



Hempland
Primary School

SPECIAL EDUCATIONAL NEEDS & DISABILITY REPORT

Approval Date: October 2020

Review Date: October 2021

Member of staff responsible: Jill Le Pla

Hempland Primary School Special Educational Needs and Disability Report

At Hempland Primary School we want all children to achieve their full potential both academically and socially.

We take into account the individual needs of every child and use a wide range of strategies so that their learning journey through school is as successful and enjoyable as possible.



How we achieve this is underpinned by our School Development Plan and actioned through our School Priorities. High quality class teaching is vital and given high priority. However for some children extra help or a personalised plan may be required. This document describes how support is provided to maximise achievement for all children with a focus on what we offer for children with Special Educational Needs and Disabilities.

1. **How does Hempland Primary School know if children need extra help?**

- When concerns are raised by parents/carers, teachers or the child
- When there is concern regarding a child's progress
- When the medical needs of a child require support
- When a child's behaviour impacts on their learning

2. **How does the school categorise different levels of need?**

There are four broad areas of need as identified in the SEND Code of practice:

- **Communication and Interaction** – often described as Speech, Language and Communication Needs (SLCN). Children may have problems with:
 - i) saying words
 - ii) understanding spoken language or
 - iii) a combination of the two.
- **Cognition and Learning** - some children learn at a significantly slower rate than their peers, even with differentiation of activities. They may, for example, have problems retaining information from one day to the next.
- **Social, emotional and mental health difficulties** - children may experience a wide range of social and emotional difficulties. These could include becoming withdrawn or isolated, as well as displaying challenging, disruptive or concerning behaviour.
- **Sensory and/or physical needs** – children may have a visual impairment, hearing impairment or a physical disability.

Once a child has been identified as having a significant problem in one or more of these areas, they may be categorised as having Special Educational Needs or Disabilities (SEND).

3. **How will Hempland Primary School support all children?**

- Each pupil's education programme is planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.

- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be included in a small focus group. We sometimes call these 'intervention groups'. Some work may be 1:1 with the class teacher. Support can be provided in groups or as part of an individual plan, for any level of need.
- **Pupil Progress Meetings** are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team (SLT) to discuss the progress of every child in their class and share opportunities to enhance their learning where this is needed. This shared discussion helps to prioritise future planning.
- Involvement in an intervention group does not mean that your child has special educational needs. The intervention groups will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

4. **How will Hempland Primary School support a child with a Special Educational Need?**

- If a child has been identified as having a special educational need, they may be given a tailored Individual Education Plan (IEP). IEP's (Individual Education Plans) enable specific details of support to be recorded. These will often be complimented by other targets to help your child progress. Targets will be set according to their area of need. These will be monitored by the class teacher on an ongoing basis and by the SENDCo three times per year.
- IEPs will be discussed with parents and IEP review meetings will be held with parents each term. A copy of the IEP will be sent home each term. If appropriate, specialist resources may be given to the pupil to support their learning.
- The needs of a child with an IEP will usually be met through structured in-class support.
- For some children their needs may be very complex and support required may be more than this. In these cases, we may decide to put a My Support Plan (MSP) in place. This is a non-statutory document which provides information for teaching staff, parents and children about how we can all support the child. In a few cases, extra support requiring additional funding may be needed. If everyone involved agrees that this is the case and sufficient evidence is available, a MSP can be converted into an Education Health and Care Plan (EHP). This Statutory document outlines the responsibilities of all agencies involved in supporting the child.
- If you have any questions related to how these processes work, the first point of contact is your child's class teacher, they are the adults in school with the daily responsibility of supporting your child in school and liaising with you. Miss Le Pla the school SENDCo may meet with you to discuss planning and strategies to use to meet your child's needs.

5. **What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school may include:

- Autism Specialist Teaching Team
- Teachers of the Deaf
- Child Protection Advisors
- Educational Psychologist
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)
- York Hospital (Paediatricians)
- School Nurse
- ICSS (Individual Children's Support Service)
- School Well Being Worker

An Educational Psychologist (EP) is allocated to our school.

- Educational Psychologists would normally only work directly with pupils who needs are felt to be complex.

- Their involvement only occurs when it has been discussed and agreed with parents/carers.
 - The aim of an EP assessment is to gain a deeper understanding of the pupil's educational needs.
 - The EP will usually meet with the parent/carer and give feedback after the assessment has been completed.
 - He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward, often as part of a Plan, Do and Review cycle.
- Any expert support from any outside agency will always be discussed with parents/carers to enable a shared decision to be made, ensuring that this is appropriate and the best way forward. The first step that these additional experts take will be to assess your child to determine more precisely what their needs are and what can be done to help. Following an assessment, information or a written report will be provided to the school and shared with parents/carers. Meetings with outside agencies, such as the Educational Psychologist, may be made by telephone or video consultation. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are often provided that can be used at home to complement what is being done at school. These will always be discussed with parents/carers.
 - Outside agencies may have made changes to the way they work in school and are assessing children or providing support in different ways following their own covid work procedures. However, outside agencies will still be able to visit your child in school, maintaining social distance and following the school's covid guidelines.

6. What should I do if I think my child may have special educational needs?

- Class teachers are the initial point of contact for responding to parental concerns.
- Your child's class teacher will listen to your concerns and share any relevant information that they have with you. They will continue to monitor progress and where appropriate discuss your concerns with SENDCo
- If a class teacher has concerns about the progress your child is making he/she will arrange speak to you, keeping you as fully informed as possible.

7. How will I know how my child is doing?

- Your child's class teacher is your first point of contact and you will need to make an appointment to talk to the teacher.
- Appointments can be made to speak to the class teacher or SENDCo by arrangement with the school office.
- You will be able to discuss your child's progress at Parents' Evenings in the Autumn and Spring term and IEP review meetings which are held termly. Parent's evenings may take the form of telephone or video consultations due to current restrictions.
- You will receive your child's end of year report as usual.

8. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional challenges.

- Wellbeing needs are met through our PSHE curriculum delivered to all children and targeted pastoral support for children where needed.
- Again the first point of contact is your child's class teacher, often supported by their class teaching assistant.
- We also have a team of Pastoral Support Assistants who work with individual children or small groups.
- The school SENDCo, as well as the Family Liaison Officer, Mrs Andrews, are available to liaise with parents/carers who wish to discuss any issues and concerns.
- We value our home school partnership very highly. A strong home/school partnership is a major influence on a child's success.

9. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year.

- The money is used to provide additional support or resources, including deployment of staff and is dependent on an individual's needs.
- This is discussed by the School Leadership Team (SLT), class teachers and SENDCo
- .How the school budget is used is monitored by the School Governing Body.
- Covid guidance allows for support staff to move between bubbles if required. Additional resources will generally be kept within bubbles and cleaned regularly following cleaning guidance.

10. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with SENDCo, class teacher and SLT.
- Decisions are based upon termly tracking of pupil progress and may include assessments by outside agencies.
- Ongoing reviews ensure that the needs of all children are met as fully as possible.
- Children with an EHCP will normally have a specific amount of time allocated to enable their support needs to be met.

11. How will I be involved in discussions about and planning for my child's education?

We recognise that parents have invaluable contributions to make towards their children's education and overall development needs. We very much value our partnership. All parents are encouraged to fully contribute to their child's education.

This may be through:

- Supporting and encouraging their child
- Helping with individual homework activities
- Discussing progress with the class teacher regularly and during parents evenings
- Discussions with Miss Le Pla or other professionals
- Supporting targets on an IEP, MSP or EHCP.
- Commenting and contributing on their child's IEP, MSP or EHCP with possible suggestions that could be incorporated.

12. How accessible is the school environment?

- The very large majority of our school buildings and grounds are fully accessible.
- We will always try to accommodate all children and families so that every child has equal access.
- The School Governors play an important role in supporting and challenging the school to ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. The governors monitor and review the accessibility plan and all other statutory policies as defined by the DfE. One governor has specific responsibility for SEND and meets regularly with the head teacher and the SENDCo to review processes and procedures to support children across the school.
- We are always happy to discuss individual access requirements.
- There may be one-way systems in place around school which mean that children enter or leave school following a different route. If this is difficult, individual access arrangements can be made.

13. How will the school prepare and support my child when joining Hempland Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Transition sessions where children spend some time with their new class teacher.
- Additional visits are also arranged for pupils who may need extra time in their new school.
- School staff will meet parents/carers prior to their child joining the school. Secondary school staff visit pupils prior to them joining their new school. Transition arrangements may have to be amended following covid guidance. Schools will work together to plan for a smooth transition.
- School staff will liaise with the SENDCo's from the secondary schools to pass on information regarding SEND pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with School staff, the secondary school SENDCo, the parents/carers and where appropriate the pupil.

14. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all children.
- Specific risk assessments are carried out with necessary procedures implemented to enable all children to participate safely and as fully as possible.
- In very rare situations a visit may be considered unsuitable for a particular child's needs. This will be discussed with parents so that appropriate alternative arrangements can be made.
- There may be restrictions on activities outside the classroom and trips for all children following covid guidance.

15. What training are the staff supporting children and young people with SEND had or are having?

All staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with hearing impairment.
- How to make your classroom Dyslexia Friendly.
- How to support children with Dyscalculia.
- How to use Precision Teaching to support very specific, often small but significant steps in learning
- Implementing the new SEND code of Practice.
- Training is ongoing for all staff and is often specifically designed to meet the needs of an individual child
- In addition, Miss Le Pla attends regular training for SENDCo's
- Staff will continue to have access to training during the current climate; there are now many on-line providers of SEN training.

16. Who can I contact for further information?

School Staff

- The Executive Headteacher is Mr Lee Haynes.
- The Head of School is Mrs Abbie Innes.
- The Special Needs Co-ordinator (SENDCo) is Miss Le Pla.
- Our Parent Liaison Officer is Mrs Helen Andrews.
- A full staff list can be found on our website.
- If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the class teacher, Phase Leader or the SENDCo.
- The Head of School or Executive Headteacher is also available to discuss how we can support all children and families.
- In very rare circumstances, mediation services are available.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child. A link to the City of York Local Offer is below.

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

17. Roles & Responsibilities of the Special Needs Co-ordinator (SENDCo).

- The SENDCo is responsible for the operation of the Special Educational Needs and Disability Policy and co-ordination of specific provision made to support individual children with special educational needs and disability (SEND).
- The SENDCo will liaise with staff within the school to monitor pupil's progress and plan further support or actions. We regularly have contact with a wide range of external partner agencies that are able to give more specialised advice to help us provide the best support for children. If you have any questions or concerns regarding SEND then please do not hesitate to contact us. We are very keen to provide the best support available to all our children and families

18. Safeguarding

The Governors of Hempland Primary School are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures.

The Head of School, Mrs Abigail Innes, is the named lead for Safeguarding and Child Protection across the school.

Mr Haynes is responsible for monitoring of the school's Single Central Record which provides details of everyone who works at Hempland Primary School.

Miss Kate Rhodes is the designated School Governor for safeguarding. She is also the school's SEND governor.

19. Looked After Children

Some children with SEND are looked after by the Local Authority.

Mrs Innes is the Lead Teacher responsible for LAC. At Hempland, Looked After Children (LAC) are provided with an additional layer of support to ensure that their educational and welfare needs are met. We aim for them to be able to access and enjoy our full curriculum and to be fully included in the life of our school.

Pupil Premium funding is used to supplement, support and address additional needs. Class teachers and other staff are informed about a child's circumstances and are sensitive to different situations. We provide additional training if required. Close liaison with Carers is nurtured and valued. Regular Personal Education Plans (PEP) and LAC meetings are held with Social Workers, Carers and School Staff to review progress and provision and to ensure that the needs of our LAC are being met. Our Parent Liaison Lead, Helen Andrews, provides further advice and support to Carers as required; Risk Assessments that may be pertinent to a LAC are important and are carried out as appropriate; for example before an off-site visit. Specially trained Early Literacy Support Assistants (ELSAs) and Pastoral Support Assistants are available to work with children if needed. Examples are to provide emotional or social support that enhances a child's wellbeing. Nicky Freeborn, our Well Being Worker, is available to work alongside staff if needed and to provide ongoing advice and support. We have also developed a programme of ongoing support for children who have been adopted. This support is provided throughout their time at Hempland. The staff lead for this is Lisa Forman.

There are many SEND terms that are abbreviated - these are detailed below

AAP Attendance Advisory Practitioner
ADD Attention Deficit Disorder
ADHD Attention Deficit & Hyperactivity Disorder
ASC Autistic Spectrum Condition
CAF Common Assessment Framework
CAMHS Child & Adolescent Mental Health Service
COP Code of Practice CP Child Protection
DCD Developmental Co-ordination Disorder
EAL English as an Additional Language
EHCP – Education Health Care Plan
EP Educational Psychologist
FSM Free School Meals
HI Hearing Impairment
IEP Individual Education Plan
ISR In School Review
KS Key Stage
LAC Looked After Child
LEA Local Education Authority
MLD Moderate Learning Difficulty
MSP – My Support Plan
NC National Curriculum
OT Occupational Therapist
PSP Pastoral Support Programme
SaLT Speech & Language Therapy
SEN Special Educational Needs
SEND Special Educational Needs & Disability
SENDco Special Educational Needs & Disability Co-ordinator
SpLD Specific Learning Difficulty
VI Visual Impairment



Reviewed October 2020 by Jill Le Pla, SENDCo