



Children and Families Act 2014 Special Educational Needs and Disability

How do we know if a child or young person needs extra help?

The following ways to identify SEN/D may be used:

- Information from your child's pre-school setting.
- Discussions from home visits prior to admission into school.
- Discussions with parents over the course of the year.
- Early Years Foundation Stage data which is collected during classrooms observations as the children complete activities.
- In school assessments and observations. The data is used to identify attainment and progress. These measures can be used to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- Educational psychologist reports
- Reports from the Pupil Learning Centre (PLC) and PLC outreach, where a member of staff from the PLC may be timetabled to work with a child.
- Reports from the Additional Needs Team, who will advise school on strategies or may provide short blocks of in-school support.

What is our approach to teaching children and young people with special educational needs? How do we allocate resources and support your child?

The resources needed to support your child will be outlined in the Education and Health Care Plan (EHC Plan) and teaching depends on this plan. Pupils without an EHC Plan will have their needs and support requirements documented on the class/school Provision Map.

The teacher and the teaching assistant will work with your child, as will any other member of staff identified in the EHC Plan. This may be someone from an outside agency, such as the Visual or Hearing Impaired Service, Communications Difficulties Team, EP, PLC. Medical professionals, including physiotherapists and occupational therapists, may advise as appropriate.

The class teacher and the Special Educational Needs Co-ordinator (SENCO) will be happy to speak to you and explain the approach we are taking with your child. The type of support your child receives will be reviewed regularly and changes made where needed.

The school's Governors are aware of the new SEN/D regulations and there are three dedicated Governors for Special Educational Needs at Hazlehurst, Mrs S Noot, Mrs L Khan and Mrs J Power.

How will we adapt our curriculum and learning environment for children and young people with special educational needs?

The Education and Health Care Plan, if your child has one, will outline in part the provision needed for your child including suggested support from school staff.

Differentiation is where the class teacher prepares different activities for different abilities. This happens as a matter of course and is evident in planning. For a child with an EHC Plan, lessons will probably need to be adapted further depending on their needs. This will be outlined and explored in the EHC Plan.

Differentiation will help your child because his/her individual needs will be taken into account. Your child may also work on a one to one basis, within a small group or with the whole class provided that they are accessing the planned curricular objective. Every child's needs are different and teachers are very experienced in meeting them as far as possible using a variety of approaches and resources.

How do we secure expertise for teaching staff and others working with children and young people with special educational needs?

School has access to a range of services. These include health, the school nurse, speech therapy, the visual impairment service, the hearing impaired service, social care and CAMHS (Child and Adolescent Mental Health Services). We have a Special Needs Coordinator, Miss D French who has many years of experience of supporting children with Special Educational Needs.

Additional training for staff is secured where necessary. This might be delivered in school by external training sources using specialist teachers/health care professionals for example strategies for assisting children with dyslexia, Epi Pen training etc. Alternatively, staff will attend courses carefully chosen to match the skills development required. This may be within Bury or externally provided courses by specific organisations e.g. The Down's Syndrome Association.

What additional learning support will be available to children and young people with special educational needs?

Initial discussions may be between the class teacher and teaching assistant regarding the child's educational additional needs. Subsequent discussions with parents/carers will include any support and targets required, along with how children can be supported at home to promote learning progress. Where there is a concern from home initially we encourage parents to come in and discuss this with us, even if they think it is not particularly educationally related.

The Head Teacher and SENCo may be involved as appropriate, along with requests for advice or assessments from external agencies where required. Once all information from school, home and external agencies is collected then the Local authority will make any decision

regarding particular funded support. Otherwise school meets the needs of the child from within its' own resources. This could be in the form of specific learning resources, one to one additional support, external specialised support or the offer of additional programmes in school such as using ICT or physical programmes. The school will review progress made towards the EHC Plan recommendations every term. You will be invited to these meetings on a formal or informal basis. The number of meetings required will depend on the child's support requirements and targets. Professionals from external agencies will attend meetings as appropriate, depending on their level of involvement with the child. Following these reviews support for the child may be increased, reduced or remain the same.

Progress will also be assessed against pupils' needs and targets documented on the Provision Maps in school. Analysis of data, the child's work and confidence in class, reports from external professionals, discussions with the child where appropriate and meetings with parents/carers are ways in which the impact of support can be judged. Where a pupil with Special Educational Needs is also in care, their educational and social needs are discussed at regular meetings between school staff and social services with targets and support systems agreed.

How will the emotional and social development of children and young people with special educational needs be supported and improved at Hazlehurst?

All school staff are aware of children in school who have special educational needs. They are encouraged to share concerns or information with the Headteacher and Senco relating to general wellbeing, pupil's behaviour and hygiene issues. Where appropriate, small friendship groups may be organised within classes to enable all members to share thoughts, concerns and develop independence. Staff undertake further training where available to enable the child's needs to be supported. Staff involved directly with the child will be aware of the child's specific needs and understand emotional as well as educational or medical needs. They also learn the medicinal and personal care requirements and administer these accordingly. Where there is a staff absence school is usually able to draw on other expertise within the staff to ensure individual needs continue to be met. Behaviour management plans are put in place for the children who require these, with staff attending training where needed. PLC (Behavioural Support) advice is also sought for behaviour management in school. School accesses counselling services where individual children meet the criteria. Children contribute their views through discussions with class teachers/TAs, in meetings alongside parents.

**How will the progress of children and young people with special educational needs be assessed and reviewed?
How will those children and their parents take part in any assessment or review?**

Apart from normal reporting arrangements, parents are welcome to chat with staff informally, or in formal meetings if required. There are also 2 parents' evenings, plus annual reviews for children with an EHC Plan. Termly assessments provide data to determine progress and attainment against National expectations and against the child's own targets. A

small number of pupils are assessed using PIVATs scales, which show the very small steps of progress that do not appear in formal assessments. The child's confidence, relationships with peers/adults and emotional intelligence are also indicators of progress. Discussions and formal meetings with parents/carers will include the planning of the child's learning and support in school and at home. Home-school diaries may also be used to maintain regular contact with parents/carers. These diaries include updates on learning and achievement relevant to EHC Plans and Provision Map targets, they may also report on behavioural issues. School assessment data (Raiseonline) is available from the Government each year and compares progress and attainment of all identified groups in school with the National data. This is available upon request to any parent.

**How do we assess and evaluate the effectiveness of the schools special educational provision?
How do children and their parents take part in any assessment or review?**

This is an on-going process within school. Comments from pupils and parents through review meetings are noted and procedures/systems updated/introduced where appropriate. Staff feedback through staff workshops and external training sessions is used to share good practice and widen areas of expertise. Parents are encouraged to comment on the child's reports over the year and feedback from parents with children who have special educational needs is sought at parents' Evenings and review meetings. Termly assessments, PIVATs, plus confidence and achievement in class are tracked and discussed at review meetings or pupil progress meetings in school.

How do children and young people with special educational needs access the schools facilities?

There is an accessible toilet for pupils who require this.
Where parents' first language is not English, school uses the Curriculum Access service for support.
Where necessary the school draws on support from the Local Authority in the development of environmental risk assessments for pupils in school with specific access requirements. Adaptations to the building or resources highlighted through these assessments are funded from school budget and take place as soon as possible following the environmental assessment report.
Any specialised equipment is kept in designated areas of school which are accessible and monitored by the Senco.
Advice is sought from the Local Authority regarding individual pupils' environmental assessments.

What activities are available for children and young people with special educational needs in addition to the curriculum?

Children with SEND are always included in school trips and activities in school. Risk assessments are carried out and pre-visit arrangements made where required to facilitate inclusion. Where a child wishes to attend an after school club, additional support can be provided during this time if required.
Children will access activities in school as far as they are comfortable, with amendments made where appropriate. Hazlehurst has high expectations of all of its pupils and will always endeavour to adapt any activity it provides. External providers are made aware of any

particular needs within a group prior to commencing their input. All children are invited to participate in the schools adventurous outdoor pursuits and extra staff are deployed where required.
Discussions with parents/carers will include the child's external needs, medication and equipment to enable inclusion on trips.

Transition

Year 6 SEN/D pupils have additional visits to high school, which include lunchtimes and lesson changeover times. PLC/CDT (Behaviour Team) arrange 1:1 or small group sessions with their SEND pupils. Some pupils benefit from social stories to help them understand their new environment. We discuss individual pupil needs with the receiving high school SENCo as appropriate. For pupils with an EHC plan, the high school SENCo is invited to the annual review meeting.
For SEND pupils transferring out of the area, we forward all relevant documentation to the receiving school.
In school, SEND pupils make more frequent visits to their new class, as deemed appropriate. Social stories as appropriate. SEND documents are passed on, with staff having meetings beforehand. Annual review meetings for pupils with EHC Plans will also focus on transition as well as progress and next steps.
In the Early Years, staff visit Nurseries prior to September to pass on information relating to the child's development. Home visits can be arranged by Early Years staff before the children start school to enable parents to pass on any confidential information. Where a Nursery child already possesses a statement or EHC plan school staff may attend the final review session within the Nursery setting to enable the transition to be as smooth as possible and ensure information is shared in good time.

Who can parents contact for further information?

The first point of contact for parents is the class teacher; the SENCo or Head Teacher can be contacted if required.
School staff plus personnel from external agencies working with the child, along with parents/carers, have roles in the child's education. Parents can also contact Bury Parent Partnership for information and support.
The SEN Governors can also be contacted via the school office.
Parents considering their child moving to Hazlehurst Primary should initially contact the school secretary to make an appointment to see the Head Teacher.
The SENCo is Miss D French, who can be contacted via the school secretary or by emailing school.