



**Hempland**  
Primary School

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY REPORT**

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Member of staff responsible:	Aimee Wilkinson

# 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 (expressive)
- ii) understanding spoken language (receptive) or
- iii) a combination of the two.

**Cognition and Learning** - some children learn at a significantly slower rate than their peers, even with adaptation and/or differentiation of activities. They may, for example, find retaining information from one day to the next difficult.

**Social, emotional and mental health difficulties** - children may experience a wide range of social and emotional difficulties. These could include becoming anxious, withdrawn or isolated, as well as displaying challenging, disruptive or concerning behaviour.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.

Children who are being monitored or assessed to identify any additional needs and support that could be required are placed on the shadow register.

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

Children with SEND may be placed on the SEN register. This document contains information of children who require special educational provision 'which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools'. **(SEN COP)**

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

- Learning is planned by the class teacher. It will be adapted and/or differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class, or by scaffolding through the use of resources.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, reading, grasping mathematical concepts 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 or TA. Support can be provided in groups or as part of an individual plan, for any level of need. Involvement in an intervention group does not necessarily mean that your child has special educational needs. It is key to note that involvement in an intervention group will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- 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 the children in their class and share opportunities to enhance their learning where this is needed. This shared discussion helps to prioritise future planning.

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

Some of the children with special educational needs at Hempland, have a personalised plan to support them in school. This plan may be a Pupil Provision Plan, which may include focused targets, or a SEN Support Plan.

A pupil provision plan is a document which outlines the strengths, challenges/triggers and strategies used to support a child in accessing the classroom learning environment successfully. It also contains a section detailing current interventions and additional resources, as well as key adults for the child. In some cases, the plan would need to be more focused and it is at this stage targets would be added. Strategies and specific provision would be listed on the document alongside the targets. This document would be worked on throughout the year, being reviewed termly by the class teacher and parents/carers.

There are two versions of a SEN Support Plan.

The short SEN Support Plan highlights the areas of need for a child and contains outcomes linked with each area of need. The strategies and provision which will support the child to achieve their targets would also be listed on the plan.

The long SEN Support Plan is a more detailed document which is usually put in place for children with layered or more complex needs. It also contains the child's strengths and needs in each area of need. It highlights other agencies and organisations that may be working with their child and also contains the child's and family's views.

Both of the above documents are reviewed termly by the class teacher, SENCo, parents/carers and other professionals that may be involved with the child. During these meetings, views of all stakeholders are gathered and shared.

The SENDCO, parents/carers or any professional involved with a child, can submit a Request for Statutory Assessment (RSA) to the Authority if they feel special educational provision may need to be made in accordance with an EHCP. If the LA agrees with the request, then the City of York Council will write an Education, Health and Care Plan (EHCP) - see Section 9 of the SEN COP for further detail. All pupils with an EHCP will have long term outcomes and short term targets set. The short term targets will be reviewed termly in consultation with parents and outside agencies. An Annual Review will take place to evaluate provision and long term outcomes.

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 Aimee Wilkinson, the school SENDCo, may meet with you to discuss next steps planning, provision and documentation used to support your child's needs being met.

#### **5. 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 in place which supports individual children with special educational needs and disabilities (SEND)

The SENDCo will liaise with staff within the school to monitor pupil's progress and support in planning next steps and implementing specific strategies and provision. School has regular contact with a range of external agencies that may be able to offer 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 the school.

#### **6. 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.

Any expertise sought from any outside agency will be discussed with parents/carers to enable a shared decision to be made, ensuring that this is appropriate and the best way forward. Following a consultation with an outside agency, information will be provided to the school and shared with parents/carers.

Meetings with outside agencies, such as the Educational Psychologist, may be made in person, by telephone or by video consultation.

If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study may be provided that can be used at home to complement what is being done at school. These will be discussed with parents/carers.

The agencies used by the school may include:

- CYC Specialist Teaching Teams as allocated through the Learning Support Hub. Teams include specific support in a range of areas including Autism, Deaf and Hearing Support, Physical or vision support and Specific Learning Difficulties
- 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

Hempland Primary School has been allocated a number of hours of Educational Psychologist (EP) support.

- The EP can 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 the Assess, Plan, Do and Review cycle.
- Their involvement only occurs when it has been discussed and agreed with parents/carers.
- The aim of an EP intervention is to gain a deeper understanding of the pupil’s educational needs.
- The EP may meet with the parent/carer and give feedback after the assessment has been completed.

7. **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.

8. **How will I know how my child is doing?**

- Through Parent/Carer Evenings in the autumn and spring term where your child’s progress will be discussed with yourselves.
- Through your child’s end of year report.
- Through discussions with your child’s class teacher. They are your first point of contact. If you’d like to request a meeting, you will need to make an appointment through the school office.
- Through SEN review meetings where progress against specific targets are monitored and reviewed.
- Through discussions with the SENCo. If you’d like to request a meeting, you will need to make an appointment through the school office.

9. **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 which is delivered to all children and targeted pastoral support is given to individual children as and when needed.
- If you have specific concerns about your child’s wellbeing, again the first point of contact is your child’s class teacher.
- The school SENDCo, as well as the Pastoral Lead, Mrs Andrews, are available to liaise with parents/carers who wish to discuss any issues and concerns.
- School also have a team of Pastoral Support Assistants who work with individual children or small groups.
- The school has a dedicated Wellbeing Worker, Becky Brownlow, who offers support to individual pupils as well as provides training and support to our Pastoral Support Team.

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

- The SEND budget is allocated each financial year.
- The funds are used to provide additional support or resources, including deployment of staff and is dependent on an individual's needs.
- This is discussed between the School Leadership Team (SLT), class teachers and SENDCo
- How the school budget is used is monitored by the Local Governing Committee.
- Children with an Education, Health and Care Plan (EHCP) have an allocated resource which varies on a case by case basis.

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

- These decisions are made in consultation with the SENDCo, class teacher and any external professionals involved with the child.
- Decisions are based upon termly tracking of pupil progress and may include input from outside agencies.
- Ongoing reviews ensure that the needs of all children are met as fully as possible.
- The school will ensure that children with an EHCP receive the support laid out in their plan.

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

We recognise that parents/carers have invaluable contributions to make towards their children's education and overall development needs. We very much value our partnership and we are very keen to provide the best support available to all our children and families. All parents/carers are encouraged to fully contribute to their child's education and we recognise a strong home/school partnership is a major influence on a child's success.

This may be through:

- Supporting and encouraging their child
- Helping with individual homework activities
- Discussing progress with the class teacher regularly and during parent/carer evenings
- Discussions with Miss Aimee Wilkinson or other professionals.
- Supporting targets on SEN plans such as Pupil Provision Plans, SEN Support Plans or EHCPs.
- Commenting and contributing on their child's SEN plan and attending and contributing towards review meetings.

13. **How accessible is the school environment?**

- The very large majority of our school buildings and grounds are fully accessible. A copy of our school Accessibility Plan can be found on our website.
- We will always try to accommodate all children and families so that every child has equal access. We are always happy to discuss individual access requirements.
- 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 SENDCo to review processes and procedures to support children across the school.

14. **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 children joining their new school. Schools will work together to plan for a smooth transition.
- School staff will liaise with the SENDCos 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.
- We also offer bespoke transition support for children who may need it when transitioning internally from one class to another. These may include additional transition sessions with the new teacher, targeted support offered by our Pastoral Team and additional information shared with the children and parents/carers relating to their transition and new class.

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

- Activities and school trips are available to all children.
- Risk assessments are carried out with necessary procedures implemented to enable all children to participate safely and as fully as possible. Individual risk assessments are also undertaken for those children who need additional provision to be in place to enable them to attend and participate as fully, and safely, as possible.
- In very rare situations a visit may be considered unsuitable for a particular child's needs. This will be discussed with parents/carers so that appropriate alternative arrangements can be made.

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

- The Universal Offer, which details numerous training events, is shared with staff at school termly. When the opportunities arise for staff to attend other training this is also shared. Staff are encouraged to attend training which will support their professional development. As well as external providers of training, the SENDCo leads staff meetings in areas of SEN in school.
- We often offer whole school training in specific areas of SEND, some examples from previous training offered in this way would be Attachment and Early Trauma Training, Supporting children on the Autism Spectrum, Literacy Difficulties and Anxiety Training.
- Miss Aimee Wilkinson regularly attends meetings for SENCos.
- Currently, we have a member of staff receiving ELKLAN training which will enable us to provide more focused support for children with speech, language and communication needs, and the SENDCo is also completing the NASENCo qualification this school year.

17. **Who can I contact for further information?**

School Staff

- The Headteacher is Mrs Abbie Innes.
- The Special Needs Co-ordinator (SENDCo) is Miss Aimee Wilkinson.
- Our Pastoral Lead 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 an issue regarding your child's schooling, please contact the school office to arrange a meeting with the class teacher, Phase Leader or the SENDCo. 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>

## 18. **Safeguarding**

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

The Headteacher, Mrs Abbie Innes, is the designated safeguarding lead for the school.

Mrs Harriet Hutchinson, Mr Rob Stevens and Mrs Helen Andrews are the deputy designated leads for the school. Mrs Kirkpatrick is responsible for the monitoring of the school's Single Central Record which provides details of everyone who works at Hempland Primary School.

Mrs Sally Weyman is the designated School Governor for safeguarding.

Mrs Sally Weyman is the school's SEND governor.

## 19. **Children Looked After (CLA)**

At Hempland, we have a number of children who are looked after or have previously been looked after by the Local Authority. Miss Aimee Wilkinson is the Lead Teacher responsible for CLA. At Hempland, CLA and children AFC are provided with an additional layer of support and nurture 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. Class teachers and other staff are informed about a child's circumstances and are sensitive to different situations. Additional training is provided if required.

Pupil Premium funding is used to supplement, support and address additional needs. Details of how this funding is used can be found on our Strategy statement available on our website.

Close liaison with Carers to support our CLA is nurtured and valued. CLA have a Personal Education Plans (PEP). These plans are regularly reviewed with the Social Workers, Carers and Lead Teacher to review progress and provision and to ensure that the needs of our CLA are being met.

Our Pastoral Lead, Mrs Helen Andrews, can provide further advice and support to Carers as required. Risk Assessments that may be pertinent to a CLA are carried out as appropriate; for example before an off-site visit. Our Pastoral Support Assistants are available to work with CLA if needed. We have also developed a programme of ongoing support for children who have been adopted. This support is provided throughout a child's time at Hempland. The staff lead for this is Lisa Forman (Nurture Lead).

**There are many SEND terms that are abbreviated throughout this document. These are detailed below:**

AAP Attendance Advisory Practitioner  
ADD Attention Deficit Disorder  
ADHD Attention Deficit & Hyperactivity Disorder  
AFC Adopted from Care  
ASC Autistic Spectrum Condition  
CAF Common Assessment Framework  
CAMHS Child & Adolescent Mental Health Service  
COP Code of Practice  
CP Child Protection  
DCD Developmental Coordination 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 September 2023 by Aimee Wilkinson, SENDCo