

Hartwell Primary School SEND Information Report

SEND that is provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, processing difficulties
- Moderate multiple learning difficulties

How do we identify pupils with SEND and assess 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. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. As a school, we will refer to our Quality First Teaching Pathway which moves through the SEND stages of Intervention set out in the SEND policy. Teachers will carry out a plan, do, and review cycle assessing interventions used to aid each pupil's progress. After two cycles, if little or no progress is made, pupils will move on to the next step.

Step 1: Identification and Assessment- Children's needs should be identified and met as early as possible.

Step 2: Additional SEND Support- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Step 3: Education Health and Care Plan- An EHC Plan identifies all a child's needs and brings together education, health and care services to achieve agreed outcomes.

Provision Mapping, Edukey, is used to record all data.

When deciding whether special education provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. 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.

How does Hartwell Primary School consult and involve parents?

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and barriers to learning
- We take into account parent/carer's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

How does Hartwell Primary School assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of assess, plan, do and review. Teachers will use provision mapping to outline interventions and outcomes.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or 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

The assessment and provision maps will be regularly reviewed.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How will Hartwell Primary School support pupils transitioning between schools?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

What is Hartwell Primary School's approach to teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND and will be differentiated for individual pupils as necessary. We will also provide the following interventions:

- Sensory circuits
- Switched on reading
- School based groups as outlined by our provision maps including, inference training, RTP Maths support etc

What adaptations to the curriculum and learning environment have been made?

We make the following adaptations to ensure that all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and the content of the lesson etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key content/vocabulary, reading instructions aloud etc

What additional support for learning is there at Hartwell Primary School?

We currently have 9 teaching assistants who are trained to deliver the interventions previously mentioned.

Teaching assistants will support pupils on a 1-1 basis when an EHC Plan requires this. Teaching assistants will support pupils in small groups as outlined on our provision maps. We work with the following agencies to support pupils with SEND:

- Early Help Support
- Multi-Agency Safeguarding Hub (MASH)
- Child Protection Team
- School Nurse team
- Play therapists
- NHS

- IASS

What are the expertise and training of your staff at Hartwell Primary School?

Our SENCO, Tracy Aldous, is currently completing the National SENCO award and has previously obtained a Masters in Psychology specialising in Cognitive Psychology in children. Tracy has over 14 years' experience of working with children across the primary age groups and has supported children's development with the guidance and expertise of Educational Psychologists, Therapists, Counsellors and medical professionals. Tracy is also completing a Level 5 certificate in Specialist Dyslexia Teaching to support our learners with this need.

Our School Head, Jac Johnson

Jac is also our Safeguarding lead.

We have two designated mental health leads at school, Lara Bruce and Tracy Aldous.

We have a team of 9 teaching assistants who are trained to deliver SEND provision.

In addition to this, in the last academic year, staff have been trained in provision mapping, bereavement, sexual harassment and violation.

How does Hartwell Primary School secure equipment and facilities?

When a child requires specialist equipment or access to facilities we will work with professions to obtain this where possible. An EHC Plan may provide funding for necessary equipment or facilities. All funding requests will be discussed with the Head teacher and Business Manager.

How is evaluating the effectiveness of SEND Provision carried out?

- We evaluate the effectiveness of provision for pupils with SEND by:
- Reviewing the pupils' individual progress towards their goals each term
- Reviewing the impact on interventions either half termly or termly
- Using pupil questionnaires
- Monitoring completed by the SENCO and Head teacher
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC Plans

How does Hartwell Primary School enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including before-and-after school clubs.

All pupils are encouraged to go on residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of the SEN or disability. For further details please see the Equality and Accessibility Policy

What support is there for improving emotional and social development?

Pastoral care is provided by the teachers in the first instance, but where needs are more acute e.g. bereavement, attachment etc. school can support by signposting to an appropriate external agency. Where underlying development needs have been identified, A Boxall Assessment may be carried out by the SENCO support by Specialist Support Services (SSS). This typically results in a targeted programme of support within the class, and sometimes a weekly 1:1 session with a TA.

We have a zero approach to bullying and racial discrimination.

How does Hartwell Primary School work with other agencies?

The SENCO has a responsibility for multi-agency working. Health, education and care referrals are made to single agencies or the Multi-Agency Integrated Children's services on a strategic case-by-case basis, using the Local Authority's Threshold Tool for guidance as appropriate.

For parents whose children have SEND, we act as a signpost to other services through the local offer: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

How can parents/carers proceed with complaints about SEND provision?

Complaints about SEND provision at Hartwell Primary School should be made to the class teacher in the first instance. They will then be referred to the school's complaint policy

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated service
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

There is a useful source of information on the Northamptonshire County Council website, which signposts other services available to parents. Please see:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/what's-on.aspx> or you can contact the SENCO.

Contact details for raising concerns

Jac Johnson- Head teacher- Head@hartwell.northants-ecl.gov.uk

Tracy Aldous- SENCO - SENDCO@hartwell.northants-ecl.gov.uk

The local authority offer

Our School offer is built around the 2014 SEND Code of Practice, and in particular the Northamptonshire offer. Please see the link of the webpage.

