



Parents/Carers' SEN Information Guide

The purpose of this document is to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly those with an identified special educational need or disability.

Rationale: At Hummersea Primary School, every child is equal, valued and unique. We strive to provide an environment where all pupils feel safe and can flourish. We will always respond to individuals in ways which consider their varied life experiences and particular needs. Hummersea is committed to providing an education that enables all pupils to make progress so that they achieve their best, they become confident individuals and make a successful transition into adulthood.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs.

Please note that slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with a graduated approach, where high quality teaching targets their areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO, will informally gather evidence through recorded monitoring (including the views of the pupil and their parents). We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

School entitlement offer to pupils with additional needs

- We recognise that the family is the expert on their child and we work in partnership with them.
- We use SEN support plans to support pupils of SEND and in order for this to be effective and measurable, we involve pupils, parents and staff to write, review and implement them.
- We adapt the curriculum, teaching strategies and resources to promote pupil progress.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to effectively.
- We evaluate our strategies on a termly basis.
- We support families with children with SEND, formally through review meetings and more informally through regular conversations with parents and professionals.
- All staff have completed, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom, through high quality teaching that is adapted to meet individual needs.
- We consult with our young people with SEN and involve them in their education. We do this through discussions and target setting.
- We consider what is important to our children and what they feel they want to achieve.
- We ask that our young person completes a 'Pupil Profile' This allows the class teacher to consider what is important to the pupil, how they feel they can be supported and to understand what they feel people like and admire about them. This is then used to create a SEN Support Plan for the pupil.
- We offer support to families and signpost to services and organisations which may offer appropriate support or advice via the Local Offer (please see the school website for this information).
- We offer Primary to Secondary transition support.
- We carefully consider how to support children with special educational needs in Statutory Assessment Tests (SATs) to ensure that they can fully access the tests.

Specific provision is also provided for the different areas of need

There are four areas of need. These are:

- Communication and Interaction
- Social, Emotional and Mental Health Needs
- Cognition and Learning Needs
- Sensory and Physical/Medical Needs

SEND Need	Type of support/provision made at Hummersea Primary School
<p>Communication and Interaction Needs:</p> <ul style="list-style-type: none"> Autistic Spectrum/ Social Communication Disorders Speech, Language and Communication Needs 	<p>Autistic Spectrum/Social Communication Disorders</p> <ul style="list-style-type: none"> A range of strategies are used to ensure children understand the routines of the day. Social skills support including strategies to enhance self-esteem. The school works with multiple outside agencies in order to provide support and advice for children with ASD for example Daisy Chain run coffee mornings and workshops at the school <p>Speech, Language and Communication Needs</p> <ul style="list-style-type: none"> Visual cues. Visual timetables. Strategies/programmes to support speech and language development, including individual and small group support. Support and advice is given from the Speech and Language service to help in understanding individual needs and respond to any potential barriers to success.
<p>Social, Emotional and Mental Health needs:</p>	<ul style="list-style-type: none"> We understand that SEND pupils may be vulnerable to social isolation children know that they can speak to any member of staff in confidence if they have any concerns or worries. Referrals to the Children and Young People's Service (CAMHS) for specialist support where appropriate. Referrals to specialist SEMH teacher support where appropriate.
<p>Cognition and Learning Needs:</p> <ul style="list-style-type: none"> Moderate Learning Difficulties Specific Learning Difficulties 	<p>Moderate Learning Difficulties</p> <ul style="list-style-type: none"> A range of teaching strategies are used to promote and develop literacy and numeracy. Small group targeted intervention programme Use of support materials, resources and strategies to ensure access to the curriculum and to develop the skills for independent learning. Opportunities for repetition of key learning Additional processing/thinking time for responding to questions, completing tasks, sharing ideas. Movement breaks are incorporated into the children's daily routines. Advice is gained from the local authority Educational Psychologists in order to understand children's' strengths and difficulties. <p>Specific Learning Difficulties</p> <ul style="list-style-type: none"> A range of resources are used to reduce barriers to learning. Support and advice is gained to ensure any barriers to success are fully identified and responded to effectively.

<p>Sensory and/or Physical Needs:</p> <ul style="list-style-type: none"> • Hearing/Visual and Multisensory impairments • Medical Needs • Physical Disabilities 	<p>Hearing/Visual and Multi-sensory impairments:</p> <ul style="list-style-type: none"> • Staff understand the impact of a physical/sensory need on teaching and learning and support is provided to ensure access to the curriculum and to develop independent learning. • School work closely with Hearing Impairment and Visual Impairment Teams to ensure staff are trained to support the needs of pupils <p>Medical Needs:</p> <ul style="list-style-type: none"> • Advice and guidance are given from the Health Service to ensure barriers to success are removed. • School liaise with parents and health professionals to create Individual Support plans and or EHCP's when necessary. • Support with personal and intimate care is offered, if and when needed. • Designated First aid trained staff are always available, including on trips or visits. <p>Physical Disabilities:</p> <ul style="list-style-type: none"> • All entrances to our school allow wheelchair access. • Disabled toilets are available for pupils. • Physiotherapy and Occupational Therapy services are available to school in order to deliver and monitor therapeutic programmes.
--	---

Graduated Response

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

Wave 1 High Quality Teaching	<ul style="list-style-type: none">• What every child receives• All staff are responsible for ensuring Wave 1 provision is delivered• Reasonable adjustments• Class teacher has implemented HQT classroom strategies
Wave 2 Cause for Concern	<ul style="list-style-type: none">• Not making expected progress despite reasonable adjustments at Wave 1• Internal Cause for Concern referral form completed• HQT and short-term specific intervention required• Initial review after one cycle
Wave 3 SEN Support	<ul style="list-style-type: none">• In depth assessments• Ongoing, specific support to address pupil's SEND needs• Evidence based interventions monitored by SENCO• Individual support plan shared and reviewed with parents/carers termly• Specialist support from outside agencies• Added to SEND register- parents/carers informed
Wave 4 EHCP	<ul style="list-style-type: none">• Support over and above additional and different• Support from specialist agencies• EHCP application

Support Staff

The school has developed a dedicated team of teaching assistants with a diverse range of skills and training to support children alongside the class teacher with additional needs.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

'Education Transition' can be used to describe any changes for your child with special education needs and or disability as they move between key educational transition stages.

The SEND Code of Practice states that: "Early years providers and schools should support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another (for example from nursery to primary school)".

Transitions may cause children to become anxious and it is important for parents, education staff and other professionals to work together and give them the help and support that they need. This is to ensure a smooth handover into their new class or year group. As a school, we work with children, external agencies, class teachers and where relevant secondary schools to ensure our children are fully supported with transition between year groups.

Disability, Special Educational Needs and the Redcar and Cleveland Local Offer

<https://www.peoplesinfonet.org.uk/kb5/redcar/directory/localoffer.page>

This website is part of the **Family Information Service** and provides more information about the help and support that Redcar and Cleveland and neighbouring local authorities can provide.

Other agencies, key partners and SEND outreach services

Specialist teacher support: Teachers can seek advice on supporting children in their learning and, with parent's permission, can request specialist SEMH, ASD or learning support teachers to observe and work with the children and their families.

CAMHS: Support and guidance is offered to teachers, parents and carers. With parents' permission, the schools can ask CAMHS for advice on understanding and supporting children's needs. CAMHS offer a full range of services for children and young people (up to their 18th birthday) experiencing mental health problems and mental disorders. The services provided by specialist CAMH professionals will support early identification and early intervention services. They provide support to Children's Workforce practitioners and act as a bridge between the different parts of the mental health service. Services will also provide for children/young people with more severe, complex, or persistent disorders. They are delivered from multi-disciplinary systems/teams.

Speech and Language Team: The Speech and Language team work with primary aged children with significant speech and language difficulties. School can make referrals to the team to seek assessment and speech and language interventions for children.

Further Information

If you have any questions about Special Educational Needs, then please approach school – we have an open-door policy. You can talk to your child's teacher or another member of school staff:

The school Special Educational Needs Coordinator (SENDCO) is the designated teacher responsible for organising and developing the SEND policy and good practice throughout the school. SENCOs coordinate provision for pupils with SEND, maintain the SEND register and communicate with parents, staff and external agencies.

Hummersea Primary School's Special Educational Needs Coordinator is:
Mrs M Marshall

The SEND link Governor is **Simon Gilmore**.

The role of the link governor is to champion the issue of special educational needs within the work of the governing body. The link governor meets regularly with the SENCO to discuss the school's arrangements and provision for meeting special educational needs.

Complaints about SEN Provision

Complaints about SEN provision in Hummersea Primary school should be made to one of the members of staff listed below:

SENDCO: Mrs M. Marshall

Head teacher: Mrs C. Grainger