



Special Educational Needs and Disabilities (SEND)

Information Report (November 2021)

Herrick SENDCo – Mrs A Aydin (Assistant Headteacher)

SEND Governor – Mrs Gill Smart

Herrick is an inclusive school where pupils with Special Educational Needs and Disabilities (SEND) are included in all aspects of school life. Currently we have 45 pupils on our SEND register, of whom 1 is on Early Monitoring Stage and 3 have Education, Health and Care Plans.

At Herrick Primary School we are committed to working together with all members of our school community. The children, staff and parents work actively in partnership to enable all children to realise their full potential. Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND. Our policy and practice complies with the 2014 Children and Families Act, in particular Section 69(2) and the SEND Code of Practice 0-25yrs, in particular Section 6, together with the Equality Act 2010 and Regulation 51 and Schedule 1 of the SEND and Disabilities Regulations 2014.

Our admission arrangements for all pupils, including those with SEND, follow the regulations set out by Leicester City Council.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- ✓ Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- ✓ Cognition and learning, for example, dyslexia, dyspraxia
- ✓ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- ✓ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- ✓ Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

If you think your child may have SEND;

- ✓ Speak to the class teacher and share your concerns. The class teacher will be able to offer you some advice and strategies on how to support your child with their learning at home.
- ✓ Make an appointment to see the SENDCo to discuss your concerns and to establish a plan of action.

If you have a medical concern about your child, make an appointment to see your GP.

If your child has been identified as having a special educational need prior to joining our School, the previous school SENDCo will usually inform the SENDCo who will guide staff on how to meet your child's need.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- ✓ Is significantly slower than that of their peers starting from the same baseline
- ✓ Fails to match or better the child's previous rate of progress
- ✓ Fails to close the attainment gap between the child and their peers
- ✓ Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- ✓ The teacher's assessment and experience of the pupil
- ✓ 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 views and experience of parents
- ✓ The pupil's own views
- ✓ Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How will the school support my child?

At Herrick Primary School we are mindful of and comply with the LA Inclusive Provision for SEND Pupils in Mainstream Schools document (August 2016), which outlines the key ways in which pupils should be supported in class. This includes:

Quality First Teaching

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

Differentiation with adult support

Some children and young people need educational provision that is additional to, or different from Quality First Teaching i.e., Special Educational provision. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Provision and interventions

The school has a range of interventions available which are listed on a provision menu. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs.

Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- ✓ Letters and Sounds
- ✓ Fun Time
- ✓ Language Intervention- Wellcomm, Language for Thinking
- ✓ Lexia
- ✓ ECC- Every Child Counts
- ✓ Numicon
- ✓ Spelling
- ✓ Inference Training
- ✓ Fine motor skill programme , including handwriting

The school will seek the advice of external agencies to ensure that your child's class teacher has the required knowledge and strategies to support your child. If additional programmes of support are required, the school will seek the necessary funding for training and staffing to deliver these programmes.

Recording provision

School keeps a variety of records for all children, including those with SEND. These may include:

- ✓ Pupil Outcome Plan (POP)
- ✓ Individual Support Plan (ISP)
- ✓ Health Care Plan (Medical Needs)

Evaluating provision

Information is gathered in a range of ways. This may include:

- ✓ Looking at your child's work and ensuring it is challenging and well matched to their individual needs
- ✓ Tracking their academic progress
- ✓ Reviewing attendance

How will the curriculum be matched to my child's needs?

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. All our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

We make the following adaptations to ensure all pupils' needs are met:

- ✓ Differentiating 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, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ✓ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

What support will be available for my child's overall well-being?

At Herrick we pride ourselves on our nurturing environment. All staff are responsible for children's well – being, ·

The SENCo is also responsible for children's social and emotional well - being. The SENCo checks in regularly with individual pupils or groups of pupils in order to ensure pupils are happy and well cared for at school. If your child is felt to have long-term social, emotional or mental health needs - for example with anger management –the school offers SEMHT involvement, social skills interventions and a pastoral support as well as Early Help.

SENDCo can support you with any issues at home, and health needs can be met by the Health Child Programme Nurse or your Health Visitor (if your child is under 5). An Educational Welfare Officer (EWO) will support you with your child's school attendance if required.

Assemblies and PSHE lessons promote our inclusive ethos, encouraging pupils to respect and care for each other.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND.

Child or Young person's involvement

- ✓ Class teachers work closely with the SENCo and other agencies to include your child's views, interests, and aspirations.
- ✓ Class teacher work closely with the SENCo to use this information above to personalise their targets to meet your child next steps in their learning.
- ✓ SEND pupils with Educational Health Care Plan are encouraged to contribute and take part in their person centred review meeting. This takes place once a year to review their progress and identify next steps targets.
- ✓ SENDCo carries out SEND pupil questionnaires to seek feedback from SEND pupils in Reception to Year 6.

How will the school and I know how my child is progressing and how will you help me to support my child's learning?

- Regular assessments of your child's progress will take place in accordance with the whole school assessment policy.
- You will be invited to review your child's review and progress meeting with the class teacher each term. At these meetings, we will share with you your child's work, current progress and future targets. We will also advise you on how to support your child at home.
- The SENDCo monitors whole school SEN provision, Interventions and SEN provision. The SENDCo monitors SEN pupils' data and progress at the 3 data entry points through the year which is in line with the whole school systems.

The assessment leader will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- ✓ The teacher's assessment and experience of the pupil
- ✓ 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 views and experience of parents
- ✓ The pupil's own views
- ✓ Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- ✓ Reviewing pupils' individual progress towards their goals each term
- ✓ Reviewing the impact of interventions at the end of each term
- ✓ Using pupil questionnaires
- ✓ Monitoring by the SENCo
- ✓ Using provision maps to measure progress
- ✓ Holding annual reviews for pupils with EHC plans

What specialist services and expertise are available at or accessed by the school?

The school liaises frequently with external agencies such as -

- ✓ Early Years Support Team
- ✓ Learning, Communication and Interaction Team
- ✓ Speech and Language Therapy Service
- ✓ Social, Emotional and Mental Health Team
- ✓ Educational Psychologist
- ✓ Vision Support Team
- ✓ Hearing Support Team
- ✓ Health Child Programme Nurse
- ✓ Medical support services including physiotherapy, occupational therapy etc.
- ✓ Children's, Young People and Families Centres
- ✓ Early Help & Health Visitor
- ✓ Education Welfare Officer
- ✓ children's previous settings or schools- in order to seek advice and training which enables us to meet the needs of pupils with SEND.

Expertise and training of staff

Our SENDCO, Arzu Aydin , has over 10 years' experience in the field of leading SEND, and holds the National SENCo Award. 1 day a week has been allocated to manage SEN provision.

All of our teachers are trained to work with children with SEND and they all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

Early Years and KS1 TAs are trained to deliver the Fun Time, Letters & Sound, and The Big Move.

KS1 and Lower KS2 TAs are trained to deliver Every Child Counts programme.

KS1 TA has completed level One –British sign language.

What if my child needs specialised equipment or facilities to support their needs?

The school will seek advice and liaise with external agencies e.g. Occupational Therapy (OT) team if your children requires additional or specialised equipment in school. Class teachers have additional equipment in their classrooms, such as, writing slopes, pencil grips, talking tins and ICT equipment to support your child's needs. The school has a hygiene room on site to support children with medical needs.

For further information regarding to accessibility - see the Herrick Primary School Accessibility Policy.

How are the school's resources allocated and matched to children's special educational need?

The school receives a designated budget for SEN. This budget funds staff, resources and intervention programmes to support the needs of pupils with SEND.

How will my child be included in activities outside the school including class trips?

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. We will work with parents to do our utmost to facilitate the inclusion of children with special educational needs in trips or other activities outside of school.

How accessible is the school?

Our school is Disability Discrimination Act Compliant, with disabled access facilities. We are committed to providing an environment where disabled children receive learning support and personalised learning opportunities. For further information with regards to accessibility please see **What happens if my child has a medical condition?**

Pupils who have medical needs and also have SEN, their provision will be planned and delivered in a coordinated way with their Individual Health Care Plans (IHCP). For further information please see the Supporting Pupils at School with Medical Conditions policy which can be found on the school website. the Herrick Primary School Accessibility Policy.

How will my child be supported with moving classes, year groups and to another school?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or

Transition to Secondary School

The secondary school SENDCo is invited to the review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

How will I be involved in supporting my child?

You are always very welcome to talk about your child with school staff at any mutually convenient time. You will also be invited to attend regular parents' meetings (Parents' Evening) and other review meetings if appropriate. You can support your child's learning and development in other ways, including:

- ✓ Attending assemblies
- ✓ Sports events

- ✓ Parent volunteers
- ✓ Whole school events and celebrations
- ✓ Become a parent governor

- ✓ Come to school information events
- ✓ Support your child regularly with their reading, spellings, times tables and other home learning projects

How is my child involved?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We seek to ascertain your child’s strengths, difficulties, preferred learning styles and aspirations. Where appropriate, they may share these in pupil interviews, surveys and in our active School Council. In addition to this, their progress and attainment is carefully tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times. If your child is identified as having SEND their views will be recorded on their Pupil Outcome Plan (POP) You and your child will also be involved in the assessment process in reviewing the progress towards their individual outcomes.

What can I do if I am worried, unhappy with something or I need to make a complaint?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting your child’s needs. If you have a concern, please bring this to the attention of SENDCo in the first instance. Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously and are heard through the school's complaints policy and procedure. A copy of this document can found on the school website and is available at the School Office.

Key individuals are:

SENDCo	Mrs Arzu Aydin	aaydin@herrick.leicester.sch.uk
Head teacher.....	Mr Umesh Patel.....	upatel@herrick.leicester.sch.uk
Chair of Governor	Mr Steve Martin	Stephenmartin188@gmail.com