

At Hummersea Primary School children are supported, nurtured and educated in a friendly caring environment. We recognise children have various needs and ensure they are all making progress. We provide a differentiated and creative curriculum dependent on the children's needs. Our very small classes ensure children are given the time and attention they need and teachers provide a stimulating environment that meets all their children's needs.

How does the school/college identify children with special educational needs?

- Parents obviously know their children best and we work with parents on an informal and formal basis to provide the best support we can.
- Parents are involved through SEN support meetings which occur termly with the class teacher and overseen by the SENDCO.
- Staff have regular training and are given support in identifying children with SEND in their classes. They are encouraged to try different strategies before a child is placed on the register.
- Standards meetings are held half termly when any child showing a lack of progress is discussed with teachers and SENDCo and a plan is put in place for their development.
- Teachers hold review meetings for support plans and EHIC plans on a termly basis and the SENDCo frequently attends these meetings.
- There are regular meetings between the SEND co-ordinator and the class teacher to discuss the child's progress and what may be done to support them further if necessary.
- Class teachers constantly monitor their child's needs and the SENDCo will observe the children's progress in lessons.
- Use of specific assessments eg. SAT's, PM Benchmarking, Accelerated Reader Star testing, Phonics Tests and our school grading system which is based on the national curriculum.
- If required, the school will bring in external professionals to further assess and give recommendations for appropriate provision.
- Information is transferred between schools.

How do we involve parents in planning for those needs?

- At Hummersea Primary school we have an open door policy and parents are encouraged to meet with their child's teacher,

teaching assistant, SENDCo or the Head teacher on an informal or formal basis. Parents are fully informed and are encouraged to have an active role in enabling and supporting their child.

- Parents evenings are held termly as are SEND reviews when the child's progress and attainment are discussed.
- We also have phonics and math's days when parents can come and work with their child, they can see how they learn and empower their child to want to excel. Christmas card and Easter egg competitions are fun for every one.

Who in the school will support my child and how will this be monitored and evaluated?

- All teachers have the responsibility for teaching, monitoring and evaluating the pupils in their class with SEND.
- We have many outstanding teachers who excel in quality first teaching and support each other when working with children with a variety of difficulties.
- When a child is identified as possibly needing additional intervention, the SENDCo will observe the child and discuss the child's progress with the teacher.
- If your child requires additional support, parents will be informed about who will provide the support and how often.
- Parents will be informed if additional support is thought necessary by the class teacher and SENDCo and they will be invited to a meeting to discuss this further and make a support plan for the child.
- The SENDCo will monitor the progress of all children receiving additional support to ensure the provision is having the required impact and will alter this where necessary.
- Parents will be invited to regular reviews when they can check on their child's progress and help plan for their future needs.

How are the decisions made about the type and amount of provision a young person will need?

- Parents and pupils are involved in discussions about the provision needed for the child.
- Quality evidence the school has collected is used.
- External reports that have been commissioned.
- The amount of provision is determined by the needs of the pupils. If however this is beyond the financial facilities provided by the school additional funding may need to be requested from

the authorities.

- The effectiveness of any intervention will be monitored throughout.

How will the curriculum be matched to the needs of the young person?

- The school follows the National Curriculum as set out by the Government. We believe all children have an entitlement to a rich and varied curriculum and children with learning difficulties are no different. Their teachers know their abilities and whilst having high expectations of them will differentiate work to ensure they can achieve success.
- Differentiation is planned for throughout the curriculum. Your child may need to work at a different level but they will still be involved in the class work as much as possible. They may need to work in a small group or with one to one support but this is mainly within the class. Withdrawal is only for subjects needing very quiet areas e.g., when working on phonics skills or speech and language.

How accessible is the school environment?

- Hummersea was opened in 1979 and has wheel chair access.
- It has since been extended considerably and has wheel chair access and facilities.
- Assisted toilets are available.
- All alterations to the building are designed to comply with new legislation.
- The multicultural agency are used to support parents whose first language is not English. Letters are also produced in the native tongue of the parents so that they are fully aware of the school's policies, procedures and events.

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- The schools open door policy allows for parents to discuss their child's progress with the class teacher or the Head who is always at the gate.
- The school has a rigorous assessment policy for all children, which is analysed and discussed by staff at standards meetings every half term. In addition to this, SEND children will have their

support plan reviewed. The support given and progress made will be discussed and future support planned for through discussion between the teacher SENDCo, pupils and parents. Other outside agencies may well be included and their assessments and advice used.

- School produces a written report to all parents three times a year. Parents have the opportunity to formally meet with teachers at this time and targets are set.
- Students with an EHC will also have termly progress meetings.

What support will there be for the young person's well-being?

- Hummersea is a caring school with a calm and friendly atmosphere. Children feel safe and are taught to treat each other with respect. The child's class teacher and teaching assistant will be their primary source of support but all staff have a duty of care to the children. Any child with emotional, social or behavioural problems will be supported through out the school day including in extra curriculum activities.
- All children's views are listened to.
- The school works with a range of outside agencies to support the children.
- The staff will administer prescribed medication if necessary and this is recorded.

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

We regularly liaise with outside agencies to access specialist support and training for our staff.

We work with speech therapy, Educational Psychologist, Early Intervention Support, School Nurse, Health visitors, counsellors, Occupational therapy, Child and Adolescent Mental Health Service(CAMHS) and ASD staff. Other agencies may be involved depending on the needs of our children.

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

Many of our staff are experienced in working with a variety of areas of SEND. The school SENDCo is an experienced member of

staff who has completed the SENDCo qualification through Sunderland University. The SENDCo has recently completed dyslexia training and has provided training to staff in school.

All our teachers and teaching assistants are all highly trained in teaching phonics and all take small groups four days a week.

Staff have recently completed training in Child Protection, Dyslexia, The SEND code of Practice and how we use it in school. Some have attended Diabetes and Epilepsy training depending upon the children they work closely with.

How will the young person be included in activities outside of the classroom including school trips?

- At Hummersea we think enrichment of the curriculum is a vital part of the child's development and learning.
- Breakfast club is well attended and is open to all. After school clubs are open to all children, if it is suitable for their year group and spare places are available. Letters are sent to parents so that they can make an informed choice about what they feel is suitable for their child.
- All children are encouraged to attend school visits and appropriate support is provided if necessary.
- Year 3, 4 and 5 children attend Peat Rigg, an outward bound centre, for 3 days once a year and the year 6 children go for 5 days. All children are encouraged to participate in all the activities and excellent tuition is provided.
- Parents are informed about school trips prior to them happening and attend meetings with the class teacher about any residential trips. Parents are given the opportunity to discuss any concerns and medication with the class teacher, SENDCo or headteacher.

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

- An informal start is planned between the nursery teachers and parents to ensure that the child's needs are met.
- In nursery and 2year olds, parents are encouraged to stay with their children until they are fully settled in to the daily life of the school.

- Children are encouraged to acquire independence and work with a variety of children as they move through school so that they build up a range of positive relationships.
- We have a good relationship with Freebrough, our local secondary school, and transition starts after SATs with staff working with the children and adults to ensure a smooth transition. The children start their new school in July and have three weeks to settle in before the summer holidays. During that period, staff go with the children for the first few days. We remain in contact with them as they register with us before the bus arrives. We can then provide help and reassurance if it is necessary. Any child with heightened anxiety issues, is carefully supported by our school and additional amendments are made to ensure their transition is a positive experience.

How are the school resources allocated and matched to the young person's special educational needs?

- Classes are deliberately kept small to benefit all our children. They have small groups and one to one support where necessary.
- Outside agencies are provided where necessary but the resources are matched to pupils to ensure we get 'value for money' from the resources.

Further information

If a parent has a concern about their child, the first point of contact is the class teacher who knows the child. As we have an open door policy, concerns can be discussed on a daily basis both informally and formally depending upon the parent's wishes. The SENDCo also has a role in your child's education and you can talk to her about any worries or concerns. Appointments can be made through the class teacher or main office and informal conversations can be had at anytime.

SEND Co-ordinator – Mrs Marshall

Head Teacher – Mr P Tyreman

For further information or support go to the Redcar and Cleveland web sight and look for the Local Offer.

How does the school know if I need extra help?

Your teacher will be checking your understanding, in each subject, and if you are having problems will speak to you and your parents.

The head teacher and other staff will also be checking your progress.

The school might ask a specialist to work with you for a short time. They will then help the school meet your needs.

What should I do if I think I need extra help?

If you are having a problem you can speak to a teacher, teaching assistant or the head teacher.

Your parents can contact a member of staff at any time.

How will my school work be organised to meet my individual needs?

All children take part in every area of the curriculum.

Your teacher will provide you with work that is at your level, so that if you work hard you can achieve success.

Sometimes you may have extra support from a member of staff.

All children are expected to try their best.

How will I be involved in planning for my needs?

Through out the year all children have targets that they need to achieve to improve their work. When these are met new targets

are set.

If you have other needs these will be discussed each term at a meeting with you and your parents. You will be able to say what you feel you need and talk about what you have achieved. Your views will be taken into consideration when the plan is written.

Who will tell me what I can do to help myself and be more independent?

Your teacher or teaching assistant will tell you how you can improve and become more independent.

They will also tell you how you are doing and what you need to do next.

Your work will be marked and talked about with you. You will have the chance to respond to the marking and show you have understood.

Older children will be told what grade they are at each half term and how they can improve. You will be given a target to achieve.

You will also have a support plan where we will all plan your next steps.

What should I do if I am worried about my school work?

If you are worried about your school work you should talk to your teacher and your parents.

Your teacher will also help you with other concerns if they can. But they might need to ask other people to speak to you.

How will I know who can help me?

Your teacher and teaching assistant are always there to help you but other staff and children will also help if they can.

Miss Whaley will help you find out what other activities you can do at playtimes, dinnertimes and after school.

Every one can join in the activities that are for your age group, but but you may need to wait for a place being available.

There is also a breakfast club run by Mrs Mcloughlin, Mr Passman, Shirley and Mandy the school cook. They will all support you. They provide breakfast and then the children can get the games out in the hall, play music and dance or go to a quiet room and read or colour books.

What help is there to get ready to start school?

Very young children will come with their parents and visit the school together. Their parents may stay with them for a while until they are settled.

Older children starting the school, will be supported by the teachers, staff and other children.

When you move to the senior school your teacher will pass on all your records and make sure your new teacher knows your needs.