


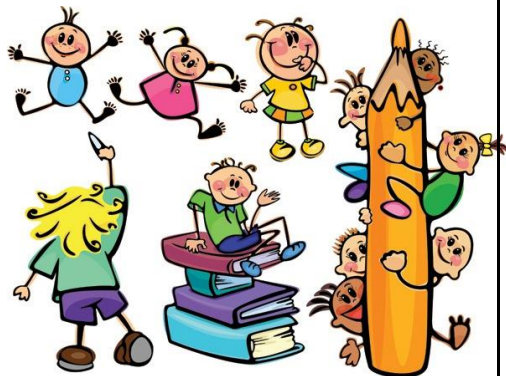
## **SEN Information Report for Hunslet Carr Primary School 2018 -2019**

<b>School Name</b>	<b>Hunslet Carr Primary School</b>
<b>Headteacher</b>	<b>Mr Martin Lumb</b>
<b>Inclusion Manager</b>	<b>Jane Wilson</b>
<b>SENCo</b>	<b>Jane Wilson</b>
<b>Support Staff Manager</b>	<b>Elaine Boyce</b>
<b>Governor with responsibility for SEN</b>	<b>Claire Burgess</b>
<b>Contact</b>	<b>Hunslet Carr Primary School Woodhouse Hill Road Leeds LS10 2DN Or via Website</b>
<b>Telephone</b>	<b>0113 2713803</b>

<p><b>Types of Special Educational Needs that are provided for at Hunslet Carr School</b></p>	<p><b>Hunslet Carr provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and interaction</b></li> <li>• <b>Cognition and learning</b></li> <li>• <b>Social, emotional and mental health difficulties</b></li> <li>• <b>Sensory and/or physical needs</b></li> </ul>
<p><b>Information about the school's policy for identification and assessment of pupils with SEN</b></p> 	<ul style="list-style-type: none"> <li>• <b>At Hunslet Carr we aim to identify the SEND needs of pupils as early as possible. This is most effectively done by gathering information from parents, nursery settings and other professionals prior to the child's entry into the school. We believe early intervention and response improves the long-term outcomes for our children</b></li> <li>• <b>Every student's skills and attainment will be assessed on entry. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and what reasonable adjustments may be necessary</b></li> <li>• <b>It is recognised that children with a disability may or may not have SEN. Children with who have an identified disability only, will have their needs met under the accessibility plan prepared by the governing body under paragraph 3 schedule 10 of the Equality Act 2010 from Children and Families act 2014</b></li> <li>• <b>Once the appropriate assessments have taken place, a decision will be made on whether a student has SEND in one or more of the 4 'broad areas of need' defined in the Code of Practice</b></li> </ul>

- The needs of our SEND children are continually assessed by the SENCO and will include the views of parents and the child when possible. To aid this process we have a Speech and Language Therapist employed by school who can assess Language and Communication difficulties We also have access to an Educational Psychologist and experienced nurture staff who support and assess social and emotional difficulty
- Sometimes external agencies such as the Complex Needs Team, Educational Psychology Service, Children and Adult Mental Health Service CAMHS may assist in assessment and recommendations of provision

**Evaluating the effectiveness of the provision made for pupils with SEN**



- The SENCO continually monitors progress data and seeks feedback from teaching staff in order to evaluate the effectiveness of provision
- As part of the Senior Leadership team the SENCO is involved in observations of Class teaching and the effectiveness of this teaching for SEND children
- Data is collected at least termly and adaptations to provision are made in light of these findings
- An Annual data analysis is reported to the head teacher and the Governing Body

**Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review**



- Children are assessed by class teachers, the SENCO or by outside agencies. The data tracking is then reviewed termly through 'pupil progress' meetings where the class teacher meets with the SENCO and members of the Senior Leadership Team
- Children who receive High Needs Top up funding or who are in receipt of an Educational Health Care Plan will have also have a pupil centred annual review meeting to discuss up to date assessments and progress. Parents are an important part of this review process. For children in Foundation Stage these meetings will take place termly
- Observations of children in class and in intervention groups form part of a continuous review process
- We welcome parental involvement in school. Parent meetings, target setting evenings, open days and celebration assemblies give opportunity for Parents to join in the life of the school. Parents are invited to discuss of progress at least termly and are always welcome to discuss their child with the SENCO
- If a child no longer matches the definition of SEND they are removed from the register following discussion with child and parents. They continue to be monitored

## The school's approach to teaching pupils with SEND



- All children will have access to a curriculum which is exciting, motivational and differentiated to challenge and meet individual needs. In order to widen the children's horizons we arrange termly experiences such as visitors and trips which will include all children
- All our children are treated as individuals and are included in Quality First Teaching as far as possible. The class teacher, together with support staff, will plan an appropriately differentiated curriculum for children with additional needs. Close monitoring of Quality First Teaching by the Senior Leadership Team is targeted at ensuring SEND children receive high quality teaching and learning with effective support and resources
- For some children interventions may be planned to close their gaps in learning. Interventions will have a clear outcome which ensures children to have a realistic but challenging target. Outcomes and targets will be decided upon through consultation with staff, child and parents. Interventions are regularly reviewed and evaluated to inform next steps. Interventions may be in small groups or through one to one support
- Some children may need an individual curriculum that requires adapted resources and staffing. Hunslet Carr works hard to ensure that we meet these needs as far as possible within the constraints of a mainstream school

**How adaptations are made to the curriculum and the learning environment of pupils with SEND**



- **Provision, resources and support are deployed to ensure the curriculum is differentiated where necessary. This may take the form of individual texts or topics to suit individual learners. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision**
- **We set appropriate individual outcome based targets that motivate pupils to do their best, and celebrate achievements at all levels**
- **The Senior Leadership Team and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school**
- **The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom where every effort is made to ensure extra staff makes inclusion for all possible**
- **When children are required to take external tests or examinations school will ensure that appropriate access arrangements are requested**

Support that is available for improving the social emotional and mental health of pupils with special educational needs



- Hunslet Carr prides itself on having a caring and supportive ethos. We have an inclusion team who make sure children have the highest levels of pastoral care possible.
- Hunslet Carr also used a section of its budget to buy additional access to an Educational Psychologist whose expertise is used to improve the social emotional and mental health of pupils with special educational needs
- We enjoy working partnerships with many agencies and have a dedicated Parent Support Worker. Our Parent Support Worker is also trained in the Early Help Plan process. Our Inclusion Team and Parent Support Service ensure parents can feel confident when they approach school with a problem. Parents will be invited to air their concerns so school can access a range of services to provide support. This may involve referral to targeted cluster resources such as counselling or family support
- All our staff are trained in Child Protection procedures and we also have three members of staff who are specially designated to ensure the Safeguarding of all children

Name and contact details of SEN Co-ordinator




Parents may contact the SENCo, Jane Wilson on 0113 2713804. Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place. This may involve signposting to other professionals if necessary.



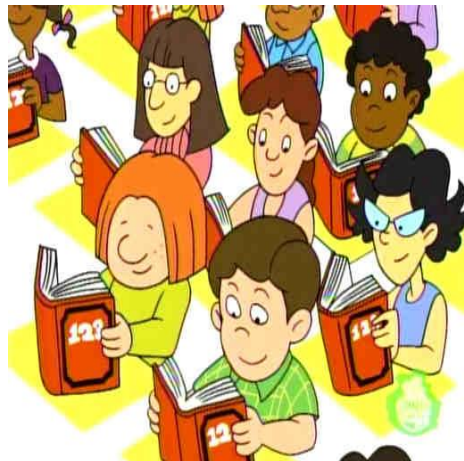
**Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured**



- **Our SENCO was recently the lead SENCO for the South of Leeds and now regularly attends network meetings and training courses. As such she is up to date with local and National developments. She has the Post Graduate National Award for SEN, is a member of Nasen, and is experienced in the variety of needs that may present in an inclusive primary school**
- **The SENCO is aware of all relevant courses relating to SEND and staff attendance will be planned in relation to staff need and decisions about staff development**
- **Due to our employment of our own Speech and Language Therapist, many staff have become trained and specialised in the development of speech and language groups and the delivery of individual programmes of study**
- **Our teachers and key workers are skilled in managing behaviour difficulty to ensure a calm working environment. Through in house training and input from outside providers we have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area**
- **Specialised training is often necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of Training may be delivered in school, by specialist services, e.g., Educational Psychology Service, Sensory Needs Service, Complex Needs Service, STARS team and NHS professionals such as our own Speech and Language Therapist**

	<ul style="list-style-type: none"> <li>• Staff have attended extra training to support their own learning and have become specialised in areas of need such as: Speech and Language, Nurture, Autism (We have our own lead professionals who support our children with a diagnosis of ASC); Dyslexia awareness; Specific Maths Interventions; Specific Reading Interventions; and restorative practice</li> <li>• Support is sought from other agencies where necessary in order to train staff. We regularly engage with Occupational Health Service, Physiotherapy service, CAMHS and the School Nursing Service who provide training for staff so that they can manage specific medical needs</li> <li>• All staff have had training in Child Protection Procedures</li> </ul>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured</p> 	<ul style="list-style-type: none"> <li>• The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's SEND register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the additional funding to put appropriate support in place to meet the specific needs of a child. This may take the form of a key worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum</li> <li>• Children who need additional specific equipment and facilities will have their needs met to the best of our ability often through an application for additional funding</li> </ul>

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child



- Parents are vital partners in the child's journey through school
- In addition to normal reporting arrangements there will be Parent Consultation Evenings where there will be opportunities for parent/carers to discuss their child's progress with class teachers. The SENCO is always available on these evenings for further discussion and to support parents/carers with any concerns they may have
- Parent/carers themselves can be involved in supporting their child's education in consultation with the class teacher. Initially this will start with parental involvement in Target Setting and may also involve special homework tasks or reinforcement of classroom strategies in the home
- For children with more complex needs Parental views are sought at review meetings
- School will always endeavour to offer parent training or learning events to aid this process and would welcome suggestions from parents
- The Governing Body have the correct amount of parent governors to act as a link between the school and all parents
- Parents are kept informed about teaching and other events through regular newsletters, open evenings and open days. Parents are invited into the school for regular information sessions, weekly good work assemblies, other celebration assemblies and various performances and concerts throughout the year
- Our parent support worker is available to meet parents and discuss any concerns they may have

The arrangements for consulting young people with special educational needs about and involving them in, their education.



- Hunslet Carr endeavours to create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school play and sports teams
- Children may have an IEP (Individual Education Plan) or an IBP (Individual Behaviour Plan). Children will be consulted when the plans are set up and continually asked to reflect upon their progress
- If a child has an EHCP or High Needs Top up funding a review will be held annually. Annual Reviews are pupil centred and the view of the child form part of the process. All these children will have their own passport which will include their voice alongside advice from professionals

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

#### Parental concerns regarding SEN

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's SEND needs, they should follow these procedures:

- Raise initial concerns with the class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with SENCO - if conflicts cannot be resolved the Head teacher should be involved.
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with a sub-committee of Governors.
- Full Governors meeting.

At any point the parent may wish to contact Leeds SEND Information

Advice Support Service Organisation for advice: [www.leadssendiass.co.uk](http://www.leadssendiass.co.uk)

<p>How the governing body is involved, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p><b>Governing Bodies duties and challenge</b></p> <ul style="list-style-type: none"> <li>• The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.</li> <li>• The accessibility plan for children with a disability can be viewed on the school website</li> </ul>
<p>The contact details of support services for the parents of pupils with SEND</p>	<p><b>Leeds SEND Information Advice Support Service</b>  <a href="http://www.leedssendiass.co.uk/">www.leedssendiass.co.uk/</a>  Can be contacted when a parent needs additional help or advice</p>
<p>The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<ul style="list-style-type: none"> <li>• Transition arrangements and the involvement of child and parent in these arrangements are firmly established in the school. Nurture provision and travel plans are planned to ensure children make all transitions smoothly and confidently</li> </ul>
<p>Information on where the local authority's local offer is published.</p>	<p>Information for families regarding the Leeds Local offer for children with SEND can be found at the link below  <a href="http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx">http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx</a></p>