

## **SEND provision for Children at Hady Primary School** **2019-2020**

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEND (Special Educational Needs and Disabilities) in the local area.

Derbyshire's Local Offer is available on the website [www.derbyshiresendlocaloffer.org](http://www.derbyshiresendlocaloffer.org) and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND. This is the Hady Primary School SEND Information Report. It describes the arrangements we make that are 'additional and different' for pupils with SEND.

At Hady Primary School we believe that all children are entitled to have their needs met and to have access to high quality teaching within the mainstream.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision that may be available to the few children with significant or complex needs (who have a statement of SEND or an EHCP)

## **The Hady Primary School Offer**

**ALL** pupils will access:  
High quality teaching and enrichment activities within the school day, as well as access to clubs, trips and residential visits.

**Some** pupils with additional SEND needs may access:

- Small group work
- 1:1 catch up for English and/or maths
- Specialist external advice
- Speech and language groups
- Social skills groups
- Specialist movement groups

**A few** pupils with complex or significant needs may access:

- Physiotherapy or occupational therapy
- Support sessions from the SSSEN service
- Support and advice from Autism Outreach
- Special trips and visits

## **More information about Hady Primary School's SEND provision:**

### How does the school know when a pupil has learning difficulties or special educational needs?

- Some children start school with a diagnosis or with specialist support
- Some children will be identified by school staff and referred for specialist support.
- Some children's need will be identified through tracking systems, testing and day to day observation by the class teacher or SENCO. These children may have needs which can be met through differentiated teaching, small group work and/or catch up in school.

### How is the curriculum matched to pupil's needs?

- Teachers and teaching assistants plan the curriculum to meet the needs of the pupils.
- Lessons are differentiated in various ways, perhaps by the resources made available, the support given by adults or by the activity set.

### How does the school know whether pupils are making progress?

- Progress is closely tracked and monitored by class teachers.
- Termly assessments are administered and pupil progress meetings are held to identify any children who are not making the expected progress.
- The Senior Leadership team track progress in Key Stages 1 and 2 (Years 1-6) in reading, writing, GAPs and maths. For children in the EYFS, progress is tracked across all 7 Areas of Learning.
- Regular tracking meetings are also held with the headteacher.

### How are parents/carers informed about how their child is doing?

- There is an open door policy at school for parents to come in and speak to their child's class teacher.
- We have termly parents' evenings and send home termly reports.
- We have an additional termly parents' evening for children with SEND.
- SEND reviews with the SENDCo and external professionals are held for some children with SEND.

### What arrangements does the school make to support pupils transferring from another school?

- All children and their parents have an induction session in which they are shown around the school and introduced to key staff.
- For children with SEND, a discussion will be held between the SENDCos and information will be shared about the child's needs.

### How is support organised for pupils with identified special educational needs?

- Children are supported in class, in small groups or 1:1 with an adult. Some children receive 1:1 catch up sessions in English and/or maths in the afternoons.
- Some children receive 'high needs funding' which is used to provide a higher level of support.

- A range of external specialists work with the school in order to provide training, advice and assessment for children with higher needs.
- The support is overseen and managed by the SENDCo.

How are decisions made about how much support individual pupils receive?

- Progress is tracked and some children will receive catch up for English or maths. They may also be offered support through the homework club.
- Support may be provided within lessons where needed.
- Teaching assistants may be deployed to teach small groups.
- If progress is not made, then children's needs are assessed and external advice may be sought.
- Some children will receive high needs funding and a higher level of support is implemented.

How does the school know if the extra support is helping pupils to make progress?

- Progress is regularly tracked and recorded.
- Review meetings are held with teachers and parents to discuss individual pupil's progress.
- All staff are reviewed and receive appraisal meetings annually.

How are parents/carers informed about their child's needs and what support they are receiving?

- Parents will be invited to an initial meeting to discuss their child's needs, this will involve the SENDCo and class teacher.
- External professionals may be involved and will meet parents to gather information and seek views, before assessments are made.
- Parents will be invited to meetings through the year and will be encouraged to talk to the teacher and/or SENDCo if they have any concerns.
- Reviews and Annual reviews will be timetabled and parents and professionals will discuss children to assess progress and support.

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- Parent evenings are held termly for all pupils and targets are shared.
- Through meetings with the teacher, SENDCo and/or a relevant external professional.
- Annual reviews are held for pupils with high needs.
- GRIP evaluation reviews.
- External agencies share medium targets with school and parents.

What expertise and training do the staff who support SEND pupils have?

- All staff are trained internally by the SENDCo or visiting external professionals.
- Staff may attend specialist courses which are held at external venues.
- Regular meetings are held for support staff within school to share good practice and to provide training.

What specialist support or services does the school access for pupils with SEND?

Educational psychology service  
 Support Service for SEN  
 Autism Outreach  
 Speech and language therapy service  
 Specialist nurses (e.g. diabetes, cystic fibrosis etc.)  
 School Health  
 Visual Impairment team  
 Hearing Impairment team  
 Physiotherapy  
 Occupational therapy  
 Behaviour Support

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

All of our ground floor classrooms are wheelchair accessible and the school has two disabled toilets. School will liaise with support services to enable access to other areas of the school.

What arrangements are made to support pupils with SEND taking part in after school activities outside the classroom, including school journeys?

- All children are included in trips and visits as well as residential visits. We may provide teaching assistant support to enable this to happen. All visits are risk assessed and appropriate safety measures are put into place.
- All of our children, including those with SEND have the opportunity to attend a range of after school clubs.

How will the school prepare and support pupils who are transferring to a new school?

- Staff may visit the new school with the child.
- All information will be transferred.
- For children transferring to secondary school with a statement or EHCP, the SENDCo of the new school will be invited to the annual review.

### How does the School support pupil's overall well-being?

- We have a Nurture Wellbeing Manager who oversees nurture provision in school.
- We provide many enrichment activities including 50 Things, residentials and trips.
- We go for local walks and teach the children to keep themselves safe alongside teaching other life skills.
- Children attend their annual review meetings to share their views.
- External professionals will support where necessary to advise children and families who have particular concerns or requirements.

### How does the school prepare their pupils for their next stage of education and for adult life?

In the following ways:

- transition visits
- transition books including photographs and timetables
- parents meetings
- sharing information between schools and families
- holding early review meetings which both schools attend
- seeking pupils views throughout

### Who can parents/carers contact to talk to about their child's special educational needs?

The class teacher;

Mrs Joanne Millbank, EYFS & KS1 SENDCo;

Miss Anna Mycock, KS2 SENDCo;

Mrs Susan Chapman, Headteacher.

All of the above can be contacted by telephoning the school on 01246 279254.

### Arrangements for the admission of disabled pupils

- We are a fully inclusive school which admits all pupils including those with SEN and disabilities.
- We have a range of specialist facilities e.g. disabled toilets and accessible classrooms.
- Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.
- Appropriate support will be provided.
- Training will be provided for staff.
- Regular reviews will be planned, which include the pupil's views.

