

Special educational needs (SEN) information report

Huby CE Primary School



Reviewed by: Jane Cunningham

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Next review: September 2024

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

<https://www.huby.n-yorks.sch.uk/special-educational-needs-and-disabilities-send/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Attention deficit hyperactive disorder (ADHD)

Social, emotional and mental health	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Behavioural difficulties do not necessarily mean that a child or young person has SEN.

2. Which staff will support my child, and what training have they had?

Miss Jane Cunningham – SENCo (Special Educational Needs Coordinator). National Award for SEND Coordination (NASENCo) due to be completed in February 2024.

She is a qualified teacher BSc, PGCE and headteacher NPQH and is working towards her qualification in special educational needs.

Mrs Emma Thompson – Early Years Teacher

She is a qualified teacher and obtained her qualification in special educational needs (NASENCo) in May 2020.

Miss Emily Rhodes – Wellbeing Mentor

She is a level 3 teaching assistant and has received training in

- Sensory and behaviour issues

- Unlocking autism
- Social, Emotional and Mental Health (SEMH)
- Adverse Childhood Experiences (ACEs)
- Grief and Loss
- Brick by Brick (previously Lego Therapy)
- Emotionally-based school avoidance (EBSA)

Mrs Rachel Comerford and Mrs Joanna Tunningley – SEN Governors

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, including who are trained to deliver SEN provision.

We have 8 teaching assistants who are trained to deliver interventions.

In the last academic year, TAs have been trained in

- Sensory and behaviour issues
- Unlocking autism
- Social, Emotional and Mental Health (SEMH)
- Adverse Childhood Experiences (ACEs)
- Grief and Loss
- Brick by Brick (previously Lego Therapy)

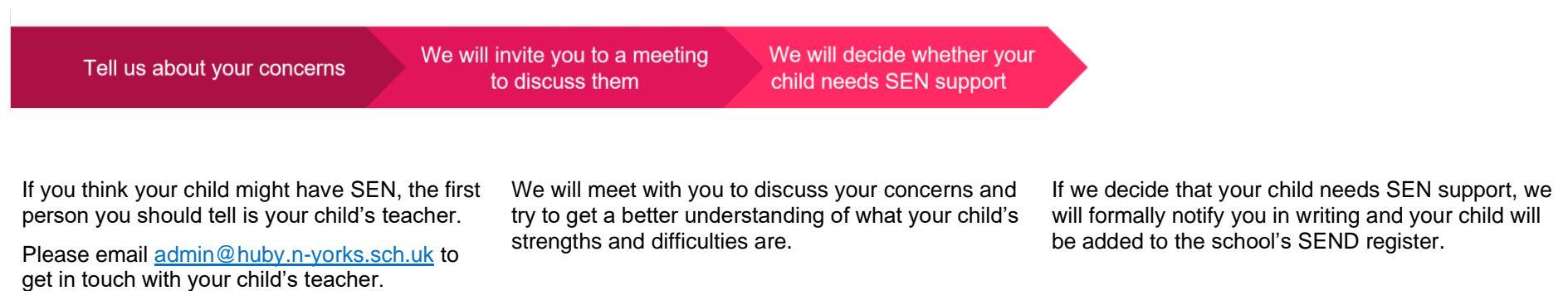
- Emotionally-based school avoidance (EBSA)
- Makaton

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?



They will pass the message on to our SENCO, Miss J. Cunningham who will be in touch to discuss your concerns.

You can also contact the SENCO. Please email admin@huby.n-yorks.sch.uk

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

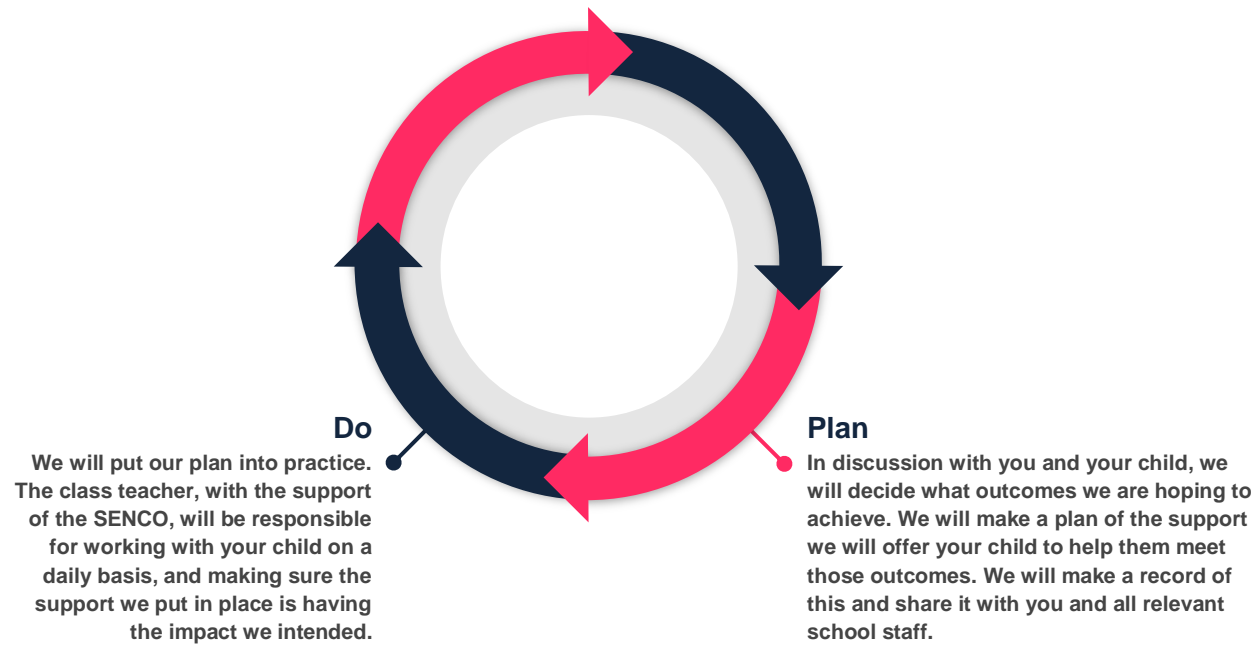
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress

- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis as required
- Teaching assistants will support pupils in small groups when doing interventions

We may also provide the following interventions:

Graduated Provision Map by Area of Need Huby CE Primary School 2022/23

Area of Need	Universal Provision– Quality First Teaching (all pupils)	Targeted Provision – Catch up (some pupils)	Specialist Provision (few pupils)
Cognition and Learning	Recap previous learning – address any misconceptions Differentiated curriculum planning, activities, delivery and outcome Groupings – e.g mixed ability Visual timetable, aids & use of symbols (www.widgetonline.co.uk) Instructions broken down into manageable chunks and given in sequence Writing frames Targeted questioning (Blooms taxonomy) Movement breaks/sensory regulation Clear modelling of task Understanding checked by asking chn to explain what they have to do	Catch up programmes – Little Wandle phonics & number sense Targeted intervention programmes Precision teaching Reading partners In class support from teaching assistant Multi-sensory spelling practice groups Specialist software e.g Lexia, Clicker8, Laptop/ipads Pupil passport and IEP targets circulated to all teachers SNAP Maths assessment and interventions Power of 1 and 2 Maths	Task adjustment with additional learning resources Specialist literacy/numeracy programmes (e.g Bear Necessities) N.Yorks SEND Hub advice and support Small groups or individual support from adult Advice from Educational Psychologist Pupil passport and IEP targets circulated to all teachers

Communication and Interaction	<p>Recap previous learning – address any misconceptions</p> <p>Language modelled by class teacher and support staff across all areas</p> <p>Simplified language, key words (www.widgetonline.co.uk)</p> <p>Speaking and listening skills develop through story time</p> <p>Visual timetable, aids & use of symbols</p> <p>Structured school & class routines (e.g rules for good looking, sitting, listening)</p> <p>Role play/hot seating/ drama activities</p> <p>Pupil talk time</p> <p>Signing - Makaton Range of multi-sensory approaches</p>	<p>Communication/ Social Skills / Talk Boost/ Lego therapy groups</p> <p>Symbol supported text (www.widgetonline.co.uk)</p> <p>Specialist software e.g Clicker8</p> <p>Individual visual timetable and Now/Next boards</p> <p>RAG rated timetable</p> <p>Individual workstation</p> <p>Break and lunchtime provision</p> <p>In class support with focus on supporting speech and language</p> <p>Pupil passport and IEP targets circulated to all teachers</p> <p>Lego Therapy</p>	<p>1:1 speech and language therapist assessment and recommendations</p> <p>Speech and language individual/small group work</p> <p>Advice from Educational Psychologist (EP)</p> <p>Individual work area</p> <p>Social Stories</p> <p>Pupil passport and IEP targets circulated to all teachers</p>
Social, Emotional and Mental Health	<p>Whole school behaviour policy</p> <p>Whole school/class rules</p> <p>‘Catch’ the pupil being good and offer praise</p> <p>Give chn classroom responsibilities</p> <p>Play calming music when/if appropriate</p> <p>Whole school/ class rewards and sanctions systems</p> <p>Circle time</p> <p>Achievement Worship – highlight positive achievements</p> <p>Movement breaks/sensory regulation</p> <p>Keep instructions, routines and rules short, precise and positive</p> <p>Compass Phoenix (age 9+)</p> <p>Whole School Thrive Approach</p>	<p>Healthy Child Team</p> <p>Small group circle time</p> <p>Social Skills Group</p> <p>Zones of Regulation</p> <p>In class support for supporting behaviour targets, access, safety</p> <p>Stress balls, fiddle toys</p> <p>Pupil passport and IEP targets circulated to all teachers</p> <p>Lego Therapy</p> <p>Thrive Group Intervention</p> <p>SNAP Wellbeing assessment and interventions</p>	<p>Healthy Child Team</p> <p>CAHMS</p> <p>Individual reward system</p> <p>Time out card Break and lunchtime provision</p> <p>Advice from Educational Psychologist (EP)</p> <p>Circle of friends/Buddy group/ Peer mentoring</p> <p>N. Yorks SEN advice and support</p> <p>Pupil passport and IEP targets circulated to all teachers</p> <p>Thrive Individual Intervention</p>

Sensory and Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Medical/support/advice Movement breaks/sensory regulation	Additional fine motor skills/handwriting practice Keyboard skills training In class support for supporting access, safety Stress balls, fiddle toys Pupil passport and IEP targets circulated to all teacher	Individual support in class to access curriculum activities Physiotherapy programme Occupational Therapy input Advice/input from LA specialist team Pupil passport and IEP targets circulated to all teachers
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These interventions are part of our contribution to North Yorkshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions – usually every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports day, plays and special activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please visit North Yorkshire's admissions web page for further information on how we make the admissions process fair for all pupils.

<https://www.northyorks.gov.uk/education-and-learning/school-admissions>

13. How does the school support pupils with disabilities?

[Accessibility Plan](#)

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of Huby Herons to promote teamwork/building friendships
- › We provide extra pastoral support for listening to the views of pupils with SEN

› We run a nurture sessions for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

[Anti-bullying policy](#)

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. We have close links with our local secondary schools and liaise closely with them to prepare children for transition to their next school. Secondary School staff usually attend the final primary school review for children with Educational Health Care Plans. They also often arranged enhanced transitions provision for all children with SEND.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Jane Cunningham (maternity cover for Mrs Emma Thompson) will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints Procedure

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at <https://sendiassnorthyorkshire.co.uk/> local offer.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages