

SEN Information Report 2022-23

We offer a pupil-centred approach for consulting young people with special educational needs about their education and involve them in the decision-making process.

- Focus on the child as an individual.
- Enable the child and their parents (carers) to express their views and wishes.
- Enable the child and their parents (carers) to be part of and contribute to the decision-making process.
- Strive to make communications easy for children and their parents or carers to understand (verbally or through use of pictures or written translations or translators where applicable).
- Highlight the child's strengths and capabilities.
- Enable the child and those who know them best to identify what works best for them, their interests and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Ensure the results of assessments are shared effectively.
- Co-ordinate with relevant professionals to deliver an outcomes-focused plan for the child and their parents.
- Be mindful of the added value that working with a range of different service providers brings to the school and how this can enhance the quality of provision for pupils with SEND.

Frequently Asked Questions

Who is the Special Educational Needs Co-ordinator at Hardwick Primary?

The school SENDCO is Mrs Goodenough who is an experienced teacher and is in the process of completing the National Award for Special Educational Needs. She can be contacted via the school office or through your child's class teacher if you wish to discuss a pupil with special educational needs.

How does the school identify and assess pupils' needs?

- Pre-school checks
- Baseline assessments
- Phonics assessments
- Phonics screening check
- End of Key Stage SATs
- Non-statutory summative assessments
- Ongoing formative assessments
- External assessment tools to support identification of difficulties (e.g. Dyslexia Screener, Language Link Screener)
- Links with outside agencies including the Specialist Education Service, SENDIASS, Emotional Wellbeing Hub and Speech and Language Therapists (SALT)
- Summative attainment updates
- Careful tracking of data
- Observations of pupils

- Communication, involvement and consultation with child so they are able to contribute their views, particularly in relation to provision for them and how they can best be supported (this information is relayed in their one-page profile)
- Communication, involvement and consultation with parents/carers (this information is relayed in their pupil passports)
- Information from previous educational provision
- Feedback from Teachers and Teaching Assistants (TA)
- Reading assessments (Salford/NFER Reading)
- Spelling assessments (including National Curriculum common exception word lists and spelling rules)
- Maths assessments (Sandwell/NFER Maths Assessments)

How does the school plan for a wide range of children's needs?

- Continued professional development (CPD) and training of staff to enable them to support children with special educational needs (identified through Nasen's CPD audit of needs, review of SEND register and regular dialogue between class teachers and SENDCo)
- Provide specific training for staff to prepare for child entering the school with needs that have not been previously supported
- Individual provision maps
- Use of Education, Health and Care Plans (EHCPs)
- Use of individual targets through Pupil Passports
- One page profiles (highlighting the child's strengths and capabilities and enabling the child to identify what works best for them, their interests and what outcomes they are seeking in the future)
- The school's trained ELSA
- Well differentiated learning opportunities provided within class and small group interventions
- Provision of differentiated resources and specific environmental adaptations within class such as ear defenders, triangulated pencils/pens, writing slope, seat wedge, colour overlay, coloured paper/books, iPad, etc...
- Multi-sensory activities and approaches
- Incorporation into planning of any advice or guidance provided by external professionals
- Coordinated planning between class teacher, teaching assistants and SENDCo for pupils with SEND
- Regular assessment of progress and achievement against national expectations and individual targets
- Regular updates and reports given to governors to feedback on areas of need in school and whole school approaches of support

How does the school liaise with and communicate with parents? We recognise that good quality communication, involvement and consultation with parents (carers) is key to building effective relationships between teachers and families based on a culture of mutual listening and this is achieved through:

- Opportunities for parents/carers to meet their child's new class teacher before the start of the academic year

- Open door policy for parents to meet class teacher, SENDCO and/or senior leadership
- Regular contact about day-to-day events communicated through ClassDojo/Weekly Update newsletter /email
- Regular progress meetings for all children, with additional meetings for children with special educational needs as required, in order to communicate to parents/carers the progress their child is making
- Effective communication with parents/carers keeping them up to date with the level of support and effectiveness of interventions for their child
- Regular dialogue with parents/carers to develop strategies to promote independence by enabling their child to gain independence in their learning, where appropriate
- Meetings to review Pupil Passports termly
- EHCP Annual Review meetings
- New parents' visits
- Parents' evenings
- Open evenings
- Family support meetings
- Transition meetings with High Schools, personalised approach identifying individual needs

How does the school arrange for/provide specialist expertise?

- Early identification of needs (including Speech and Language Assessment for all Reception pupils)
- Referral to external professionals
- Communication and collaboration with parents
- Regular communication and information sharing with an extensive range of external agencies
- Sharing of professional reports and assessment results with parents

How does the school monitor and evaluate the impact of the 'additional and different' arrangements on progress and outcomes for pupils with SEN?

- Regular pupil progress meetings
- Monitoring of individual targets Pupil Passports and EHCPs
- SEND focused learning walks
- SEND focused lesson observations
- SEND book scrutinies
- Teacher and TA observations
- Pupil perception interviews
- Analysing data through school tracking system
- Regular meeting with parents/carers to review child's progress

SEND School Offer/Local Offer

Our school offer and SEN information report is our school’s contribution to the Local Authority’s local offer and describes the range of provision and support available to support identified children as and when appropriate. This offer is subject to change depending on budgetary constraints and policy review.

In undertaking its statutory equalities duties, the school applies reasonable adjustments so that reasonable steps are taken to ensure that every child is included in every aspect of school life.

| ENGLISH | | |
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| Universal Offer for all pupils | Targeted Offer for pupils at SEND support stage | Complex Offer for pupils with an EHC Plan |
| <p>High quality teaching including differentiated and multi-sensory activities</p> <p>Targeted small group support in class</p> <p>Fine motor skills/handwriting activities</p> <p>Reading support from teachers, teaching assistants and volunteers</p> <p>School library with extensive fiction, non-fiction and reference books</p> <p>SENDCO delivers Dyslexia Screening to aid referrals</p> <p>Staff trained in Dyslexia awareness and Dyslexia friendly strategies to be implemented within whole class teaching</p> <p>Speech and Language Assessments upon entry to Reception</p> | <p>Small group and individualised phonic interventions (based on Read Write In. Phonics)</p> <p>Reading and Writing Intervention Programmes (Phonics Book Intervention, Write from the Start)</p> <p>Beat Dyslexia Programme for Key Stage 2 pupils</p> <p>Precision Spelling Daily intervention</p> <p>Phonics Reading Scheme (Read Write Inc. Phonics)</p> <p>Early Literacy Support intervention</p> <p>1:1 support and small group work tailored to individual needs</p> <p>Handwriting Interventions</p> <p>Hand Gym</p> <p>Before School Small Group Booster Sessions</p> <p>Currently working closely with Speech and Language Therapy (SALT) to support individual pupils</p> | <p>As universal and targeted offer plus:</p> <p>Currently working closely with the SES Cognition and Learning Team to support individual pupils</p> <p>Currently working closely with Highly Specialist Speech and Language Therapy (SALT) to support individual pupils</p> <p>Individual curriculum support provided for pupils based on their EHC Plan</p> <p>The level of support is assessed and put in place to meet the identified needs of pupils</p> <p>1:1 support for children with specific needs</p> |

| MATHS | | |
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| Universal Offer for all pupils | Targeted Offer for pupils at SEND support stage | Complex Offer for pupils with an EHC Plan |
| <p>High quality teaching including differentiated and multi—sensory activities</p> <p>Targeted small group support in class</p> <p>Provision of table-top concrete resources to ensure that learning is multi-sensory and practical</p> <p>Concrete resources to support abstract concepts</p> <p>Use of pre-teaching and post-teaching sessions to regularly recap and consolidate prior/key learning</p> | <p>1:1 support and small group work tailored to individual needs</p> <p>Precision Times Tables Intervention</p> <p>Number Sense Intervention programme for 1:1 or small group support in Early Years and KS1</p> <p>Year 6 after school small group Maths sessions</p> | <p>As universal and targeted offer plus:</p> <p>Individual curriculum support provided for pupils based on their EHC Plan</p> <p>The level of support is assessed and put in place to meet the identified needs of pupils</p> <p>1:1 support for children with specific needs</p> |

| SOCIAL, MENTAL and EMOTIONAL HEALTH NEEDS | | |
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| Universal Offer for all pupils | Targeted Offer for pupils at SEND support stage | Complex Offer for pupils with an EHC Plan |
| <p>Consistent school wide implementation of the school’s values and behaviour policy</p> <p>Team Points reward system</p> <p>A nurturing ethos across the school with an inclusive philosophy</p> <p>Regular opportunities to promote pupil voice across the whole school including pupil perception questionnaires, whole school votes to make decisions on school values, purchase equipment and decide on field trips</p> <p>Authentic whole-school approach, where talking about emotions and feelings, well-being and mental health is the norm, where it is acceptable to acknowledge difficulties and ask for help, to ensure concerns are</p> | <p>Where a pupil’s social, mental or emotional health deteriorates a referral will be made. This may include collaboration and communication with external professionals as appropriate e.g. GPs, Educational Psychologists, SENDIASS and Emotional Wellbeing Hub, School Nurse</p> <p>Pastoral Lead/Mental Health Lead works 1:1 with identified pupils with Social and Emotional needs.</p> <p>Working closely with the Specialist Educational Support Service to support individual pupils</p> <p>Social and Communication intervention programmes to support small groups of targeted pupils (Time to Talk, Socially Speaking)</p> | <p>As universal and targeted offer plus:</p> <p>Individual support provided for pupils based on their EHC Plan. The level of support is assessed and put in place to meet the identified needs of pupils e.g. sensory interventions to meet sensory needs to ensure positive relationships with peers</p> <p>1:1 support for children with specific needs</p> <p>Identified ‘safe spaces’ and key support staff</p> <p>Personalised reward systems (behavioural and/or academic)</p> <p>1:1 TAs in the lunch hall and playgrounds to support pupils during unstructured time</p> <p>Individualised support and strategies to aid smooth</p> |

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| <p>identified at the earliest opportunity</p> <p>Adults within the school openly discuss feelings and model strategies to promote good mental health, which normalises discussions and the importance of maintaining good mental health</p> <p>Genuine involvement of all staff, pupils, governors, parents, the community and outside agencies</p> <p>Christian 'Values for Life' education</p> <p>Whole school assemblies to support 'Values for Life'</p> <p>PSHE lessons based on the Jigsaw approach and whole school assemblies</p> <p>Pastoral support for pupils' wellbeing from class teachers and teaching assistants</p> <p>Pastoral Lead is Mental Health First Aider and school ELSA</p> <p>Encourage all children, including those with special educational needs and disabilities, to contribute their views to all parts of school life, including school councils and roles of responsibility</p> <p>Extra-curricular activities available for all children, including those with special educational needs and disabilities</p> <p>Open door policy for parents</p> <p>Staff trained in supporting pupils with ADHD</p> <p>Staff trained in supporting pupils with ASD</p> <p>Staff trained in managing anger and behaviour support strategies</p> <p>Staff trained in positive handling in schools</p> | <p>Working closely with the Emotional Wellbeing Hub to support individual pupils</p> <p>Guidance and outreach from SENDIASS and Emotional Wellbeing Hub</p> <p>Those pupils with additional social, mental and emotional health needs have extra input provided in a non-stigmatising way, where the whole school population has the skills and attitudes to support those with greater needs</p> <p>Parents/carers are actively involved in planning for any activities/trips</p> <p>Adult support provided through daily transitions at the beginning and end of the school day</p> <p>High ratio of adult to child supervision and support during unstructured time, including lunchtimes and breaks</p> <p>Adaptations to the school environment for children with specific needs, such as those resulting from ASD or ADHD, for example the provision of quieter rooms with less sensory overload, 'safe spaces'.</p> <p>Visual timetables</p> <p>Personalised social stories</p> <p>Emotion cards</p> <p>Individualised reward systems (behavioural and/or academic)</p> <p>SEND pupil perception interviews conducted by SENDCo and SEND Governor</p> <p>Early entry to school to support transition and anxiety</p> | <p>transitions, particularly at the end of the school day</p> |
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| | Referrals to Barnardo's for the Neurodevelopment Pathway for concerns | |
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| MEDICAL NEEDS | | |
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| Universal Offer for all pupils | Targeted Offer for pupils at SEND support stage | Complex Offer for pupils with an EHC Plan |
| <p>Staff trained in First Aid</p> <p>Key staff trained in Paediatric First Aid</p> <p>Shallow Water Training</p> <p>EpiPen and Anaphylaxis Training</p> <p>Asthma Support Training</p> <p>Diabetes Training</p> <p>Administration of regular medication, robust recording system in place to monitor this</p> <p>Risk assessments are undertaken for all school trips</p> <p>Regular visits by school nursing team</p> | <p>Liaison with medical professionals for children with ongoing treatment</p> <p>Care plan with photograph of child, detailing the child's condition, required medication and medical protocol available in the office</p> <p>Individual risk assessments are undertaken for pupils in conjunction with the parents, school nurse or any outside agency where appropriate</p> <p>High Tariff Needs funding may provide 1:1 adult support</p> | <p>As universal and targeted offer plus:</p> <p>Individual protocols for children with significant medical needs</p> <p>Key members of staff trained to provide personal care or administer medication in accordance with EHCPs</p> |

| COMMUNICATION & INTERACTION, COGNITION & LEARNING and SENSORY AND/OR PHYSICAL NEEDS | | |
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| Universal Offer for all pupils | Targeted Offer for pupils at SEND support stage | Complex Offer for pupils with an EHC Plan |
| <p>Modelling of high quality and appropriate language by all staff</p> <p>Clear, concise instructions provided during lesson input and monitored through SEND focused learning walks</p> <p>Rooms decorated with sensory consideration and monitored through SEND focused learning walks</p> <p>Use of coloured backgrounds on interactive whiteboards, individual PC screens and work provided on coloured paper where applicable</p> | <p>Assessment by and intervention from a speech and language therapist on referral (SALT)</p> <p>Assessment by and intervention support from Specialist Education Services (SES)</p> <p>Additional support and interventions within class and small group or 1:1 interventions</p> <p>Social and Communication intervention programmes to support small groups of targeted pupils (Time to Talk, Socially Speaking)</p> <p>Memory/Listening games and activities</p> | <p>As universal and targeted offer plus:</p> <p>Support from Specialist Education Services, SENDIASS and Emotional Wellbeing Hub</p> <p>Implementation of Speech and Language programmes by the speech and language therapist, class teacher and teaching assistants based on SALT recommendations</p> <p>Implementation of Dyslexia Support programmes by the Specialist Education Services Cognition and Learning team, specialist teacher, class teacher</p> |

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| <p>School speech assessments for support with speech referrals and concerns</p> | <p>Specific seating arrangements, writing slopes, ear defenders, pencil grips, triangulated pens and pencils, coloured overlays, coloured paper/books, seat wedge, visual timetable, sensory fiddle toys, chew buddy, use of individual white boards or notebooks to jot down instructions, individual task cards, etc.</p> | <p>and teaching assistants based on recommendations</p> <p>Personalised sensory support resources and interventions</p> <p>Personalised communication support resources and interventions</p> |
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