



Hamsterley Primary School SEND Information Report 2019-20

Article 3

The best interests of the child must be a top priority in all things that affect children.

'Opening minds, unlocking potential, celebrating success together'



Learning Knows No Bounds

Chair of Governors - Mark den Hollander

Send Governor - Mrs Bee Nightingale

Headteacher - Mrs Lynn Cowans

Shared Senco - Mr Damian Hassan/Mrs Lynn Cowans

What is a Local Offer?

From September 2014, the Government has asked all Local Authorities (LAs) and schools in the UK to publish in one place and keep under review, information about the services and provision they expect to be available for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment all schools are asked to offer details of their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. For further information about the Local Authority's 'Local Offer', please visit the County Durham and Families website

www.countydurhamfamilies.info

The intention of the Local Offer is to improve choices for families and it will be an important resource for parents in understanding the range of services and provision available in the local area.

At Hamsterley Primary School, we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice, thereby promoting equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.

Hamsterley Primary School prides itself on being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum, there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.

- Help all pupils achieve to the best of their abilities, despite any difficulties or disabilities they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Helping pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/carers, pupils and external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

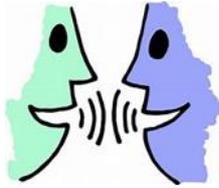
Mrs Cowans is the Designated Teacher for Looked after Children who works closely with Mr Hassan to ensure all teachers in school understand the implications for those children who are looked after and have SEN. We have a designated SEND Governor who works closely with the SENCO to monitor and evaluate the effectiveness of SEND provision at Hamsterley.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need additional SEND provision. If you should require any additional information, please contact Mr Hassan (shared Senco) (Deputy Headteacher or Mrs Cowans (shared SENCO) (Head teacher) who will be happy to answer any questions you may have.

What is SEND? Special Educational Needs and/or a disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND difficulties should be seen as life-long. SEND is seen by our school as the child requiring provision that is additional to or different from the rest of the class. For example they may have additional needs due to dyslexia, coordination problems (DCD), number understanding or sensory and/or physical needs. Here at Hamsterley we understand that every child is unique and a carefully planned approach is needed.

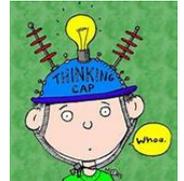
Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

There are now four broad areas of SEND:



- **Communication and interaction (SLCN, ASC)** This area of need includes children with Autism Spectrum Condition and those with Speech, Language or Communication Needs.

- **Cognition and Learning (MLD, PMLD, SLD, SpLD)** This includes any children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple learning Difficulties.



SOCIAL EMOTIONAL



- **Social, Emotional and Health Difficulties** This includes any pupils who have an emotional, social or mental health need that is affecting their ability to learn.

- **Sensory and/or Physical Difficulties** This includes, children with Hearing Impairment, Visual Impairment, Multi-sensory Impairment and physical difficulties.



Who decides if my child has a SEND?

Children may join Hamsterley Primary school with parents having a clear understanding of their child's needs and as a school, we see parents as partners in their child's educational journey. Sometimes, however, school staff may initially identify a concern. If this were the case staff would liaise with the parents at the earliest opportunity to discuss such concerns and agree 'next steps'. For some concerns, we may discuss the involvement of specialist support, for example, Education Psychology, SENDIASS (support for families) or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to help them to reach their full potential.

There are two categories of SEND at Hamsterley Primary School:

A SEN Support Plan: the school oversee children and together the school and parents initiate, review, amend and cease support for children whose needs are seen at a 'SEN Support Plan' (school) level.

An Education, Health and Care Plan (EHCP): An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Children at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

What involvement can we have as parents at Hamsterley Primary School?

We value the contribution that parents can make to their child's education and both school and home must work hard at this important aspect of school life. You are always welcome to call in and see how your child is doing, so long as you let us know prior to your visit. We also expect parents to attend an additional parent's meeting if your child has an additional need, this is a child centred 'Annual Review' for all pupils with an Educational Health and care Plan. For children who are in receipt of a school 'SEN Support Plan' we hold additional meetings termly to plan learning targets for the following term by reviewing children's current SEN Support Plans.

How does my child contribute to SEND provision and planning?

As with everything related to your child in our school - they have an opinion and voice that is listened to. At child centred reviews (for children with statements and EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting to submit their own ideas with the help of our SEND staff. Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses as well as completing a 'My Views' with staff members / parents to ensure wishes and feelings are captured in the children's plans. At Hamsterley we build effective relationships that with our children, which means that we have regular, conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

Will my child sit external tests, such as SAT's?

The answer to this question relates to individual children, but most children do achieve well when they have been supported effectively. If your child is able to access the Year 1 Phonic Screening check, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them and their achievements and progress will be measured using school data.

What about SEND and School Finances?

Each school in Durham receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN - after which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and often in receipt of a Statement or EHCP. In order to access these funds, the school produces a 'Costed Provision Map' - detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders.

Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

We are part of Community of Learning (CoL) 15 which enables us to liaise and work with other schools within our CoL, sharing good practise, access to other professionals and resources.

More information about SEND finances is available within the Local Authority Local Offer Website, a link to which is on our school website, under 'Local Offer'.

What kind of additional provision and curriculum could you offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of respect, care, support and understanding for both children and families.

In order to meet this challenge, our school has:

- A model of early intervention for the needs of children with Speech, Language and/or Communication Needs. The needs of the children are assessed by an Independent Speech and language Therapist (SLT) and intervention is planned and delivered by an SLT or by school staff.

- A high level of teaching support, to ensure children with additional needs are well supported in all lessons
- A rights respecting ethos, where each child and their needs is understood and respected by all of the school community
 - A curriculum, tailored to the needs of the child with staffing, differentiation, teaching style, and resources.
- A dedicated SENCO fully committed to inclusion and high quality experiences for all children.

Some examples of additional provision, which could be suitable for a child with SEND might include:

- Some individual teaching, following dedicated programmes to address specific needs, e.g. power of 2, toe by toes, plus 1, 1-1 phonics programs. Also online speech and language support (Mable),
 - Small group focus work to address shared issues, e.g. fine and gross motor skills groups; Durham Schools Movement Service can support us through assessment and targeted advice.
 - Additional resources to enable better access to the curriculum, e.g. pencil grips, writing slopes, coloured overlays etc. Professional advice taken from Educational Psychology or the Cognition and Learning team.
- Thorough assessments undertaken by school staff or professionals
- Specialist interventions, e.g. Occupational Therapy, or Drawing and Talking tailored to the unique needs of individual children.
- Skilled and dedicated Teaching Assistant support within the class, in order for the work to be further differentiated to meet exact/additional needs. Across our school, we have a variety of children with varying types and levels of need.

What additional pastoral support can you offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a dedicated SENCO, knowledgeable teaching and support staff we also have:

- Transition: We work closely with all chosen Secondary and Special Schools in order to ensure the smoothest transition possible this includes our staff attending appointments with parents and visiting schools with children as a friendly face in their new environment. Transition is also closely supported at each stage; EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and moving from year group to year group. If you feel that, you would like any additional support during a transition phase, please ask a member of staff.

- Close links with External Partnerships; In order to access the best professional advice, we also link with Local Authority and Private Providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals. We have a meeting space and can hold multi-professional meetings in school as required so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

How do you support children with SEND and vulnerable groups at Hamsterley?

Children with additional needs, such as SEND or 'Looked After' Children are closely monitored and supported throughout their time at our school. Our SENCO regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Supporting families is a specific part of this role and also the role of all staff at all levels; we see supporting children through supporting families as a vital part of ensuring quality provision. Children who are 'Looked After' by the Local Authority (in care) would be monitored and supported by the head teacher. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy and making good progress. The head teacher also liaises with Social Services and attends 'Looked After Reviews' as required.

How do you evaluate the effectiveness of your provision?

At Hamsterley we hold regular reviews of children's academic progress and attainment, as well as the outcomes of all targets set on EHC Plans and SEN Support Plans. We also carefully monitor how children achieve socially and emotionally to ensure that the holistic needs of a child are met. We invite external evaluation from the Local Authority to review provision and we consult with children and parents on a regular basis to ensure that the needs we are constantly trying to improve are met.

How do you enable children with SEND to engage in activities with children without SEND?

We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality-learning experiences for our children. Our training has featured on autism, ADHD, Speech, and language, prevalent aspects of SEND, which we are currently supporting children with.

Compliments and complaints

Should you be happy with the provision your child receives, please let the school staff know. It is nice to know that we are making children and parents happy with the support we provide! If you are unhappy, it is best to speak to Mrs Cowans (shared SENCO) (Head Teacher) or Mr Hassan (shared SENCO)(Deputy Headteacher) and they will do their best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

Main points of contact:

Mrs Lynn Cowans - shared SENCO and HEADTEACHER

Mr Damian Hassan - shared SENCO and DEPUTY HEADTEACHER

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