



## **SEND Information Report 2020/ 21**

An SEN Information Page will be reported annually to respond to any key changes in the school's provision. The information in these responses will be regularly reviewed and updated.

### **Our Mission**

Our mission at Hob Green Primary School is to help every child achieve the very best that they can. We recognise every child as an individual with differing educational needs and abilities and understand that children make progress at different rates and at different times. We are committed to offering an inclusive curriculum that ensures the best possible outcomes for all our children, whatever their needs or abilities and endeavour to ensure that we are providing as much of the right support as we can.

Our educational aims for children with special educational needs and/ or disabilities are the same as those for all children in school and align with one of our Trust's values – to enable all children to achieve the highest standard of educational outcomes regardless of circumstance or background. We recognise that special educational needs may be experienced throughout, or at any time during a child's school journey. We strive to monitor and support these efficiently and effectively so that all children are given opportunities to maximise their individual learning strengths. We believe at Hob Green that every teacher has a responsibility to create an inclusive culture for our children and it is our responsibility to ensure that every teacher is equipped with the knowledge, skills and confidence to address the barriers that pupils with SEND face, enabling them to thrive as individuals.

### **Information about the school**

Hob Green Primary School has approximately 270 pupils on roll and is situated in a residential housing estate. The school incorporates a Nursery, Time for Twos and a Speech and Language Base, specifically resourced for children with severe Speech, Language and Communication difficulties (SLB). 44% of the pupils in the school are entitled to Pupil Premium. 27% of our pupils are recorded as requiring SEND support with 7% of these children having an Education Health Care Plan (EHCP).

### **What is the SEN information report?**

The Special Educational Needs and Disabilities (SEND) Code of Practice, from the Children and Families Bill 2014, requires every school to produce an annual SEND Information Report. This report gives information about our school's offer to all pupils and explains particularly how a child with Special Educational Needs is supported at our school. Our SEND Information Report (SIR) must be displayed on the school's website and must be linked to the Local Authority's

Report. The Local Authority Report for Dudley Metropolitan Council is known as the 'Local Offer'. The purpose of the Local Offer is to provide clear and transparent information about the range of educational services and provision in the local area. Dudley's Local Offer can be found on Dudley's website or by clicking the link: Here is a link for your information <https://www.dudley.gov.uk/resident/localoffer/>

### What are the kinds of special education needs (SEN) that Hob Green caters for?

During a child or young person's school life, they may have a special educational need. The SEND Code of Practice 2014 defines SEND as:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*A) Has a significantly greater difficulty in learning than the majority of others the same age, or*

*B) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

As an inclusive school, we educate children from the ages of 2 to 11 (Time for Twos to Year 6) with varying levels of SEND. We welcome all children and provide different and/ or additional provision for a range of needs. These may include:

Area of Need	For example, a child or young person may:
<b>Communication &amp; Interaction (C&amp;I)</b>	<ul style="list-style-type: none"> <li>• Have speech, language &amp; communication difficulties which make it difficult for them to make sense of language.</li> <li>• Have speech, language and communication difficulties which make it difficult for them to be able to, and understand how to, communicate effectively and appropriately with others.</li> <li>• Have diagnoses of ASC (Autistic Spectrum Condition), Asperger's, with associated communication difficulties.</li> </ul>
<b>Cognition &amp; Learning (C&amp;L)</b>	<ul style="list-style-type: none"> <li>• Learn at a slower pace than others their age.</li> <li>• Have difficulty in understanding parts of the curriculum.</li> <li>• Have difficulties with organisation and memory skills.</li> <li>• Have a specific difficulty a specific part of their learning performance.</li> </ul>
<b>Social, Emotional &amp; Mental Health (SEMH)</b>	<ul style="list-style-type: none"> <li>• Have difficulty managing their relationships with other people.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be withdrawn, or behave in ways that may hinder their and other children's learning.</li> <li>• Demonstrate difficulties with their health and/or wellbeing.</li> <li>• Have difficulty understanding or regulating their emotions (e.g. anxiety, anger)</li> <li>• Have a diagnosis of ADHD (Attention Deficit Hyperactivity Disorder).</li> </ul>
<p><b>Physical &amp; Sensory (P&amp;S)</b></p>	<ul style="list-style-type: none"> <li>• Have visual and/or hearing impairments.</li> <li>• Have a physical need that means they must have additional ongoing support and equipment.</li> <li>• Have difficulties with sensory processing.</li> <li>• Be under-sensitive or over-sensitive in any of the 5 areas: proprioception, vestibular, auditory, oral sensory and tactile.</li> </ul>

We recognise that all children, regardless of any diagnosed SEND, may need some support in their learning at some time. This support may be short or long term and may take the form of an additional resource or extra provision.

### Who is responsible for co-ordinating and supporting pupils with SEND?

At Hob Green, every teacher is a teacher of SEND and all staff have a responsibility for ensuring the needs of a child are fully met.

#### Special Educational Needs Co-Ordinator (SENDCo):

It is compulsory for a school to have a Special Education Needs and Disabilities Co-ordinator (SENDCo). Hob Green's SENDCo is Mrs Amy Humphreys and she is responsible for the day-to-day operation of the SEND policy and the co-ordination of specific provision to support individuals with additional needs. It is also the role of the SENDCo to provide professional guidance to colleagues and work closely with parents/carers and other agencies. If you have any specific concerns about your child that you wish to discuss further with Mrs Humphreys, she can be contacted via the school office on 01384 210288 or via email ([ahumphreys@hobgreen.drbignitemat.org](mailto:ahumphreys@hobgreen.drbignitemat.org)).

#### Class Teachers:

The provision of pupils with SEND is closely monitored by the class teacher in collaboration with the SENDCo. All our teachers have a responsibility to cater for the needs of the children in their class and offer a high-quality inclusive curriculum through quality first teaching. If they have concerns about a child in their class and feel they may need additional provision and/ or support, then they raise their concerns with parents and the SENDCo.

#### Teaching Assistants:

Our Teaching Assistants (TAs) are class based and support with the delivery of phonics, reading, speech and language, maths and English sessions, targeting

identified children. This enables us to offer small group support to those children with higher levels of need of SEND Support. Their work is carried out under the direction of the class teacher and SENDCo with the support of external agencies.

Our TAs also support with the delivery of Individual Support Plan (ISP) targets and interventions. These are planned for, monitored and reviewed by the class teacher in collaboration with the SENDCo and parents.

#### **Parent Participation Officer:**

Mrs Rose Whitehouse is our Parent Participation Officer and a Designated Safeguarding Lead (DSL). She is available every day to discuss concerns with parents and provide advice and support.

#### **Pastoral Team:**

The Pastoral Team meet weekly to discuss the needs of our vulnerable children and plan how to remove the barriers to learning that have been identified. Depending on the type of support needed, the team work closely with teachers, parents and outside agencies to close the gap on their learning and provide advice and support for teaching and support staff, as well as for parents and carers on how to support their child at home.

#### **The Trust Board**

The Trust maintains a clear oversight of SEND provision across all schools through the Trust Improvement Board. The Trust Board has an identified SEND Trustee who is responsible for:

- Raising awareness of SEND provision issues at Trust Board Meetings.
- Monitoring the quality and effectiveness of SEND provision within individual schools and across the Trust.
- Working alongside the Executive team, Headteachers and SENDCos to determine the strategic development of the Trust's SEND policy and provision.

#### **Senior Leadership Team**

Mrs Humphreys is part of our Senior Leadership Team (SLT). She works closely with the Headteacher, Mrs Lucy Williams, and Deputy Headteacher, Mrs Maggie Bostock, to ensure that the provision for our pupils with SEND is robust and that the development of the SEND practices is part of the whole school development.

#### **How do we identify children with SEND?**

At Hob Green, we believe that every child matters and aim to ensure that all children are given equal opportunities that empower them to become creative and ambitious individuals, who strive to do their best at all times. Early identification is key to ensuring pupil needs are met and through effective partnerships and collaboration with parents and external agencies, we are able to identify individual needs early, enabling pupils to access a level of support that is in line with their level of need.

When your child starts our school, they will be assessed so that their attainment and current level of skill can be obtained. If your child has transferred from a different education setting, our assessment data will build on any information that has been passed on. This means that our teachers can carefully plan and deliver a curriculum that enables your child to thrive socially, emotionally and academically. Working in collaboration with parents, class teachers will make regular assessments of progress for all children.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.

- Your child is identified as working below age-related expectations.
- Progress is significantly slower than that of their peers who started from a similar baseline.
- There is an increase in attainment gap between the child and that of their peers.
- Concerns are raised by external professionals such as GP or Paediatric Team.

Slow progress and attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes. These will include the expected progress and attainment and the views and wishes of the child and their parents. We will use this to help determine the support that is needed and whether we can provide it by adapting our core offer or whether something additional is required.

Teachers monitor every child's progress as a matter of routine. Progress is reported every half term in Pupil Progress Meetings with the Senior Leadership Team (SLT). Any concerns will be raised and shared with the SENDCo as part of these progress meetings.

Our support process is shown below:

#### **Stage 1 - Quality First Teaching**

Wave 1 describes Quality First Teaching (high-quality inclusive teaching which takes into account the learning needs of all children). It includes providing scaffolded support (differentiation) and creating an inclusive learning environment. All children have an entitlement to quality first teaching; therefore this stage is not identified as SEND support.

#### **Stage 2 - Time-Limited Interventions/ Cause for Concern**

Some pupils may require specific, time-limited interventions in addition to quality first teaching that are provided to help accelerate progress to enable them to work at age-related expectations. These are often targeted as a group of pupils with similar needs. Again, these interventions are not necessarily deemed as SEN support.

At this stage, however, the class teacher may raise a cause for concern and in collaboration with the SENDCo, identify an area(s) of concern, reflecting upon the four areas of need as identified in the Code of Practice. These concerns are discussed with parents and together, more specific, targeted interventions are put into place that aim to accelerate progress and enable the child to reach their full potential through using the Graduated Approach.

#### **Stage 3 - SEN Support**

Those children whose needs cannot be met through wave 1 and 2 may require specific support, which is 'additional to or different from' the differentiated curriculum. Specific support may include things like a more specific learning programme, specific targeted interventions, extra help from a teacher or teaching assistant or support from an external agency. External agencies may include Speech and Language Therapy Services, Educational Psychology or Autism Outreach Service. Children receiving SEN support, with parental consent, will be placed on an internal SEN support register to monitor additional provision and ensure effectiveness.

The aim of this stage is to provide further support that accelerates progress and effectively meets the child's needs. When this is achieved, your child will be taken off the SEN register and continue to have their needs met through the early stages of support.

#### **Stage 4 - Education, Health & Care Plan (EHCP)**

There may be some children with more complex needs that require additional support, above what is provided at SEN support. The school, parents/ carers or professionals may suggest that an Education, Health and Care assessment is carried out. This request is submitted to the Local Authority, who would expect to see evidence of the action taken by the school as part of the graduated response of SEN support.

Individual Support Plans (ISPs) are put into place for all children with SEN in order to provide targets to work on each term. An ISP may be put into place at stage two or three of our monitoring process. This is to ensure that interventions are targeting individual needs specifically. If outside agencies are involved, then advice from these agencies will be incorporated in these targets. ISPs are reviewed every term with teachers, parents and children.

### How do I raise a concern as a parent/ carer?

Initially, the first step would be to talk to your child's class teacher about your concerns. However, if you feel you would prefer to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Mrs Amy Humphreys) or our Parent Participation Officer (Mrs Rose Whitehouse). Appointments can be arranged in person, by phone or at the school office.

### What happens when a child is identified as needing SEND support?

A four-part cycle, known as the graduated approach is used to ensure children identified as needing SEN support make good progress. The graduated approach starts at whole-school level as teachers are continually assessment, planning, implementing and reviewing their approach to teaching children but where a potential specialist educational need has been identified, this cyclical process becomes more personalised and is supported by the SENDCo.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



### Assess

In the 'assess' stage of the graduated approach, teachers gain a growing understanding of a pupil's needs. This is done through gathering on-going, day-to-day assessments to make judgements about the progress a child is making. A clear understanding of a child's needs is critical to planning effectively, determining appropriate provision and making adjustments to teaching that will lead to good progress and improved outcomes for pupils.

Where concerns about a child's progress continue, despite making adaptations to teaching, further discussions will be sought with the child and their parents. On occasions, a child may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate.

These could include:

- Standardised reading, spelling or mathematics tests.
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.

- Request for advice from a specialist professional.

## Plan

The 'plan' stage involves discussing, planning and agreeing what will be put in place following the outcome of the assessment information gathered. The planning should involve the child, parents and staff from the school who know the child well (class teacher, teaching assistant and SENDCo). Where other professionals are working with the child, they should also contribute to planning.

The initial step of the planning process includes agreeing specific targets in order to focus attention on key areas; the targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used.

This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support. •

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified. This will be set out in a document known as an **Individual Support Plan (ISP)**.

## Do

In the 'do' stage of the graduated approach, the teacher, SENDCO and teaching assistants are responsible for making sure the child's needs are being met through high quality teaching, and that targeted interventions are taking place regularly and effectively. Work taking place during targeted provisions should be fed back to the class teacher and recorded where necessary to enable effective reviewing at the next stage.

## Review

In the 'review' stage of the graduated approach, targeted provision and adaptations to high-quality teaching (as outlined on the child's Individual Support Plan) will be reviewed to reveal impact. With the assess, plan, do, review process being a cycle, the idea is that this process is continual. If the review stage shows a child has made really good progress, this may mean they no longer require the additional provision. If this is the case, the child is likely to be taken off the SEN register and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching. For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.

## **What are the arrangements for consulting pupils with SEND and their parents?**

When identifying potential SEND needs, discussions are held with both the pupil and their parents. The purpose of these conversations is to:

- Listen to all concerns from all of those involved with the child, including the child.
- To establish a good understanding of the pupil's strengths and difficulties
- Agree on outcomes and next steps and how these can best be supported.

Parents and pupils will always be notified when it is decided that a pupil may need SEN support. Any monitoring and reviews from outside external agencies along with

their recommendations will be reported by the professionals initially to parents and staff.

Throughout the school year, there are opportunities for teachers to discuss with parents any concerns they may have in regard to their child. All parents are invited to attend three parents' evenings per year. This is an opportunity for teachers and parents to discuss a child's progress, attainment and targets. Parents can request to meet with the SENDCo at these meetings. Class teachers are regularly at the classroom door (Foundation Stage) or on the playground (KS1 & KS2) at the end of the day should you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, SENDCo and/ or Parent Participation Officer by visiting the school office.

Children who are involved with the Learning Support Service (LSS) will have additional meetings with the SENDCo and specialist teacher, class teacher and teaching assistant, to review their child's progress and set new targets. Other outside agencies may also require more regular meetings, for example the Educational Psychologist. For children with medical needs, meetings with parents may also include the School Health Advisor (Patricia Hayley).

All of the children in our Speech and Language Base have an ISP that has been written in collaboration with the Highly Specialist Speech and Language Therapist. These targets are sent home annually.

The assessment and annual review process of Education Health and Care Plans includes the choices and views of pupils/students.

### **How will you help me to support my child's learning?**

The class teacher may suggest additional ways of supporting your child's learning through a note in the communication book, at parents' evening or by arranging a meeting with you. The SENDCo may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at the School Review.

The class teacher or other relevant agencies or our Parent Participation Officer may meet with you to discuss strategies to use if there are concerns with a child's behaviour/emotional needs. Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home. Parent/carer workshops and coffee mornings can be arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

### **What training do staff have in relation to the needs of pupils at Hob Green Primary?**

All staff receive regular training relating to SEND that is timely and relevant to the needs of the pupils in our school. Hob Green Primary is committed in ensuring that all staff receive ongoing training and is continually seeking further opportunities that ensure that staff are kept upskilled in their profession. Hob Green currently buys into a range of specialist services, who will deliver training as and when the school requires. The SENDCo ensures that specific training is placed in each class according to the needs of the pupils on the SEND register. Training can be provided by specialist services and/ or the SENDCo.

We have a team of Teaching Assistants (TAs) who are trained to deliver SEND provision. The need for SEND training is regularly reviewed and monitored by the SENDCo.

### **How are adaptations made to the curriculum and the learning environment for children with SEND?**

All children access a broad and balanced curriculum. Teachers plan to meet the needs of the children, differentiating work to closely match their ability and learning needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class. However, on occasion this might be individually differentiated. Children with SEND will be provided with relevant resources, support time and an individualised learning programme to support their specific needs. This might include the use of visual timetables, simplified language, signing, pictures and symbols. Adaptations may also be made to the learning environment where needed, in order to help fit the needs of some children. Examples of this may be the use of specialist equipment such as writing slopes, pen/ pencil grips and hearing systems for those pupils who have a hearing impairment. The class teacher will work closely alongside the SENDCo to ensure all aspects of the curriculum are accessible for every child.

### **Educational Visits:**

Educational visits that take place outside of school are an important part of enhancing a child's learning and we provide all our children with a range of enriching experiences. When required, identified pupils with SEND will have their own personalised risk assessments to ensure their safe participation in the activities. If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required, an additional member of staff will accompany the child during the activity.

### **Accessibility:**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Individual entrance which separates the staff car park and leads onto a flat spacious main entrance with good wheelchair access into the school building.
- Separate toilet for disabled users, toilet adapted for disabled users.
- All of the ground floor is fully accessible to wheelchair users.
- We are actively planning further improvements to make the school more accessible and have an up-to-date Accessibility Plan.

### **How will children with SEN be supported during a period of lockdown, in relation to COVID-19?**

- *The SENDCo will contact the families of pupils with SEND to provide guidance around accessing remote learning that is appropriate to their child's ability.*
- *Remote learning set through Class Dojo will be differentiated and uploaded onto class pages. Tasks set will be based on each pupil's ability in that subject area.*
- *The SENDCo will facilitate the distribution of resources to support pupils with SEND accessing the remote learning provided.*
- *The Individual Support Plans (ISPs) of SEND pupils will be made available to parents and carers, to ensure continuation of strategies used to support pupils in school. 1:1 or small*

*group 'live' interventions will be arranged so that targeted support can be provided on a weekly basis. This will be arranged with the child's class teacher.*

- *Where a pupil is known to the Speech & Language Therapy Team, parents and carers will be able to access support and guidance directly from the school's named therapists.*
- *Families can contact the SENDCo directly on the following email address for support or guidance: [ahumphreys@hobgreen.drbignitemat.org](mailto:ahumphreys@hobgreen.drbignitemat.org).*
- *The SENDCo will facilitate regular phone calls with the families of pupils with an Education, Health and Care Plan, to ensure the outcomes set in the plan continue to be met.*
- *Fortnightly calls will be made to all children to review their welfare needs.*

### **How are children with SEND enabled to engage in activities with children who do not have SEND?**

Hob Green is an inclusive school where children of all abilities learn together. We take steps to overcome learning barriers, including physical disabilities and medical needs, so that all children are offered equal opportunities to participate in school life and in extra-curricular activities. Risk assessments are completed to ensure safe participation. No pupil is ever excluded from taking part in any activity because of their special educational need or disability.

### **How does the school support the emotional and social development of children with SEND?**

Hob Green is an inclusive school that prioritises every child's emotional and spiritual development. The class teacher has overall daily responsibility for the pastoral (well-being), medical and social care of every child in their class. Should they have any concerns, parents will be informed and additional support may be implemented.

Additional support may be provided for pupils who are identified as needing support with interaction skills, emotional resilience and wellbeing. Some of the support we offer to our children may include:

- Members of staff such as the class teacher, teaching assistants, SENDCo and Parent Participation Officer being readily available for pupils who wish to discuss issues and concerns.
- Finding a quiet area for those children who need to have 'time out' and 'space'. This can include unstructured times of the day (e.g. lunchtimes).
- Referrals to the Counselling Service Team who provide a counselling service that is delivered in school.

The views of our children are listened to and taken into account in all stages of SEN provision. For those who have an ISP, a pupil passport will be completed annually to ensure the views of the child are timely with their stage of development.

We also provide opportunities for all children to take part in the school council where they are given the chance to voice, contribute and be involved in the wider school life.

### **What is the process for requesting an EHCP?**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process in the form of requesting an Educational Health Care Plan (EHCP). These requests can be made by school or by parents.

The application for an Education, Health and Care Plans (EHCPs) will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- External providers e.g. Speech and Language Service, Education Psychology

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information on the statutory assessment process can be found on the Department for Education [website](#).

### **What happens if it has been agreed to assess my child for an EHCP?**

- Following Statutory Assessment, an EHCP will be provided by Dudley County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **How do we support pupils with medical conditions?**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

At Hob Green, we work closely with our School Health Advisor (SHA) to ensure the medical needs of our children are met. For some children, this involves a risk assessment and for others, they may need a care plan.

### **What specialist services and expertise are available and currently accessed by the school?**

At Hob Green, we work closely with a number of external agencies. These include:

- Autism Outreach Team
- Behaviour Support Service – The Sycamore School
- Charities including Barnardo's and NSPCC
- Child Protection Advisors
- Child & Adolescent Mental Health Service (CAMHS)
- Counselling Service

- Dudley's Educational Psychologist Service
- Dudley Physical Impairment and Medical Inclusion Service (PIMIS)
- Dudley Learning Support Service
- Early Year's Special Educational Needs Team
- Hearing Impairment Service
- Occupational Therapy
- School Health Advisor (SHA)
- Social Services
- Speech and Language Therapy Service
- Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS)
- Visual Impairment Service.

Referrals to most organisations are completed by the SENDCo. Referrals to CAMHS must be made by the GP but school can support these referrals in writing. A referral to Occupational Therapy must be made through the School Health Advisor

### **What are the school's arrangements for supporting pupils in transferring between phases of education?**

All children moving from one phase to another participate in a transition process where they spend time with their new teacher. Part of this transition process involves meetings between members of staff so that key information about individual children can be shared.

Where appropriate, additional transition plans are put in place for pupils with SEN. These will allow them to become familiar with staff and their new learning environment. The children may also receive a transition book or a social story, detailing their new classroom teacher with photographs to take home. These are tailored to individual needs and organised by the SENDCo.

#### **Starting EYFS:**

In the summer term, stay and place sessions are arranged for children to attend with their parents. Pupils may need additional sessions to help develop familiarity with the learning environment and the staff too. Photographs of the staff and classroom are sent home and where necessary, a social story can be created to share with the child in the lead up to them starting school. This is based on the individual needs of the child.

#### **Primary to Secondary:**

When moving from primary to secondary school, the SENDCo liaises with the new school to ensure a smooth transition. Pupils records are passed on and additional inductions may be arranged. A transition book and/ or social story may be created along with a pupil passport, outlining the areas of strength and difficulty of the child. This is also based on the individual needs of the child.

#### **Children with EHCPs:**

If a child with an Education Health Care Plan transfers to our school, we will hold a meeting for all involved stakeholders including the parent/ carer of the child. The child is also encouraged to attend. This may also be the case for any child which is supported by a number of agencies or who has complex needs.

#### **Transitioning from SLB:**

The SLB teacher supports the transition of children from the Speech and Language Base onto their secondary school setting. Meetings are held when your child begins year 5 to discuss secondary provision. A transition programme for each individual child is then run and managed by the SLB teacher in your child's final term in the Speech and Language Base.

### **How do you evaluate the effectiveness of provision made for children with SEND?**

- Through regular monitoring of all children with SEND, to ensure that academic progress is being made against National/Age Related Expectations (ARE) and that the gap is narrowing between them and their peers. This will be closely monitored by SLT as part of pupil progress meetings.
- By reviewing the children's targets on their ISP's and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.
- Through regular monitoring of interventions to ensure they are making an impact.
- Staff receive regular training on the areas of SEND and how to support children with additional needs. Staff will be asked to complete questionnaires to highlight areas they require additional training on.
- Regular learning walks are completed to ensure there is a whole-school approach to supporting children with additional needs.
- The SENDCO reports to the Head Teacher and members of the Inclusion Lead within the Trust regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

### **What are the arrangements for handling complaints?**

The staff at Hob Green Primary School work hard to support children with SEND. However, if a parent or carer wishes to make a complaint, they must first talk to their child's class teacher. If they are still not satisfied with the outcome, they will need to make an appointment to see the SENDCO (Mrs Amy Humphreys). Further complaints would need to be made to the Acting Deputy Headteacher (Mr Ian Parker) or the Acting Headteacher (Mrs Maggie Bostock).







