



Hassell Community Primary School
SEND Information Report
May 2023



Hassell Community Primary School will provide a fully inclusive mainstream primary provision.

We strive to ensure that all pupils achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Head teacher: Mrs K Broome

Chair of Governors: Mrs M Bate

Early Years and KS1 SENCO: Mrs E. Descoteaux

KS2 SENCO: Mrs A. Plummer

<p>What are Special Educational Needs?</p>	<ul style="list-style-type: none"> • Pupils have a learning difficulty or disability. They have significantly greater difficulty in learning than the majority of others of the same age. • A child needs special educational provision to be made for him or her.
<p>What is Special Educational Provision?</p>	<ul style="list-style-type: none"> • Provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England. • Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. <p style="text-align: center;">Code of Practice 2015</p>
<p>How does our school know if children need extra help?</p>	<p>In Reception, detailed conversations and transitional meetings take place with parents and the nursery settings of all children. This will identify any predetermined issues that children might have in terms of their moving in to Reception at our school. All students at Hassell Primary School are provided with a broad, balanced curriculum with high quality teaching that is differentiated to the learning needs of all students.</p> <p>Throughout the academic year a testing cycle is followed, ensuring that teachers, along with support from the Senior Leadership Team and SENCO, can analyse and evaluate the data produced by the children. This will show us the progress that children are making and enable us to apply any immediate intervention that each child needs. These interventions are monitored and tracked by the class teacher as part of an ongoing process in the classroom. Slow progress and low attainment will not automatically mean that a pupil is recorded as having SEND</p> <p>We know when learners need help if:</p> <ul style="list-style-type: none"> • Concerns are raised by the child, parents/carers, and teachers at Hassell Primary School or at the child's nursery/previous setting. • Tracking of attainment outcomes indicate a lack of progress despite differentiation and interventions. • The results from standardised testing for reading and spelling - PUMA, PIRA, Read Write Inc, SATs - indicate the child is working below the expected level. • The child receives a diagnosis from an outside agency. • Observations of the child indicate that they have an additional need in one of the four areas: <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory/physical.

<p>What should I do if I think my child may have special educational needs?</p>	<p>If you wish to raise a concern with regards to your child, please consider the guidance below:</p> <ul style="list-style-type: none"> • If you have any concerns about your child the first port of call is always the class teacher. • The class teacher then may inform the SENCO who will discuss necessary intervention and next steps • If you are still concerned, then you can contact the SENCO directly. Mrs E. Descoteaux is our Key Stage 1 and Early Years SENCO and Mrs A. Plummer is our Key Stage 2 SENCO. You are welcome to arrange a meeting at the office: 01782 694567 or email office@hassell.staffs.sch.uk or contact either SENCO directly by email: e.descoteaux@hassell.staffs.sch.uk or a.plummer@hassell.staffs.sch.uk
<p>How will I know how the school supports my child?</p>	<p>All students with a disability or medical need will be provided with "reasonable adjustments" to facilitate their access to the curriculum.</p> <p>Students may be placed on the SEND register under code M and progress monitored. If it is necessary to provide support which is additional to and different from the core curriculum, the student will be placed on the SEND register under SEND support code K. Those students who have an Educational Health and Care Plan are automatically placed on the SEND register as code E.</p> <p>The school SEND register is shared with all staff at the start of each academic school year and is updated throughout the year. SEND pupils and all those with an EHC Plan will have a Pupil Passport. These are shared documents and are drawn up in consultation with the pupil and their parent/carer. Pupil Passports have clear information and targets for the student. Progress is monitored and reviewed officially each half term, with parents having the opportunity to meet face to face at least three times per year, on top of traditional parent's evenings. Parents also have the opportunity to add additional comments during each review stage. The Pupil Passport is held within each classroom and used as a 'working document' by staff and children. Whilst targets are reviewed with parental input each half term, they will be changed and adapted often during the day-to-day interventions being held. This way, we can ensure that children can access their targets and achieve in small steps. Communication between parents and teachers/SENCO can be made quickly and effectively through their email.</p> <p>When action is required to support increased rates of progress, this will follow a graduated response model: Assess, Plan, Do, Review.</p> <p>Assess: Hassell Primary School will assess the pupil's needs using teacher assessment, experience, previous attainment and data tracking against peer and national data.</p> <p>Plan: Parents/carers will be invited to a meeting to plan support and intervention. The student will receive a pupil passport and all staff who work with the student will be made aware of the child's needs and support required.</p>

	<p>Do: The class teacher will implement the plan in the day to day classroom, ensuring that the logistics and specified success criteria of the interventions and targets are met.</p> <p>Review: The parent will be invited to a review of the impact of the support each term. The class teacher will also review the passport each half term and share this with parents in order to offer them a chance to give their opinions. Targets are reviewed constantly based on interventions and quality first teaching within the classroom. The class teacher will revise support in line with the outcome of the meeting.</p> <p>If progress is limited, with parental permission, advice will be sought from appropriate external agencies, including:</p> <ol style="list-style-type: none"> 1. Attend (Attendance and Educational Welfare) 2. Autism Outreach Team 3. Hearing Impairment team 4. Visual Impairment team 5. Educational Psychologist Service 6. Occupational Therapy 7. School Nurse 8. CAMHS (Child & Adolescent Mental Health Service) 9. SEN hub 10. Speech and Language Team 11. Behaviour Support Team <p>For children with severe and complex needs, a request will be made to the local authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care (EHC) plan being provided.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All teachers at Hassell Primary School have high expectations of all students. All students are provided with a broad, balanced curriculum with Quality First Teaching that is differentiated to the learning needs of all students. High quality teaching is monitored and ensured through: classroom observations; termly work sampling; work scrutiny of exercise books; internal and external moderation of assessments and examinations; teacher meetings with SENCO; half termly SEND Passport review meetings; academy data and progress tracking.</p>

	<p>Teaching staff and Teaching Assistants use a range of methods to support the learning needs of all students including: modelling; scaffolding; questioning; sentence starters; storyboarding; chunking information; use of writing frames; whole class reading; mind mapping; use of ICT e.g. laptops, iPads and hearing impairment receivers. Staffing and resources are adapted to accommodate the needs of students.</p> <p>Students with a medical need or disability will be provided with "reasonable adjustments" to facilitate their access to the curriculum. The school may provide specialised equipment to support pupils in the classroom, for example: coloured overlays, larger font size, laptops, reading rulers, pen grips and exercise books with coloured paper.</p> <p>In Year 6, students may be assessed for Examination Access Arrangements in school and this information is shared with the high school as children make the transition to Year 7. Some students may require additional processing time or access to a reader or prompter.</p> <p>The Curriculum is continually reviewed by subject leaders, with support from the Senior Leadership Team to ensure that it meets the needs of all students. The curriculum overview for each subject can be viewed on the school website.</p>
<p>How will I know how my child is doing?</p>	<p>Outcomes will be shared with parents through:</p> <ul style="list-style-type: none"> • Parents Evenings • SEND parent meetings • School reports • Annual report for EHCP • Half termly 'Pupil Passports'
<p>How will you help me to support my child's learning?</p>	<p>Hassell Primary School is an inclusive school where every child is valued and respected. We work to support all our students to make progress in their learning, their emotional and social development, and their independence including those with SEND. We cater for children aged 3-11 years. It is important for parents/carers and teachers to work together so that each child can reach their full potential in all areas of school life.</p> <p>Every teacher is a teacher of special educational needs. The SEND Code of Practice is followed and all teachers receive training in the SEND Code of Practice. Hassell Primary School recognises that it is the teachers' responsibility to meet the needs of all children in their class through high quality teaching, classroom organisation, seating arrangements, carefully planned lessons, a range of teaching styles, teaching materials and differentiation.</p>

	<p>We also support the recommendations made by the Education Endowment Foundation (EEF) in their support and teaching of students with SEND. See link below: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Hassell Primary School has a strong team of staff who support children within the classroom, out of the classroom, 1:1 and in small groups where necessary. All staff have received a range of training, have excellent subject knowledge and provide the base for a child's academic learning and emotional support. The ethos of the school is a supportive one, in such that staff are happy and comfortable to complete additional training in order to support children. Those children with an EHCP have a specified member of staff who offers support, but all staff are aware of needs.</p>
<p>Pupils with medical needs.</p>	<p>A detailed care plan will be compiled by the school in partnership with parents and the pupil. If necessary, a health professional will be invited.</p> <p>All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2015.</p> <p>Administering medication is undertaken by the office staff, teaching staff, teaching support staff and the headteacher.</p> <p>Students with a medical need or disability will be provided with "reasonable adjustments" to facilitate their access to the curriculum. The school may provide specialised equipment to support pupils in the classroom, for example: coloured overlays, larger font size, laptops, reading rulers, pen grips and exercise books with coloured paper.</p>
<p>What training do the staff supporting children and young people with SEND undertake?</p>	<p>Where relevant staff have access to targeted training such as:</p> <ul style="list-style-type: none"> • Setting effective targets. • Graded approach • How to support pupils with a diagnosis of dyslexia. • How to support pupils on the autistic spectrum. • How to support pupils with behavioural difficulties. • How to support pupils with speech, language and communication difficulties. • Attendance at termly SENCo Network Meetings.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Procedures are put in place to enable all pupils to participate. Care Plans are adapted, where necessary. A risk assessment is produced highlighting any risks. Parents of children with medical conditions may be asked to accompany their child.</p> <p>In 2022/23 SEND children have attended after school clubs such as: Young Voices, T.T.Rockstars lunch club. Drama, Multisports, Boys' and Girls' Football Teams, Mindfulness & Film Club.</p>

<p>How accessible is the school environment?</p>	<p>Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum, printed information is available via the school website.</p>
<p>How will the school prepare and support my child when joining or transferring to a new school?</p>	<p>On entry:</p> <ul style="list-style-type: none"> • Parents are invited to a meeting detailing the routines of the school and explaining how parents can best support their child. • Visits are arranged during the Summer Term for those pupils starting in September. • Home visits are made to meet with parents and new pupils. • Additional visits are arranged where it is deemed necessary. • Close liaison takes place with feeder Nurseries. • Transitions plans are put in place for children with known 'additional needs'. • Records are requested for pupils transferring from other schools and a meeting arranged with parents. <p>Transition to another school:</p> <ul style="list-style-type: none"> • Opportunities for Y6 pupils to meet with staff at the high school are arranged as part of the transition arrangements. • The annual review for pupils in Year 5 with an Education Health Care plan begins the transition process and supports parents deciding on a secondary school place. This will involve external agencies if appropriate. • Accompanied visits to other providers may be arranged as appropriate. • Care planning meetings with pupil, parents and staff are arranged, as necessary, for pupils with medical needs. • Informative transition paperwork. • For pupils transferring to local schools, the SENCos or appropriate staff member of both schools may meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. • The records for pupils that leave the school mid phase will be transferred within five working days of the parent notifying the child has been enrolled at another school and this has been confirmed by the receiving school.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Staffing and resources are adapted to accommodate the needs of students. The notional SEND budget is used to ensure that students on the SEND register or those who are being monitored receive the support that they need. The budget is used to fund the cost of Teaching Assistants, interventions and the purchase of resources. Students with an EHCP receive support as specified in their individual plans.</p> <p>School will make every effort to supply any equipment a child may need in school. Eg. pencil grips, sit-fit cushions, sloping writing boards etc.</p>

	<p>In 2022/23 needs were addressed through:</p> <ul style="list-style-type: none"> • In-class support from teachers and teaching assistants. • Small group support from teachers and teaching assistants. • Specialist support from external agencies such as: Autism Inclusion Team, Special Educational Needs Inclusion Service, Education Psychologist, Occupational Therapists. • Provision of specialist resources including: memory games, games such as 'Boggle' to aid spelling, group activity/games to support with emotional needs, coloured overlays, sit-fit cushions, laptops. • CPD relating to SEND for staff including: National Award for Special Educational Needs Coordination, speech and language training, recognising dyslexic tendencies.
<p>How is the decision made about how much support my child will receive?</p>	<p>At Hassell Primary School, we aim to support the needs of all students in our care. Students do not require a specific diagnosis or label to receive support in the form of reasonable adjustments. The SENCo and Senior Leadership Team works with the students, their parents/carers, teaching staff, support staff, caseworkers, pastoral team and external agents to develop support packages for individual students. Assessments, observations, book scrutiny, classwork and homework as well as more formal standardised assessment support this process. Regular reviews, discussions and meetings take place to keep parents informed of progress.</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We provide information for parents through: newsletters, information on the website, parents' evenings; text message service, emails and on the school Facebook page.</p> <p>We welcome parents to support us by encouraging your child to fully engage with their learning and any interventions offered by: helping them to be organised for their day (including wearing the right uniform, bringing required equipment, reading books and diaries, and PE kits) ensuring full attendance and excellent punctuality; checking that they have completed their home learning, attending parents' evenings and Pupil Passport review meetings. We will make our best endeavours to take your views, and those of your child, into account.</p>
<p>Who can I contact for further information or if I have any concerns?</p>	<ul style="list-style-type: none"> • Your child's class teacher • The SENCos - Mrs E. Descoteaux or Mrs A. Plummer • The Head teacher - Mrs K Broome • For complaints please contact the School Governor with responsibility for SEN: Mrs M Bate
<p>Support services for parents of pupils with SEN include:</p>	<ul style="list-style-type: none"> • SEND IASS - Staffordshire Family Partnership: www.staffs-iass.org • Information on the Local Authority's Local Offer can be found at: https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page • British Dyslexia Association, help and advice can be found at: https://www.bdadyslexia.org.uk/advice/children