

# Primrose Hill C of E Primary Academy SEND Information Report

## Introduction

Primrose Hill Academy values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. Therefore, the school will work to raise attainment, maximise achievement and promote inclusion.

All children and young people with SEND are valued, respected and equal members of the academy. All provision for pupils with SEND is a matter for the academy as a whole. All teachers are teachers of pupils with SEND. The governing body, Head, SENDCO and all other members of the staff have important responsibilities.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

The four basic areas of need are:

- Communication and interaction
- Sensory and/or physical
- Cognition and learning
- Social, mental and emotional health

## Who can I talk to about SEND?

If you have concerns about your child's progress, your first port of call is to talk to the class teacher. Following these discussions, a meeting can be arranged with parents/carers, class teacher and the SENDCO to discuss further actions. The school Principal can also be included in these meetings if requested.

Miss Parker – Special Educational Needs Co-ordinator (SENDCo)

Mrs Haddock – Pastoral Support Worker (PSW), Governor for SEND and Safeguarding and Deputy Safeguarding Lead.

Mrs Henson – Head and Designated Safeguarding Lead

Mrs James - Assistant Head and Deputy Designated Safeguarding Lead

To speak to any member of the school staff, please make an appointment at the school office.

## Other Support Agencies

We have access to a range of 'outside' services to support both our pupils and our staff.

- Educational Psychologist
- Advisory Teaching Service
- Speech and Language Therapist

- Occupational Therapist
- School Nurse
- Children's Mental Health Service (CYPS)
- Paediatrician
- Physiotherapist
- Winston's Wish – bereavement support
- Young Carers
- Family Support Co-ordinator

### **How do we support children with Special Educational Needs and Disabilities?**

When children start at Primrose Hill Academy, we have transition meetings where we discuss information passed on from their previous school or pre-school. We make our own assessments on school entry and children are assessed by their class teacher each term. The class teacher and SENDCo look carefully at all the information and identify any additional needs a child may have.

We then:

- Talk and listen to you
- Involve your child as much as possible
- Plan and provide appropriate support
- Monitor your child's progress
- Involve other professionals if necessary
- Communicate regularly with you

### **Teaching and supporting children with SEND**

Provision for SEN pupils is organised so that progressively more powerful interventions can be used to meet increasing need. Further action in terms of intervention is based on the progress that each pupil makes. Where progress is not adequate for a particular pupil, additional action is taken to help that pupil to learn more effectively. The range, type and intensity of intervention are also reduced as the child makes progress.

### **Quality First Teaching**

Most pupils' help is provided within the classroom and managed by the class teacher. Sometimes, children are withdrawn for more intensive input. This takes place within the context of an inclusive curriculum.

Decisions about intervention are made on an individual basis, by a careful assessment of the pupils' difficulties, consideration of the pupil's individual approach to learning and how the intervention will work within the school and classroom context.

For children with an EHC plan, the school ensures the educational provision stipulated in the plan is met.

### **My plan**

The action taken may include provision of different learning materials, special equipment, group or individual support. It could also involve the deployment of extra staff to introduce and monitor planned intervention. Advice is often sought from LA

support services by the SENCD to provide effective intervention. The intervention decided upon is recorded in each child's Individual My Plan.

My Plans are written for all pupils identified with special needs. They are working documents for all involved with pupils as well as the pupils themselves and give information about the child's difficulties, strengths and learning styles. My Plans show the planned SMART targets addressing priority need for each child, success criteria, teaching strategies to be used, the provision to be put in place and when the plan is to be reviewed.

### **My Plan Plus**

At My Plan Plus, your child will continue to receive the support of a My Plan and, in addition, our academy will have advice or support from other professionals and agencies, e.g. Speech and Language Therapy, The Advisory Teaching Service.

### **Education, Health and Care Plans (EHCP)**

The EHC plan is for children and young people who have a more complex special educational need or disabilities. An assessment of education, health and social care needs is agreed by a multi-agency group of professionals. It is available from birth to age 25. You can talk to your child's or the young person's educational setting about eligibility for an assessment. For example, the school's special educational needs coordinator will be able to offer advice. An EHCP will ensure long term support for your child and be reviewed annually.

### **What interventions and resources are available?**

All children benefit from a range of teaching and learning styles: a differentiated curriculum; differentiated resources; the use of IT and a range of extra-curricular activities.

It may be appropriate to use an additional targeted intervention to help your child make good progress and catch up with their peers. This could be extra group work or 1:1 support using specialist published materials. Currently, we use a wide range of interventions which we tailor to use each the specific needs of each child.

These include:

- Precision Probe – used 1-1 daily for 5-10 minutes and covers reading, writing and maths skills.
- Rapid Reading/ Writing/ Maths
- Fizzy – a programme which works on improving skills such as balance, co-ordination, throwing and catching
- Dancing Bears (phonics)
- Nurture Group (social skills, emotional wellbeing)
- Pastoral support
- Speech and Language support

Teachers and Teaching Assistants receive on-going training to support children with special needs.

### **The key responsibilities of teaching and non-teaching staff:**

All teachers are teachers of children with special educational needs supporting the identification and assessment of pupils with special educational needs and making the appropriate provision.

All teachers have responsibility of directing the work of TAs to support pupils with special educational needs.

TAs work to support pupils with special educational needs under the guidance and direction of class teachers.

The overall responsibility of the planning and delivery of the Learning Pathway is the responsibility of the class teacher.

The My Plan for children are written and reviewed by the class teacher.

For children with an EHC, the class teacher works with the SENDCo for further assessment and planning for the pupil. The delivery of the interventions continues to be the responsibility of the class teacher.

### **Our staff-**

All staff differentiate their lessons to make sure all children can access their lessons fully. Teachers and TAs have regular training both 'in house' and accessing local and national courses.

At Primrose Hill Academy, we have a range of strategies we use to support children with learning difficulties. Here are some examples:-

Children with visual and hearing difficulties are positioned to have the best access possible to be able to hear/see the teacher, the Interactive White Board and any resources. Worksheets are made using enlarged print if necessary and we have a Redcat enhanced hearing system that can be set up in any classroom.

We use visual timetables, provide personalised work stations, small group work and quiet areas for pupils who need them.

Additional phonic sessions for children with speech difficulties.

Some children find it difficult to conform to normal behavioural expectations. We support them with personalised behaviour plans, pastoral support plans and access to the educational psychology service.

### **Staff Skills**

#### **SENDCo**

The academy SENCo is Miss Parker. She co-ordinates the SEND provision for all children with SEND in the school. This includes meeting with parents and other professionals, working with the Head and school governors and advising staff.

Each term every child's progress is monitored and assessments are made as to whether interventions are effective and appropriate.

#### **Pastoral support Worker**

Mrs Haddock provides support to children and their families and is able to signpost them to and liaise with outside agencies. She also runs our Nurture Group and may also complete bereavement work with children.

Within our staff we also have the following skills;

- Support for children with diabetes
- Working with Spina Bifida

- Intimate Care
- Manual Handling
- Supporting children with a hearing impairment
- Supporting children with a visual impairment
- Supporting children on the Autistic Spectrum

## **What happens if a child moves school?**

### Starting at our academy

When children move into our school, we always liaise with their previous school and found out as much as we possibly can about your child to make the transition as smooth as possible. Previous progress data and records are transferred and if outside agencies are working with your child, we make sure that this continues. We encourage parents, carers and children to visit our school before starting.

### Starting in the Reception class

All children have planned visits where they meet the class teacher and teaching assistants before they start school. The SENDCo and class teacher attend the transfer conferences for any children who have SEND and liaise closely with pre-school settings. Where possible, the SENDCo attends the annual EHCP review prior to the child starting school.

## **Transferring to another school**

Staff will liaise with staff from the new school to ensure strategies, reports and files are passed on to aid a smooth transition.

All year six pupils visit their chosen secondary school in the term before they start. Additional visits are arranged for children on the SEND register to familiarise themselves with the school and staff.

Visits are set up between the schools SENDCOs where information is shared and progress records passed on.

Parents are encouraged to visit a number of secondary schools (preferably in Year 5) before making a decision on where they would like their child to be placed.

Children with a high level of need have the chance to attend a transition day where their difficulties can be discussed in depth.

## **How can I become involved with my child's education?**

Parents Consultation Meetings take place three times a year for all pupils in the school with extended sessions provided for parents of SEND children where necessary. Decisions are made at these meetings about goals, evaluating progress and deciding on next steps.

If your child has a MY Plan Plus or an EHCP, you will be invited to regular multi-agency meetings where all involved with your child will discuss progress and set new goals.

If you would like to speak to someone about your child's progress, please make an appointment with the class teacher, SENDCo, Pastoral Worker or Head.

### **Arrangements for dealing with complaints.**

Should parents have any complaint it should be directed initially to the class teacher, SENDCo, Head or one of the Governors. The academy will do its best to resolve any issues informally but if this fails there is then a formal appeals procedure.

The arrangements that have been agreed by the Governors can be found in the Academy's Complaints Policy. The procedures can be found on the school website [www.primrosehillcofeacademy.org.uk](http://www.primrosehillcofeacademy.org.uk)

### **LA Gloucestershire Council's local offer**

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

### **Other useful contacts**

Local Authority Information

<http://www.gloucestershire.fgov.uk/sen>

Gloucestershire Parent Partnership Service

01452 389345

Independent Parental Special Educational Advice

0800 018 4106