



Hadrian Park Primary Special Educational Needs and/or Disabilities Information Report

Hadrian Park Primary is a fully inclusive school who ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Information Report lets you understand how we support pupils with special educational needs and disabilities (SEND).

The school recognises that pupils with special educational needs and disability (SEND) may fall into one or more of the following categories:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Definition

Definition of Special Educational Needs in the SEN Code of Practice (2014)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

Have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area (See Section 312, Education Act 1996)

When a pupil is identified as having special educational needs, we support their development and progress in a number of ways:

- An Individual Support Plan (ISP) will be written with targets to be worked towards. Support time allocated will depend on the specific needs of each individual. Interventions or support will usually be provided by teachers or/and teaching assistants. We use specific programmes for dyslexia and language and communication.
- Class teachers provide quality first teaching which should meet the majority of needs by providing differentiated activities and targeted in class intervention.
- Specialist phonic programmes. Paired reading. Reciprocal reading.
- Personal medical care.
- Spelling programmes.
- Speech and Language Therapy programmes.
- Social skills groups. Friendship groups.
- Maths interventions such as 1st Class @Number, Securing L1 Maths, Success@Arithmetic.
- Writing interventions such as 1st Class@Writing.
- Individual work programmes for pupils developing basic literacy and maths skills.
- Dyslexia intervention as set up by Dyslexia Team.
- Support in class.
- Individual medical support.
- All teachers will recognise that there is a wide range of pupil ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum. They ensure planning incorporates activities to address targets.
- Foundation Stage - 2 adults per class all day.
- Key Stage 1 and 2 - Teaching Assistant support in class for literacy and maths.

The identification of pupils with Special Educational Needs

Pupils will be identified and assessed as to their special educational needs by means of screens and diagnostic assessments.

Whole class screening will be followed by individual or group diagnostic assessments as appropriate.

The following methods are used to identify, assess and monitor pupils with special educational needs.

- Teacher assessment/ NTAGS/Pivots/P scales/Target Tracker.
- Liaison with and the use of records from feeder nursery and primary schools.
- Early Years E Profile Assessments.
- Phonic checklists.
- High Frequency words checklist.
- Key Stage 1 SATS.
- Alternative forms of testing.
- YARC Reading Test.
- HAST Spelling Test.
- PIRA Reading Assessments
- PUMA Maths Assessments
- Sandwell Maths Assessment

We consult with pupils and their families by:

- Individual Support Plans written termly and shared with parents and pupils.
- Reviewing Individual Support Plans (ISP) targets at least 3 times a year. Outcomes are monitored and used to set new targets.
- Annual review of statement/Education and Health Care Plan (EHCP) meetings.
- Meetings prompted by concerns raised by external professionals, parents or teachers.
- The progress of all pupils is tracked on the school assessment system so that staff know exactly where pupils are, and they can plan targeted interventions to meet their changing needs.
- Half termly progress meetings are held where class teachers discuss pupils' progress with the Head Teacher or a Senior Leader. Outcomes of these meetings identify what additional provision will be offered to support progress.

- All pupils from Year 1 onwards have curricular targets for writing and maths which are in the front of their books. Targets are shared with the pupils and they are involved in assessing when they have achieved them.
- Progress is reported to parents at termly Parents' Evenings and in an end of year report.
- Reviews are held for Special Educational Needs Support (SEN Support) children when necessary. Parents are invited to attend. Parents are encouraged to meet staff from outside agencies when they have been involved with their child to discuss their intervention and progress e.g. Educational Psychology, Dyslexia, Behaviour Support Team, Language and Communication Team.

Supporting Pupils with Special Educational Needs / Disabilities and Their Families

We will let families know any concerns about a pupil's learning by:

- A meeting between class teacher and parents/carers to discuss the initial concern and progress of the pupil and the steps that could be taken to support the pupil.
- Or we will let families know any concerns about a pupil's learning by contacting the parent via the Special Educational Needs Coordinator (SENCO) Mrs Chappell.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

Acorns , Behaviour Support Team, Child and Adolescent Mental Health Service (CAMHS), Dyslexia Team, Educational Psychologist, Education Welfare, Language and Communication Team (LACT), Occupational Therapy, Paediatricians, Physiotherapy, Speech and language (SALT), Social Services, School Nurse, Tyne Gateway, Visual / Hearing Impaired Teams.

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

- Staff from the relevant high school are invited to Year 6 review meetings.
- Parents are invited to meet high school staff in the primary school setting.
- Pupils with Special Educational Needs are offered additional transition above the 3 days all pupils receive.
- A Learning Mentor from Churchill Community College supports transition by working with Year 6 pupils in school.

All support is regularly evaluated and monitored by class teachers and senior leaders. Regular reports are presented to the governing body.

Inclusion

The school does not prioritise on the grounds of ability. If a pupil has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LEA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum.

The school operates an inclusive policy that endorses and supports the LEA policy for Equal Opportunities and Inclusive Education.

The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs. Our Accessibility Policy is available on the school website via the SEND page tab.

Monitoring and Review Procedures

A graduated approach to meeting Special Educational Needs and Disability (SEND).

Special Educational Needs Support (SEN Support)

The pupil's class teacher will:

- provide the SENCO with as much information as possible
- be responsible for meeting the pupil's special educational needs
- discuss with the pupil's parents/carers the SENCO's involvement
- liaise with the SENCO, parents/carers and pupil to plan and implement an Individual Support Plan (ISP)
- make sure that the ISP focuses on 3 or 4 short term targets
- make sure that the ISP records only strategies additional to or different from the normally differentiated curriculum
- review the ISP and the pupil's progress at least three times a year, with parents/carers/pupil.

If the pupil continues to have difficulties and it is felt that outside specialists need to be involved, the teacher will:

- discuss the situation with parents/carers, pupil and SENCO at a review meeting
- collect any relevant information such as the current ISP, National Curriculum (NC) records, assessments, observations etc.
- plan a new ISP with outside specialists, SENCO, parents/carers and pupil, agreeing targets and strategies
- set the next review date

The SENCO will:

- make sure the pupil's parents/carers are aware of the LEA's Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
- collate all the relevant records about pupil including NC records, SATS results and any information from parents
- liaise with any external agencies involved and collect information
- devise with class teacher and parents/carers an ISP with targets and strategies
- arrange review meetings termly, which involves all who have been working with the pupil

- make sure that all relevant records/information are up to date and available for external specialists
- liaise with external specialists and make sure advice and support are available to teachers and parents/carers

Education and Health Care Plan provision (EHCP)

SENCO co-ordinates gathering of information for LEA towards application for an EHCP. Information will include records of pupil progress in the National Curriculum and any standardised tests.

Pupil Involvement

Pupils are involved in the target setting and development of their Individual Support Plans as appropriate for their age and maturity.

Pupils are becoming involved in self-monitoring and are encouraged to take part in their own assessment and self-monitoring process.

Pupils with SEND are involved in their Annual Reviews in a manner appropriate to their maturity. All pupils will be given the opportunity to outline their own strengths and weaknesses and set targets etc. prior to review.

- Formal meetings with parents/carers are held twice a year where parents/carers can discuss their child's progress, share concerns etc with class teachers. The SENCO also meets with parents/carers informally or by appointment to discuss SEND issues.
- If parents/carers have concerns, they are welcome make an appointment to speak to the Head teacher, their child's class teacher, or the SENCO at any time.

Staff

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

Mrs Chappell is currently undertaking the National Award for SENCOs

- Mrs Chappell is a full time class teacher, and a member of the Senior Leadership Team (SLT).
- One Teaching Assistant provides statement support.
- One school based Learning Mentor provides dedicated support for Emotional, Social, Behaviourial, Language and Communication Needs as appropriate.

- It is part of all teaching assistants' role to support SEN and to lead intervention groups.
- In the Spring Term one learning mentor from Churchill delivers 1 day a week of intervention/support work with Upper Key Stage 2 pupils liaising closely with the school based Learning Mentor.

Training

- 2 teaching assistants have completed Speech and Language Therapy (SALT) training.
- 4 teaching assistants are trained to deliver Better Reading Programme (BRP) to individual pupils.
- 2 teaching assistants are trained in Success@Arithmetic.
- 2 teaching assistants are trained to deliver 1st Class@Number.
- 1 teaching assistant is trained to deliver 1st Class@Writing.
- 1 teaching assistant is trained to deliver Dyslexia programmes.
- 1 teacher and 1 teaching assistant are currently involved in training to support speech and language across the school (delivered by Elklan).
- All teaching assistants have received training on Inference and Deduction Reading.
- Most staff have received training on Reciprocal Reading
- All teachers have received training on Guided Reading strategies.
- All staff have received training on the effective use of teaching assistants in supporting learning.
- Staff have received phonics training appropriate to the phase they work in.
- Staff keep up to date with relevant training – including;
 - Dyslexia
 - Autistic Spectrum
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Positive behaviour management

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

Families are also signposted to services/organisations through the Local Offer. The school works in partnership with families to help them support their children's learning outside of school. The school will inform parents/carers of the LEA's Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) which will provide parent/carers with advice and information on all SEND issues.

Governor responsible for SEND

The Governor with responsibility for SEND is Mrs Harrison who is interested in the field of SEND. She can be contacted through Hadrian Park Primary School office. Mrs Harrison works with the SENCO on development and evaluation of the policy.

An annual report on Special Educational Needs is presented to the Governing Body. This report is based on the SENCO's progress tracking records and the effectiveness of SEND provision within the school.

The Governing body is responsible for ensuring that a complaint has been dealt with through the schools specified complaint procedure:

- Any parent unhappy with the SEND provision in school should first discuss their concerns with the class teacher.
- If parents remain concerned further discussion should take place with the SENCO and Head Teacher.
- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LEA.

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Accessibility Plan are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with SEND.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with SEND

If you would like further information about what we offer here at **Hadrian Park Primary** then please contact the SENCO, Mrs Chappell on: 2007257.

Updated January 2017

Review of 2015-16

Data from 1.9.16

6% (30) of Hadrian Park pupils were recorded as SEND on SEND register.

Majority of these had

Cognition and Learning (12) or

Language and Communication (12) as their prime area of need.

Social Emotional Mental health (4).

Sensory (1)

Medical (1).

26 were at SEN Support, 3 Education Health Care Plans/statement and one medical access agreement.

Views of parents, pupils and staff.

We keep our local offer under review by regularly asking parents, pupils and staff for their views. It is also discussed with SEND Governor and full governing body

Parental survey of October 2016

100% of respondents agreed or strongly agreed that they were aware of how the school provide for and how they meet their child's SEND. They felt involved in writing and reviewing Individual Support Plans and were informed of strategies used. They felt their child was fully included in all extracurricular activities and visits.

100% of respondents agreed or strongly agreed that they are informed when outside agencies are visiting and receive up to date reports and that opportunities are always available to discuss their child's needs with teachers and / or SENCO.

30% of respondents were not sure that the school website contained useful SEND information. This will be addressed by holding parent forums to involve parents in changing website and the introduction of an IPAD APP to make them more parent friendly.

Pupil Survey

100% of pupils surveyed felt happy and safe at school and talked confidently about their own strengths and the support they received. They were very knowledgeable about their curricular targets.

50% of pupils (mainly younger children) were unsure about how they were involved in writing and reviewing Individual Support Plan targets.

This is an area for development. Class teachers have been asked to sit with each child individually to discuss targets and to make sure that the child feels fully involved.

Staff survey

All teaching staff responded to the survey.

100% felt secure or very secure in assessing the learning and planning for the progress of all pupils. They were secure in knowing how to support and include pupils with a range of needs.

100% knew what to do if they had concerns about a child's progress in their class.

87% felt secure or very secure in using ISP targets to inform their planning.

30% did not feel confident in knowing and understanding national changes to SEND legislation. This is an area to be developed through personalised training with SENCO for these staff during the Autumn Term.

Due to data outcomes there will also be a full staff revisit of how to plan and provide resources for children who are SEND to ensure full accessibility to the curriculum for all pupils and that agreed targeted outcomes are met. This has started in Autumn Term 16 as Maths and Literacy planning is being evaluated and amended as a result of the evaluations.

School entitlement offer to pupils with special educational needs or disabilities

	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review.

	<ul style="list-style-type: none"> • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
<p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group which runs at various times throughout the school day to support pupils. • Information and support is available within school for behavioural, emotional and social needs.
<p>Sensory and Physical Needs:</p> <p>e.g.</p>	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop

<ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<p>independent learning.</p> <ul style="list-style-type: none"> • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • Main entrances to the school have ramps fitted to allow wheelchair access. • The school has disabled toilets / facilities
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If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you come into school and discuss matters further with your child's class teacher and/or the SENCO.

Although school complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6438313 or 6438317

The LEA Local Offer is published on North Tyneside's website.