

## **Hoo St Werburgh Primary School and Marlborough Centre**

### **SEN Information Report (2017/18)**

#### **Introduction**

At Hoo we are committed to ensuring every child reaches their optimum potential including children with Special Educational Needs and Disabilities (SEND). Our SEND policy details the aims and objectives for pupils with SEND. We are committed to inclusion in our school and work to ensure that all pupils have the opportunity to develop their skills and knowledge, working to their best ability. We value a curriculum that develops the whole child and provide opportunities for creative and sporting activities which enhances the core curriculum that is provided for all pupils.

#### **Identification for pupils with SEND**

Pupils in school are monitored by teachers, phase leaders and senior managers in the school at pupil progress meetings which take place at least three times a year. Pupils will be raised as a concern if they are making limited progress or if there is a change in their behaviour or progress. Outside of these meetings, if a teacher has a concern about a child, they can raise this with the Assistant Head Teacher (AHT) for Inclusion, or the Special Educational Needs Co-ordinator (SENCo).

Parents/carers who have a concern about their child should, in the first instance, raise this with the class teacher. They can also ask to speak to the AHT for inclusion or the SENCO.

#### **The kinds of special educational needs for which provision is made for at our school**

Our school's SEND policy is available on this website, detailing our philosophy in relation to SEND. Additional provision is made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

#### **How the teachers meet the needs of pupils generally**

All teachers in the school demonstrate high quality teaching. Each pupil's education is planned by the class teachers in the year group, informed by overarching school plans. The phase leaders oversee the plans for each key stage. The lessons are

differentiated according to the needs of the pupils and in class TAs support pupils within the class.

In some instances additional interventions are planned for small groups of children. These may relate to handwriting, spelling, grammar and punctuation, numeracy phonics and memory, these small groups are led by the class teaching assistants (TAs). These interventions are monitored by both the class teacher and SENCo to ensure the effectiveness of this additional input. If you have a query about the intervention you should speak to the class teacher in the first instance, or you can make an appointment to speak to the SENCo.

### **How do teachers meet the needs of pupils with SEND**

In some instances, although the pupils receive high quality teaching and have access to interventions, they may continue to make limited progress or experience challenges in some areas e.g. behaviour. In these circumstances the school may, in consultation with parents use assessment tools to determine the underlying cause of the learning difficulty. The following assessment tools are available to the school:

- Language link assessment
- Speech link assessment
- Dyslexia screening (via Learning Support Services)
- Cognitive ability assessment (via Learning Support Service)
- Specialist assessment by Educational Psychologist

All pupils who are on the SEND register will have an SEND Support Agreement (SSA), this is a document that details the child's particular special need and lays out a plan to address this. These are written and reviewed three times a year.

In addition the school holds an in-school review (ISR) three times a year with a number of educational professionals. Pupils who continue to be of concern to the school are discussed at the meeting and a number of strategies are discussed with the class teacher. If your child is to be discussed at an ISR you will be informed by the AHT inclusion, or the SENCo.

Some pupils are placed in a Personalised Individual Provision (PIP) group for maths, English or both. These pupils are allocated to a class as their base but spend time during the morning working with a small group (10 pupils) with a higher level teaching assistant (HLTA) and a TA. This provision is reviewed on a termly basis.

### **How will parents/carers know how their child is progressing?**

There are a number of ways that a parent can find out how their child is progressing:

- Parents pop-ins
- Parents evenings
- SSAs
- ISRs
- Person centred reviews for pupils with an Education Health Care Plan

## **Support for pupils with emotional, social and behavioural difficulties**

The school has a number of support strategies in place for pupils who have emotional, social and behaviour difficulties.

- There are buddies on the playground at lunch time for those pupils who find it difficult to make friends.
- The school runs a Sanctuary at lunchtimes, where pupils can go to lay board games or do craft activities.
- The school have the PlaceToBe (P2B) counselling service on site, pupils can request a fifteen minute slot to talk about something that is bothering them, there are longer on going sessions for pupils who need a more sustained input. There is also a service for parents.
- The school hold a fortnightly pastoral meeting to discuss pupils who may be of concern due to emotional or social difficulties and a number of strategies are discussed, including regular 1:1 time with a particular adult.

## **Support for pupils with medical needs**

- Individual healthcare plans are written for pupils who have ongoing medical needs, these are written with a member of the Inclusion team, parents and the school nurse (where appropriate), these are shared with staff who work with the pupil.
- Pupils who have an injury which precludes them from being on the playground or taking part in sport will have a risk assessment written by the office staff. They will have access to the Sanctuary or other safe space at lunchtimes.
- Staff have had training in the use of epipen, diabetic training, use of the defibrillator and asthma training.

## **Specialist services accessed by the school**

Learning Support Service (LSS) includes diagnostic screening  
Place2Be (P2B) - counselling service  
Marlborough Centre Outreach Team  
School nurse  
NELFT (Mental health services – formally CAMHS)  
Early help  
Paediatricians  
SEN Officers at Medway  
Behaviour Support Outreach Team  
Educational Psychologist  
Local youth workers  
PCSO  
Occupational Therapy (OT)

## **Specialist training undertaken by the staff**

Autism Awareness  
Positive Handling

### **How accessible is the school environment?**

- The school have the following facilities to enable accessibility:
- Ramps to all buildings
- Lift providing access to all floors
- Toilet and shower facilities for pupils with a disability

### **SEND resource allocation**

- The SEND budget is set every year and relates to the number of pupils on the SEND register.
- Additional staff may be allocated to particular children or a group of children (e.g. PIPs)
- Additional resources are purchased upon recommendations from LSS or OT

### **Complaints procedure for parents with pupils with SEN**

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved, the complaint is dealt with by the SENCo or by a senior manager.
- If there is still no resolution the Assistant Head teacher – Inclusion or the deputy head should become actively involved
- If the matter is still not resolved the head teacher will become involved.
- If the complainant is not happy with the resolution offered they must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures, which is available on the school website

### **The Local Authority's Local Offer and school's Local Offer**

The school's Local Offer can be found on this website

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[https://www.medway.gov.uk/info/200139/social\\_care\\_and\\_health/466/medway\\_s\\_local\\_offer/1](https://www.medway.gov.uk/info/200139/social_care_and_health/466/medway_s_local_offer/1)

### **Contact details:**

SENCo – Mrs Ellie Quare

AHT Inclusion - Miss Tracey Smith

School and Community Officer – Mrs D Haskins

Inclusions Co-ordinator – Mrs W Etches

Headteacher -Mrs E Poad