

Hugglescote Primary School
SEN Information Report



School/College Name:	Hugglescote Primary School
Address:	Ashburton Rd, Hugglescote, Leics, LE67 2HA
Telephone Number:	(01530) 832721
Name of Head teacher:	Mr Paul Driver
Head teacher/Principal's contact details:	head@hugglescote.leics.sch.uk
Website address:	www.hugglescote.leics.sch.uk
Twitter (X) details:	@HugglescoteCPS
School/College Specialism:	MLD Unit
Age Range of students:	4 to 11years
Date of Last Inspection:	27 th October 2022
Outcome of last inspection:	Good
Name of SENCo:	Carly Williams

Does school/college have a specialist designated unit/additional learning support department?

Yes No

Type: **MLD unit**

Policies that are in place for identifying those pupils with SEND and assessing their needs

The process of identifying SEND and assessing their needs in our school is outlined in our SEND policy which is on our school website.

The arrangements for consulting parents/ carers of SEND pupils about, and involving them, in the education of their child:

We are very keen to work in partnership with parents. If your child has SEN, then you will have an opportunity to see your teacher more often, including having an extra meeting set aside for you each term, to set up or update a Pupil Passport, to talk through your child's provision and to review whether additional support has been successful.

If your child's needs in an Educational, Health and Care Plan, then this will be formally reviewed with your opinion recorded each year, and sent to the local authority.

How would we support a parent/carer with a concern or a young person who was worried about their learning?

Parents can speak to their child's class teacher in the first instance or arrange a meeting with the SENCO. The SEND process is clear and available for parents to view and, depending on the child's needs and concerns, regular communication with parents can continue as observations or assessments are conducted.

For a young person who is worried about their learning, in consultation with their parents as well, we will ensure that their concerns are listened to. Support can be put in place to meet their needs (emotional needs as well as learning).

The arrangements for consulting young people with SEND about, and involving them, in their education

The current Pupil Passports and Provision are shared with the children and they are written to and for the children. Every child with SEN Support should understand their extra support and why they have it. Pupils with a Passport have a section to share with their voice heard, and teachers continue to strive, where possible, to include them in decision making about provision.

If their needs are more complex, SEN Support plans and Education Health and Care Plans allow pupils to be part of their own additional support by including them in the One Page Profile, and they are invited to express their opinion in the Annual Review of their additional provision and funding.

The arrangements in place in our setting for assessing and reviewing the progress of pupils with SEND, and progress towards their outcomes

Hugglescote's system for regularly observing, assessing and recording the progress of **all** children is used to monitor effective intervention for our children with SEND. The class teacher, therefore judges progress and attainment **for all** the children

based on target tracking, for Literacy and Numeracy especially. Their assessments will take into account not only their careful judgement from your child's work over time, but the records that follow the child through school from one class to another.

Moreover, there is more rigorous analysis made of the small steps of progress the pupils make with their learning if they are receiving SEN Support. This will look first at the SEND Provision targets that were set for the term, and will measure progress against these targets and will be recorded.

Standardised tests are often used to measure specific progress or to investigate a pupil's need further.

The SENCo may be asked to conduct some further assessments made for reading, spelling, language, memory to investigate any barriers to learning, further. These will be conducted least twice a year, if relevant. (Here are some examples of assessments used).

Arrangements made for Transition:

Transition to a new school can be exciting and worrying for you and your child. At Hugglescote we try to make any transition as smooth as possible, particularly for our children with additional support.

EYFS staff meet with staff from feeder nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO during these meetings. We also liaise with the Early Years Inclusion Team, taking note of any additional needs that have been identified and receiving reports where necessary. The SENCO will arrange a further meeting if required to discuss arrangements for transition.

If the transition is within school (from Key Stage 1 to Key Stage 2, for example) we make sure any SEND information is shared in advance so that the individual teacher is aware and can make preparations.

Class teachers of children joining from other schools will receive information from the previous school; the SENCo will contact the previous school to further discuss your child's SEND needs. Similarly, children transferring from Hugglescote to new schools will have details of particular needs and additional provision sent to the new school. The SENCo will discuss these children with other schools on request.

Additional transfer arrangements are made for the children transferring to High school, including meetings with the Year 7 co-ordinator and SENCO, as appropriate.

Our Approach to teaching pupils with Special Needs:

Our approach takes into account these important things:

- Ensuring the SEN and Disability Act and New Code of Practice and guidance from the local authority are implemented effectively across the school.
- Ensuring equal opportunity for, and to eliminate prejudice and discrimination

against any children especially those with additional needs and considerations (see also the Equality Policy)

- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Providing full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- Providing specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Support or an Education, Health and Care Plan.
- Ensuring that pupils with additional needs are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Ensuring that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- Enabling children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of high school life and learning.
- Involving parents/carers at every stage in plans to meet their child's additional needs.
- Involving the children themselves in planning and in any decision making that affects them.

How we adapt the Curriculum and Learning Environment:

In order to progress a child with SEN usually requires some adjustments to the curriculum plan for the whole class and the environment.

This may involve:

- 1) Altering the learning objective – so the objective for your child may be slightly easier, it may have more or less steps, or leave out some of the social complexity (a first this.....then this....routine, for example works for many)
- 2) A change in teaching styles or strategies - the teacher may use more visual cues or have “talk partners” or a child acting as scribe, for your child to be able to access and understand the lesson.
- 3) Specific Resources – These may include more physical examples, a writing frame, additional word lists, cue cards, individual copies of the information, or a laptop to support writing.
- 4) Additional teacher/ adult time – within class, additional time may be necessary with an adult to check understanding of instructions, for example, or to assist with some physical needs

The expertise and training that our staff have in relation to supporting and teaching pupils with SEND and how this specialist expertise is secured

The SENCO is a qualified teacher and holds the National SENCO Award, a Post-Graduate qualification in SENCO co-ordination with 9 years experience of being a SENCO. She has completed regular professional development sessions in a range of SEND areas and attends SEND network meetings.

Moreover, the SENCO, in conjunction with Senior Staff, ensure that staff training and CPD is constantly reviewed and updated. Staff are kept up to date with training on specific Special Needs, and a note of current SEND training is kept with the SENCO.

Training is secured from the Local Authority organisations such as the Specialist Teaching Service, Autism Outreach and the Leicestershire Educational Psychology Service. Professionals from outside agencies may also recommend training from other agencies that are relevant to the specific needs of a child.

How we evaluate the additional provision and its effectiveness

Formal and informal assessments are collected and looked at as a whole picture across the school by the Senior Leadership Team, the SENCO and our MLD Unit Teacher, each term. Teachers, Learning Support Assistants and children may be observed working by their teacher, the SENCO or an outside agency. This may help the teachers and parents to consider next steps, alternative approaches or whether the provision is still appropriate.

The SENCO then updates the provision across the school, looking at available adults, any changes in approach, and any training that is necessary, as well as any need to contact an outside agency. The MLD Unit Leader will focus this process on the children in our unit.

Staff will also look at the number of children on the SEN Record as a whole and record any trends, including comparisons to National Expectations. These are discussed with the Senior Leadership Team and the SEN Governor if appropriate. There is a school plan of improvement that everyone is made aware of including LSAs.

In addition, the SENCO attends regular meetings with other school SENCOs each term to update and revise developments in Special Needs Education and Inclusion.

The governing body will also use its best efforts to ensure the best possible provision for inclusion and Special Educational Needs and Disabilities, in this school. All governors are aware of their responsibilities for inclusion issues and Special Educational Needs and Disability, and discuss the issues regularly. There is a nominated governor for Special Educational Needs and Inclusion, and they will help in the monitoring and evaluation of the provision particularly.

How we make provision for pupils with special educational needs and when an Education Health and Care (EHC) Plan may be necessary:

SEN Support

After no more than two terms of monitoring, a child may then need **SEN Support** if they are still not making expected progress, despite changes and further differentiation in class. Parents, the child and their class teacher will meet again to review and agree to their child being recorded as having SEN on the SEN Record. **A Pupil Passport and Additional Provision** is then drawn up. The passport contains a summary of the pupil's strengths, difficulties and needs and provision contains no more than 4 specific, measurable, achievable and realistic targets. Moreover, it outlines appropriate support or intervention programs and who will be the additional adult leading these, if required. The SENCo is also informed and provides a "**Provision Map**" of all the various interventions and support that may be appropriate across the school. (More detail is provided in sections (c) to (f) below).

If appropriate, outside agencies are consulted to offer specialist advice. These could be: Specialist Teaching Service (which includes the Learning Support Team, the Sensory Impairment Team, the Designated Advisory Teacher for Disability and the Autism Outreach Service). It might also be relevant to contact the Medical team (who may include the school nurse, the Speech and Language Therapists, the Physiotherapist, the Occupational therapist or the paediatrician). Additional agencies might include those attached to Social Services, such as those support groups triggered under Early Help, Outreach practitioners from Forest Way or a specialist on emotional, social and behavioural needs from Oakfield School To School Team.

If you would like to know more about how and when decisions are made about SEND Support please contact your class teacher or SENCo (Details at the back of this report).

Top-up Funding –SEND Intervention Funding or Education, Health and Care Plans

If a child's needs are to the degree that their learning is very complex and/or severe and they are supported individually almost all of their time in school then we may fill in an application for **SEND Intervention Funding** or ask the local authority to carry out an "**Education, Health and Care Plan Assessment**". This is a very detailed assessment based on views and assessments of parents/carers, the school and a range of professionals. The child then may be issued with a "**Education Health and Care Plan**". Parents have a right to ask the local authority to carry out these assessments themselves, although it is usually best if it can be carried out with the support of the school too. Education, Health and Care plans are only appropriate for a small number of children. Your school SENCo or an independent representative from the SEND Information Support Service (SENDIASS) will be able to help you on this.

At this stage alternative placement and transition to another school may be explored, including places within our own **Moderate Learning Difficulties Unit**. Guidance on the criteria for this is provided by the Local Authority and will be shared with you when appropriate.



How equipment and facilities to support pupils with SEND will be secured

For pupils who require facilities and equipment to meet their needs in school, we will act on the advice of professionals to secure the appropriate equipment. Those professionals may be:

- Educational psychologists
- Occupational therapists
- Physiotherapists
- Speech and language therapists
- Outreach professionals

Any equipment identified as being required by the final publication of an Education, Health and Care Plan (EHCP) will be secured.

The school has a budget for SEND and will use this to purchase items and improve facilities that are required to meet the needs of pupils. This year, for example, the focus is on purchasing the assessments needed to help in the full diagnosis of dyslexia.

We also work with the Local Authority and Specialist Teaching Service, as well as the occupational therapist, when relevant, to find out what equipment and facilities are recommended. Some of these changes are also updated in the Accessibility Plan.

How pupils with SEND are enabled to engage with activities available to their peers without SEND

To enable all children to benefit from all of the opportunities that children without SEND have, class teachers and support staff liaise with the SENCo and outside professionals, if necessary. This is to ensure that appropriate adaptations and reasonable adjustments are in place so a pupil can access an activity in a way that is suited to them and their needs, regardless of which category of SEND they may fall into.

For example, PE could be a lesson that children with physical disabilities would struggle to access. At our school, an adaptation can be put in place such as adult support, changing the height of equipment or making another adjustment or using additional equipment. Alternatively, the use of ear defenders in noisy environments and fidget toys or the use of calm boxes or colouring during focused time may be required for a child to fully access and engage with an activity.

Improving the Emotional and Social Development of Pupils with SEND:

The adults in our school work as a team to ensure that children are not only supported academically but supported emotionally and socially too. Moreover, there is a consistency of approach across the school so that the expectations are clear for all pupils. (More detail can be seen in our Behaviour and Mental Health and Wellbeing Policy).

For our SEND pupils, this may mean that, in class, they may be provided with additional incentives or targets to focus in on the areas they are working on. They may be provided with more explicit expectations and spend more time discussing social expectation with an adult.

If our children do need some additional intervention, they may take part in our social skills groups, this may involve our popular “Lego Therapy”, or working with our LSA trained for Emotional and Social Needs (ELSA). They may be invited to attend lunch club, which is run every day and held in a quiet space. Children either eat their lunch there away from the busy lunch hall or they come to Lunch Club after eating their lunch in the hall. They can choose from a few different activities to participate in, in a calm environment.



At times, it may be necessary to seek further advice from other professionals.

How the governing body involves health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families

Our governing body invest time and effort to ensure the best education possible for all our children. They work in partnership with the teachers, the SENCo, and the senior staff to work out the best way of tackling the school's current need and it's constant strive to improve.

Access to outside agencies will be decided in a graduated way depending on need. A list of relevant services can be seen below with contact details. Additional information about referrals can be gained from the class teachers and SENCo.

Agency	Contact Info
Specialist Teaching Service <ul style="list-style-type: none"> • Autism and Learning Support Teams • Sensory Impairment Team • Specialist Teacher for Disability 	(0116) 305 9400
Educational Psychologists Local Authority Forest Way Alliance (Psychology 360)	(0116) 305 5100 (01530) 277363
Medical – School Nurse Single Point of Access <ul style="list-style-type: none"> • Speech and Language Therapist • Occupational Therapist • Physiotherapist • Paediatrician 	(01530) 468560 (0116) 2252525
Social Services Early Help	(0116) 3050005 (0116) 3058727
SEND Information and Advice Support Team	(0116) 3055614

The governors oversee the delegation of a SEN budget that can be negotiated. This may involve payment for access to services or money delegated for support and appropriate help.



British Dyslexia
Association



The arrangements that are made by the governing body relating to the treatment of complaints:

If you have any concerns concerning the provision for your child, we encourage you to approach school and hope you feel welcomed and able to discuss any concerns you have. Initially this could be a chat to your child's class teacher. If this

doesn't resolve the situation you may wish to speak to Mrs Williams (the SENCO) or Mr Driver (the head teacher).

If the concern is not resolved at this stage, you should use the formal complaints procedure which can be found on the website.

Support for parents

The Local Authority's site: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

It has lots of useful links and information to all the services mentioned below. There is also a useful independent body of support called the SEND Information and Advice Support Service (that has taken the place of Parent Partnership) who can aid you with the understanding of the New Graduated Response that the schools are using. Information on this service can be found on:

http://www.leics.gov.uk/index/education/going_to_school/parents.htm

Who to contact for More Information:

The SENCo for Hugglescote Community Primary School is:

Mrs Carly Williams

Appointments can be made by phoning the school office on (01530) 832721

Our MLD Unit Manager and Teacher is:

Mr Richard Ward and can also be contacted by phoning the school office

The local authority's local offer can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>