

## Sutton Park Primary School SEND Information Report



At Sutton Park we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014

This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

### **School Information:**

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Sutton Park Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with supporting children across all four broad areas of need.

### **The aims of our SEND policy and practice are:**

At Sutton Park Primary School, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities.

We seek to ensure that pupils with SEN are fully included in all aspects of school life. We believe that pupils with SEN and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

#### **AIMS :**

- To provide a framework, which will enable the school to meet the needs of pupils with special educational needs (SEN).
- To recognise the importance of early identification of SEN in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child with SEN develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment and play an active role in the planning of provision for their child.
- To ensure that pupils with SEN have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEN at the centre of the planning process to ensure the best possible outcomes for all children.

### **Identifying pupils with and assessing their needs.**

The legal definition of SEN in the SEND Code of Practice 2014 says that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if they;

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

Children's progress is monitored regularly at Sutton Park. If concerns arise relating to a child's development or progress the class teacher will arrange to meet with parents/carer and together they will decide on next steps. This may include a meeting with the SENDCo (Special Educational Needs Coordinator)

Concerns about a child's development/progress may be raised at any time by parents and/or class teachers.

The situation may be monitored more closely or it may be decided that targeted support and intervention is put in place.

If this additional support/intervention does not provide the anticipated progress in one or more areas of learning we will then consider the possibility that the child may have special educational needs.

Sutton Park Primary adopts a graduated approach to SEND children. Further information about this approach and next steps will be discussed with

parents/carers.

If a child joins from another setting

- Information regarding difficulties a child is having will be passed on from the previous setting/school/nursery. A transition meeting will be held so that support can be provided as soon as possible.

## Consultation

### Arrangements for consulting with parents of children with SEND and involving them in their child's education

At Sutton Park, we seek to work in close partnership with parents/carers to ensure that they have a significant involvement in their child's education.

- Informal consultation between parent/carers and the class teacher can be arranged at any time outside of teaching hours, and is the first point of contact if either party has concerns. This allows parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. We find these initial discussions vital in assessing ways forward for your child and therefore parents/carers also have an active role in planning and decision making regarding their child's provision.
- Termly parent consultation meetings take place, which gives the opportunity to discuss how your child is doing. If your child has an Individual Additional Needs Plan, this can be discussed and shared as part of this meeting.
- End of year reports will also outline how your child has progressed and celebrate their achievements.
- If teacher/parent carer liaison is still not supporting your child to make progress a meeting with parents/class teacher and the SENCo can be made
- If your child has an EHC Plan there will be an annual review of progress and provision and all relevant agencies alongside parents/carers will be invited to attend.

### Arrangements to consult with young people with SEND and how we involve them in their education

The child/young person is involved (as appropriate) at every stage of the assess, plan, do review cycle:-

- At the initial assessing and planning stage in order to support a person-centred approach, the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person are made in order to gather information regards their likes, interests, dislikes and difficulties.

The child/young person is able to discuss any aspect of their provision in a number of ways:-

- Informally with their class teacher on a regular basis.
- Where appropriate, the child/young person will attend a more formal termly meeting to review their progress and provision. A 'person centred approach' allows for professionals, parents/carers, and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, next steps are put in place to support the child/young person.

## **Assessing and reviewing children's progress towards outcomes is:**

*How do we work with parents in doing this?*

Where a child is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;

- Assess
- Plan
- Do
- Review

The HCAT support plan is used as a guide to work through this cycle. This is an ongoing process and not limited to more formal SEND reviews which are carried out termly.

The class teacher works with the SENDCO to carry out a clear analysis of the child's needs. This draws on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The emotional and social needs of the child
- The communication and interactions of the child
- Any sensory or physical needs
- The views and experience of parents
- The child's own views
- Advice from internal HCAT support services and external support services, if relevant

## **Arrangements for supporting children and young people in moving between phases of education**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25. For example: Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living

Children with SEN in Year 6 are discussed with the SENCO of the receiving school, and all information is transferred appropriately. This gives an opportunity for information and strategies to be passed on to their next setting. In most cases, following this, a transition meeting/phone call will be arranged for the parent/carer and pupil to liaise with the SENDCo from their new school. All pupils will participate in focused learning relating to aspects of transition to support their understanding of the changes ahead and visits will be arranged for children to see their new setting and meet staff. If needed, arrangements will be made for further visits and meetings to ensure a smooth transition.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to allow a suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate

schools or colleges at the next key stage to help with making an informed choice. Sutton Park School staff are happy to support with this process and visit settings with parents/carers if requested. The SEND team will administer the process following any request by the parent.

We carefully plan transition packages for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new children. Other consideration could also be given to the use of social stories, transition activities / programmes and / or communication passports. All of these can help to support children and prevent vulnerability during their transition.

At Sutton Park Primary School we aim to support transition in the best possible way to ensure a smooth and successful transition. We use a variety of support materials, chosen carefully for the children, including:

- A transition booklet 'Welcome to Class ...' that can be read several times to ease any anxieties
- Individual meetings with their new teacher
- Achievement Support Assistants and pupil to visit their new classroom daily leading up to any transitional change
- Social stories for pupils with ASD to support with any fears

These are just a few of the ways we try to support and ease transition.

### **The school's approach to teaching children and young people with SEND**

Sutton Park Primary School has adopted a whole school approach to teaching children with SEND. In the first instance, pupils are supported through 'Quality First Teaching' within their age appropriate year group.

Pupils with an identified SEND need are given an individual support plan that aims to close the gaps that they may have in basic skills for both literacy and mathematical development and develop social and emotional skills. Class teachers are responsible for updating SEN support plans and setting the next steps on their learning journey. The support that the child receives depends upon their individual need.

Some of the interventions that are used include:

- In class support, where the teacher or achievement support assistant may support one or more children to understand the content of the lesson.
- Small group work, where a member of staff may deliver a short-term literacy, numeracy or other intervention to a group of children.
- One to one work, where there may be a targeted support in their area of need e.g. Speech and language.
- Particularly vulnerable children may take part in a nurture group
- Friendship groups
- ELSA (Emotional Literacy Support) work • For some children, it may be necessary to provide supervision during unstructured times.
- Lexia
- Sensory sessions

Children are also actively encouraged to participate fully in all school activities, for example school productions and school clubs.

## **Adaptations made to the curriculum and the learning environment of children and young people with SEND**

*Including additional support for learning and equipment and facilities to support children*

We make a number of adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.'
- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, cream coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight.
- The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom)
- Technology may be used to support accessibility and presentation of work, for those who need additional support we have ASA's (achievement support assistants) who are trained to deliver interventions such as: Precision teaching, language interventions and Maths Interventions.

ASA's may support pupils on a 1:1 basis when they have an EHCP (Education, Health and Care Plan), dyslexia, physical needs, physiotherapy, Speech and Language difficulties or identified social and communication needs. Some pupils work on a 1:1 basis for reading development and phonic keep up. Teaching assistants will support pupils in small groups when they have identified mathematical needs. The Maths leader oversees small Maths intervention groups and work is based around developing basic number skills. Some pupils work in small groups for language intervention, handwriting and spelling work.

## **Expertise of staff**

*Including the expertise and training of staff to support pupils with SEN and how expertise will be secured*

The school SENDCo has been in place for four years. She is an experienced teacher. The head teacher has also held the SENDCo position for a number of years in two previous schools.

Staff are trained in various approaches and are provided with continuing professional development (CPD) linked to the needs of the cohort staff are working with and the needs within the school.

The SENCO provides all staff with regular SEN updates for the school, attends termly SEN meetings with the Local Authority/HCAT and organises training and CPD for staff as necessary. Training is gained from a range of organisations such as HCAT, outreach services and the Local Authority.

In the last academic year, staff have been trained in Little Wandle, speech and language, early communication and a number of ASA's have attended the training day.

Some teaching assistants have also completed a training programme put in place by the private speech and language provider. We also have a member of staff who are qualified ELSAs that work with children with social, emotional and mental health needs.

## **Evaluating the effectiveness of SEN provision**

Sutton Park is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to hold these discussions 3 times a year.

## **How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?**

- We are an inclusive school, all activities, including the school residential trip are offered to SEND pupils and adjustments are made accordingly.
- All children are entitled to a broad and balanced curriculum.
- All children, where appropriate, are encouraged to take part in after school and extra-curricular activities.
- Risk assessments for children with complex needs will be carried out where necessary

The School's accessibility plan is available on our website.

## **Support for improving emotional and social development.**

*(include pastoral support arrangements and listening to the views of parents and carers.)*

At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

ELSA sessions can be requested to support children who require this. We also work with the Mental Health Support Team from the NHS, who offer a variety of support.

## Working with other agencies

At times it may be that a child requires additional or external support to meet their special educational needs. When needed, a request can be made to the local authority service provider and/or other professional support services. These may include:

- Educational Psychologists – Applied Psychologies/Hull City Psychological Services
- Occupational Therapists
- Speech and Language Support Agency – NEW Options/NHS/ASD Team
- Northcott/Tweendykes Outreach Service
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Early Help
- CAMHS for Mental Health Needs
- KIDs – Parent Partnership
- School Nursing Team
- Virtual School – Looked After Children
- The Hull Mental Health Support Team

## Contact details for Support Services for Parents and Carers

Please visit the below link for support services. This link will take you to the names and contacts of many services.

<https://hull.mylocaloffer.org/>

## The local authority offer and what we contribute as a school

Provision by the local authority to meet the needs of children with SEND can be found at:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelid=3018&lockLA=True>

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;



- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and preparing for adulthood, including housing, employment and leisure opportunities

### **Complaints about SEN provision**

If you are not happy with any aspect of your child's education and learning, you can contact the SENDCo, Mrs Rounding on 825502. The main office will put you through or will leave a message for the SENDCo asking to call you back.

Where a satisfactory conclusion has not been reached, an appointment can be made to see the Head Teacher, Mrs Lee. This can be arranged via the school office.

A copy of the School Complaints policy can be found on the school website.

<https://suttonparkprimary.org.uk/>

Review Date: September 2024