn in different ways and have different strengths and areas for improvement. Teachers and teaching assistants recognise this and use different teaching styles, different resources and different levels of work in the classroom to cater for the various ways children learn. (This is sometimes called Wave 1). However many children, at some point in their school life, need extra help. This can also take place in smaller groups or 1:1 with the teacher or Learning Support Assistant (LSA) using appropriate packs of work called "interventions", "boosting" or "catch up". (This is also sometimes called Wave 2). For a small amount of children this is not enough.

The government defines a child as having Special Educational Needs and Disabilities (SEND) if they have a need which is causing a significant impact on their learning or calls for specialist educational provision, greater than the majority of other pupils, at the same age. Their additional need continues despite the support that can be provided for all children.

These needs may include:

- **General Learning Difficulties** - those children where learning develops at a slower pace
- **Specific Learning Difficulties** - this could be Dyslexia (difficulties with reading, writing and spelling), or Dyspraxia (problems with co-ordination, movement and organization)
- **Speech and Language Difficulties**
- **Sensory or Physical Impairment**
- **Emotional, Social and Mental Health** - including ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder)
- **Autistic Spectrum Disorder** (differences and disabilities in many areas including social communication, rigid thought and unusual sensitivity to sensory input)

A new Children and Families Bill affects the way the children with SEND are supported in schools. This new approach began in September of this year. You can find out more by looking at Chapter 6 of the New Code of Practice, in this link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

and Leicestershire's Local Authority Guidance:

http://www.leics.gov.uk/local_offer

2. Information about policies for the identification and assessment of pupils with special educational needs.

Identification

If we suspect a child may have a Special Educational Need or Disability through our on-going observations, assessment and record keeping, then we talk to the people who know the child best - the child themselves and their parents / carers. In this initial informal meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future.

This can be the starting point for future support planning.

We then use a graduated response detailed in the new **Special Educational Needs and Disability Code of Practice 2014** of "assess, plan, do, review". This is the **GRADUATED RESPONSE** and takes place like this:

Monitoring

This is when the parents and class teacher identify that the reason for the pupil continuing to fall behind academically and needing additional consideration and help on a regular basis, is because they have a special need. An **Initial Concerns Form** is completed and the school SEND Co-ordinator (Mrs D Kirby) will be made aware. The child's needs are still met via the usual differentiation within the classroom, but the child is **monitored** in closer detail.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

SEN Support

After no more than two terms of monitoring, a child may then need **SEN Support** if they are still not making expected progress, despite changes and further differentiation in class. (If the initial meeting flags up a major concern, a child may also jump straight to this stage). Parents, the child and their class teacher will meet again to review and agree to their child being recorded as having SEN on the SEN Record.

A **Group Education Plan (GEP)** or a **Individual Education Plan (IEP)** is then drawn up. This contains no more than 4 specific, measurable, achievable and realistic targets. Moreover, it outlines appropriate support or intervention programmes and who will be the additional adult leading these, if required. The SENCo is also informed and provides a "**Provision Map**" of all the various interventions and support that may be appropriate across the school. (More detail is provided in sections (c) to (f) below).

If appropriate, outside agencies are consulted to offer specialist advice. These could be the Specialist Teaching Service (which includes the Learning Support Team, the Sensory Impairment Team, the Designated Advisory Teacher for Disability and the Autism Outreach Service). It might also be relevant to contact the Medical team (who may include the school nurse, the Speech and Language Therapists, the Physiotherapist, the Occupational therapist or the paediatrician). Additional agencies might include those attached to Social Services, such as those support groups triggered under Early Help, like Supporting Leicestershire Families.

If you would like to know more about how and when decisions are made about SEN Support please contact your class teacher or SENCo (Details at the back of this form).

Education, Health and Care Plans

If a child's needs are to the degree that their learning is very complex and/or severe and they are supported individually almost all of their time in school then we may ask the local authority to carry out an "**Education, Health and Care Assessment**". This is a very detailed assessment based on views and assessments of parents/carers, the school and a range of professionals. The child then may be issued with a "**Education Health and Care Plan**".

Parents have a right to ask the local authority to carry out these assessments themselves, although it is usually best if it can be carried out with the support of the school too.

Education, Health and Care plans are only appropriate for a small number of children. Your school SENCo or an independent representative from the SEND Information Service (formally Parent Partnership) will be able to help you on this. At this stage alternative placement and transition to another school may be explored, including places within our own Moderate Learning Difficulties Unit. Guide on the criteria for this are provided by the Local Authority and will be shared with you when appropriate.

(a) How

Hugglescote

evaluates the effectiveness of its provision

for such pupils.

Formal and informal assessments are collected and looked at as a whole picture across the school by the SENCo and our MLD Unit Teacher, each term. Teachers, Learning Support Assistants and children may be observed working by their teacher, the SENCo or an outside agency. This may help the teachers and parents to consider next steps, alternative approaches or whether the provision is still appropriate.

The SENCo then updates the provision across the school, looking at available adults, any changes in approach, and any training that is necessary, as well as any need to contact an outside agency. The MLD Unit Leader will look at the children in our unit. They will also look at the number of children on the SEN Record as a whole and record any trends, including comparisons to National Expectations. These are discussed with the senior members of staff when appropriate, including the Head teacher. There may often be a school plan of improvement that everyone is made aware of, including LSAs.

In addition, the SENCo attends a regular meeting with other school SENCos each term to update and revise developments in Special Needs Education and Inclusion.

The governing body will also use its best efforts to ensure the best possible provision for inclusion and Special Educational Needs and Disabilities, in this school. All governors are aware of their responsibilities for inclusion issues and Special Educational Needs and Disability, and discuss the issues regularly. Mrs S Allen is the nominated governor for Special Educational Needs and Inclusion, and will help in the monitoring and evaluation of the provision particularly. If you have any questions on provision she can be contacted.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Hugglescote's system for regularly observing, assessing and recording the progress of **all** children is used to monitor effective intervention for our children with SEND.

The class teacher, therefore judges a level **for all** the children based on level descriptions provided in our curriculum, for Literacy and Numeracy especially. Their assessments will take into account not only their careful judgement from your child's work over time, but the records that follow the child through school from one class to another. The level your child is working at is decided each term and shared with you.

Standardised tests may also be used to back this up.

If the child's progress or ability needs to be measured in the areas of speech or emotional or social skills then observations, questionnaires and responses to discussion may be used as an indicator.

In addition, there is more rigorous analysis made of the small steps of progress the pupil has made if the child is receiving SEN Support. This will look first at the Individual Education Plan (IEP) and the targets that were set. After the Intervention and support, progress is measured again. This is recorded on their IEP under the heading "how did I do?"

If your child has an IEP, you will be invited in for an additional Review meeting each term to discuss their progress and to decide on what next steps to take.

(c) Our approach to teaching pupils with special educational needs

Our approach to teaching pupils with SEND takes into account these important things:

- Ensuring the SEN and Disability Act and New Code of Practice and guidance from the local authority are implemented effectively across the school.
- Ensuring equal opportunity for, and to eliminate prejudice and discrimination against any children especially those with additional needs and considerations (see also the Equality Policy)
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Providing full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- Providing specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Support or an Education, Health and Care Plan.
- Ensuring that pupils with additional needs are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Ensuring that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- Enabling children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of high school life and learning.
- Involving parents/carers at every stage in plans to meet their child's additional needs.
- Involving the children themselves in planning and in any decision making that affects them.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

In order to progress a child with SEN usually requires some adjustments to the curriculum plan for the whole class and the environment.

This may involve:

- 1) Altering the learning objective - so the objective for your child may be slightly easier, it may have more steps to success, or leave out some of the social complexity (a first this.....then this....routine, for example works for many)
- 2) A change in teaching styles or strategies - the teacher may use more visual cues or have "talk partners" or a child acting as scribe, for your child to be able to access and understand the lesson.
- 3) Specific Resources - These may include more physical examples, a writing frame, additional word lists, individual copies of the information, or a laptop to support writing
- 4) Additional teacher/ adult time - within class, additional time may be necessary with an adult to check understanding of instructions, for example, or to assist with some physical needs

(e) How we will provide additional support for learning that is available to pupils with special educational needs

Additional support for learning may be provided by:

Having greater than average adult time and support

This may mean some classes have more time from a Learning Support Assistant, so they or the class teacher can provide the additional support. It may mean there are specific interventions or programmes of work that can be completed. These may be computer based. These usually require further training, either from the SENCo or an Outside Agency like the Speech and Language Therapists or the Learning Support Team. They may require additional resources and homework.

Having Specific Equipment

This may be an additional equipment to help with various skills such as a laptop, provided for writing work, or an ipad; or equipment like a sloped writing board or pencil grips to aid fine motor skills.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All the children in our school have equal access to all opportunities. We provide a range of extra curriculum clubs that are open to all pupils. If a pupil has additional needs we will ensure that the necessary adjustments to trips and visits are made to enable them to take part in the activities. We will make you aware of activities that are available externally for children with specific needs.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

As has already mentioned we realise every one of our children is unique. The adults in our school work as a team to ensure that children are not only supported academically but supported emotionally and socially too. Moreover, there is a consistency of approach across the school so that the expectations are clear for all pupils. (This can be seen in our Behaviour Policy).

In class, they may be provided with additional incentives or targets to focus in on the areas they are working on. They may be provided with more explicit expectations and spend more time discussing social expectation with an adult.

If our children do need some additional intervention, they may take part in our social skills groups, this may involve are popular "lego therapy". They may be asked to attend lunch club, which is run every day by the SENCo and a Learning Support Assistant as a "safe haven" at lunchtimes, with activities to build self esteem and friendships, as well as deal with anger issues.

At times, it may be necessary to seek further advice from other professionals.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:

The SENCo for Hugglescote Community Primary School is:

Mrs Donna Kirby BA PGCE

Appointments can be made by phoning the school office on (01530) 832721 or emailing: dkirby@hugglescote.leics.sch.uk

Our MLD Unit Manager and Teacher is:

Mr Richard Ward and can also be contacted by phoning the school office.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENCo has been in her part-time post as the SEN Co-ordinator for 10 years. Previous to this, she taught a Year 5/6 class in the city full-time, while also holding the post of SENCo for 3 years. She has received and cascaded lots of training in that time, including specific interventions recommended by the Learning Support Team, and training last year on how trauma can affect learning. Training was carried out with all staff on every aspect of need under the Inclusion Development Plan, a few years ago, and the SENCo continues to try and maintain "dyslexic friendly" and "autistic friendly" classrooms.

Several of our staff have individual expertise including our unit staff and various individuals who have taken up the training with the Autism Outreach Team. We also have "positive handlers" who strive to de-escalate tricky situations (more information on this can be found in the "Restraint" policy). The most recent training has been for our Foundation Stage on an exciting intervention called "Talk Boost" to enable our pupils with delay in speaking and listening skills to progress.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school has a budget for SEND and will use this to purchase items and improve facilities that are required to meet the needs of pupils. This included 2 additional laptops last year. In addition, the electric door stops, to enable better wheelchair access (also see the accessibility plan).

We also work with the local authority and Specialist Teaching Service, as well as the occupational therapist, to find out what equipment and facilities are recommended.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

As has already been mentioned, we are very keen to work in partnership with parents. If your child has a SEN then you will have an opportunity to see your teacher more often, if you would like. The children who are on Record have an additional parent's evening put aside so you can review how your child has done each term.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Teachers always talk to the pupils about the work we are doing to ensure the children understand what they are learning and why. The teachers and support staff ask the children about their learning to find out how they learn best.

The current Individual Education Plans are shared with the children and they are written to and for the children. Every child with SEN Support should understand their extra support and why they have it.

Our plans for the future, are to include them in identifying themselves for their future teacher on a "child-friendly" profile (if additional help is to continue) and to continue to strive to include them where possible on decision making.

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

If you have any concerns, we encourage you to approach the school, and hope you feel welcomed and able to discuss any concerns you have. Initially this could be a chat to your child's class teacher. If this doesn't resolve the situation you may wish to speak to Mrs Kirby (the SENCo) or Mr Driver (the headteacher).

If the concern is not resolved at this stage, you should use the formal complaints procedure which can be found on the website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Our governing body invest time and effort to ensure the best education possible for all our children. They work in partnership with the teachers, the SENCo, and the senior staff to work out the best way of tackling the school's current need and it's constant strive to improve.

Access to outside agencies will be decided in a graduated way depending on need. A list of relevant services can be seen below with contact details. Additional information about referrals can be gained from the class teachers and SENCo.

The governors oversee the delegation of an SEN budget that can be negotiated. This may involve payment for access to services or money delegated for support and appropriate help.

Agency	Contact Info
Specialist Teaching Service <ul style="list-style-type: none"> • Learning Support Team • Autism Outreach Team • Sensory Impairment Team • Specialist Teacher for Disability 	(0116) 305 9400
Educational Psychology Service	(0116) 305 5100
Medical - School Nurse Single Point of Access <ul style="list-style-type: none"> • Speech and Language Therapist • Occupational Therapist • Physiotherapist • Paediatrician 	(01530) 468560 (0116) 2252525
Social Services Early Help Supporting Leicestershire Families	(0116) 3050005
SEND Information and Advice Support Team	(0116) 3055614

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

The Local Authority's site: http://www.leics.gov.uk/local_offer

has lots of useful links and information to all the services mentioned below.

There is also a useful independent body of support called the SEND Information and Advice Support Service (that has taken the place of Parent Partnership) who can aid you with the understanding of the New Graduated Response that the schools are using:

Information on this service can be found on:

http://www.leics.gov.uk/index/education/going_to_school/parents.htm

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

Transition to a new school, particularly our high schools, can be exciting and worrying for you and your child. At Hugglescote we try to make any transition as smooth as possible, particularly for our children with additional support.

Foundation Stage staff will meet with staff from feeder nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting or through the Early Years team at the Special Needs Teaching Service. Where necessary the SENCo will arrange a further meeting.

If the transition is within school (from Key Stage 1 to Key Stage 2, for example) we make sure any SEND information is shared in advance so that the individual teacher is aware and can make preparations.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCo will telephone to further discuss the child's needs.

Children transferring from Hugglescote to new schools will have details of particular needs and additional provision made by the school sent to that school. The SENCo will discuss these children with other schools on request.

Additional transfer arrangements are made for the children transferring to High school, including meetings with the Year 7 co-ordinator and SENCo of appropriate.

13. Information on our contribution to the publication of the local authority's local offer.

The local authority's local offer can be found at :

http://www.leics.gov.uk/local_offer

We have submitted our contribution this year (2016/17) and it should also be found as a link on their site.

