

## SEN Information Report 2016-2017

The information below provides a comprehensive overview of SEN services that are provided in our school. We do hope that you will find this helpful and informative. However, should you wish to discuss any aspect in further detail or have any questions, please do not hesitate to contact Mrs Hulme (SENCo) on 0116 2665656.

### What kind of special educational needs provision is available in our school?

Our school is inclusive, where every child matters and success is celebrated. We aim to address children's needs and support their development in the most appropriate way and we feel that effort is as important as achievement. Our school's SEND policy is available to view on our website and details our philosophy comprehensively. We recognise that all teachers are teachers of SEN children and will always inform parents where we have concerns about a child with regards to behaviour, social or academic.

Additional and/or different provision is currently available for children with a range of needs including:

- Cognition and learning - moderate learning difficulties and specific learning difficulties such as dyslexia and dyspraxia.
- Sensory, Medical and Physical - hearing impairment, sensory processing difficulties, epilepsy, visual impairment, generalised learning delay.
- Social, Emotional and Mental Health - including attention deficit hyperactivity disorder, attention deficit disorder and Autism.

Our team of 12 teaching assistants have extensive experience in planning, delivering and working alongside teachers to monitor and assess the success of interventions. Teaching assistants work closely with the SENCo to ensure that relevant teaching strategies and support is provided for the children they are working with.

Our school's Accessibility Plan outlines adaptations that have been made to our building to meet needs of children with physical and sensory learning difficulties.

## What are our school's policies with regards to the identification and assessment of children with SEND?

Our children are identified through a range of different monitoring systems. These include Early Monitoring where a teacher or parent may approach the SENCo to discuss concerns about a child's attainment, progress and/or emotional development. The teacher and parent will meet with the SENCo and appropriate support and intervention will be put into place following discussion. Assessments of the child will then take place and may include observations, discussions with parent and teacher, monitoring of books or assessments. We have a range of assessment tools that are used and these include:-

Goodmans Strengths and Difficulties Questionnaire  
Dyslexia Screening Test  
Dyspraxia Screening Test  
Letters and Sounds  
Diagnostic Reading Test  
Single Word Reading Test

Following a period of monitoring, a child *may* be placed on an Individual Education Plan (IEP) where targets are set to support progress. The IEP will be reviewed regularly and amendments made as appropriate. Parents are always informed and included in both the Early Monitoring and IEP process.

If after a period of time, a child is not making sufficient progress on an IEP, parents will be asked for permission to refer to an outside agency for further advice and support. These agencies will include:-

Visual impairment team  
Hearing impairment team  
Speech and language team  
Behaviour support team  
Communication and Learning team  
Early Years Support team  
Occupational Therapists  
Physiotherapists  
School Nurse  
Educational Psychology Team

### How do we evaluate the effectiveness of provision for children with SEND?

We discuss provision/intervention strategies with the teacher, teaching assistant and parent to monitor progress. We also identify through assessments undertaken and discussions with parents, teachers and children, what has been successful and had the most impact. We also monitor books and the quality of feedback as another way of assessing the effectiveness of the provision offered to our children. We closely track data to identify where progress has been made and are proactive in providing additional support where children are identified as not making sustained progress.

### What are our arrangements for assessing and reviewing the progress of SEN children?

We have a range of methods to assess and review the progress of our SEN children. We evaluate Individual Education Plans termly, assess progress with outside agencies through Joint Planning Meetings and their visits to school, discuss progress with parents at parents' evenings and at other times; we also work closely with teachers and teaching assistants to review progress. Annual Reviews are also arranged for children on Education and Health Care Plans.

### What is our approach to teaching and supporting pupils with SEN?

We recognise that all children are individual and that some children require additional support. Our philosophy is to provide each and every child with a chance, and therefore we will provide a personalised learning approach to all children, with the recognition that SEN children may require additional and/or different learning styles. We take on board advice and suggestions in reports compiled by other agencies. We have a continuous cycle of planning and teaching for SEN children which takes account of a wide range of abilities, aptitudes and interests of our children.

### What training have our staff received

Staff are trained in first aid, including the administration of epipen. Some have also received training from the Diana Services to support children with significant medical needs; we also have staff who have received bereavement training in order to support children who are experiencing difficulties with loss and grief. The SENCo has been awarded the post-graduate certificate in Special Education Needs and is trained in supporting children who are on the Autistic Spectrum.

### How do we adapt the curriculum and learning environment?

We know that some children find it more difficult to access the learning and with this in mind, we will always adapt both the planning and teaching to reflect

additional or different learning needs. We use a range of different resources to support SEN children and ensure that classrooms are adapted where possible to reflect the needs of all children. Visual timetables, personalised timetables, prompt cards and personal storage boxes are all available to support children where necessary. Children may also work in quiet areas such as the library or in a small group to support their learning. They may also be asked to work in an area of the classroom where there is less stimuli, closer to the interactive whiteboard or away from the window

#### What additional support for learning is available for children with SEN?

There are currently 430 children on roll at our school. We have 12 teaching assistants who provide additional support for our children, either 1:1, small group work or for specific short-term interventions. TAs work closely with teachers in order to provide the best possible provision for individual children and regular meetings are held in order to ensure that children are supported most appropriately.

#### What activities are available for children with SEN in addition to those in accordance with the Curriculum?

We have a range of after school clubs which are available to all children. These include breakfast club, Ways Forward which supports children with emotional and friendship issues, residential trips to Kingswood and Beaumanor, day trips linked to topics taught during the school year and an end of year trip to a local adventure centre. We also encourage children to become part of our Herrick Management Team (which includes Red Hats and FABS). These children are all part of our School Council and meet regularly with the SENCo to share ideas for improving our school playground and learning environment and are very much involved in being the 'school voice'.

#### What support is available for improving the emotional and social development of children with SEN?

We are able to refer children to specialists in emotional and social support, including educational psychologists, early years support, speech and language, behaviour support team, ASD team and social and communication link teacher. Children can also attend our Ways Forward group to develop their social skills and they have access to a mentor for more individualised support.

#### What is the name of our SENCo and contact details?

Mrs Jo Hulme (0116 2665656). Email on [jhulme@herrick.leicester.sch.uk](mailto:jhulme@herrick.leicester.sch.uk).

### How is equipment and resources made available to support children with SEN?

Equipment can be borrowed from other agencies including New Parks House, where the Visual Impairment, Hearing Impairment and Behaviour Support Team are all available for advice and support.

### What are the arrangements for consulting parents of children with SEN about their learning and education?

Throughout the year, we have two parents' evenings. Parents are also encouraged to discuss any issues and concerns they may have by making another time to meet with the class teacher and/or SENCo. Parents of children on Education and Health Care Plans will also meet to review their child's progress annually or twice yearly if the child is under the age of 5. Parents also receive termly updates of progress for their child through an online report card. This tracks their progress and attainment in Reading, Writing and Maths. Outside agencies such as Speech and Language, Physiotherapy and Occupational Therapy may arrange meetings at clinics for children who have been referred to them from school or they may ask to meet a parent in school.

### How are children with SEN supported when moving to another year group?

Secondary school SENCOs meet with Mrs Hulme to discuss provision in year 7. Year 6 children spend one day at their new secondary school, and children with SEN are given opportunity to attend on additional days. Children from Reception to year 5 spend a morning late in the summer term in the class they will be moving to after the summer, whilst SEN children will be given other opportunities to spend time in their new classroom to support the ease of transition.

### What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN?

Complaints are dealt with as soon as possible and in the first instance by the class teacher and SENCo. Should issues not be resolved satisfactorily, the complaint will be escalated to the Head Teacher, who will then report to the Governing Body. We always encourage parents to put complaints in writing should the matter need to be reported to the Head Teacher.

### What are the contact details of support services for parents of children with SEN?

SEND Services (Primary School Social, Emotional and Mental Health Team),  
New Parks House, Pindar Road, Leicester, LE3 9RN (0116) 4544650

Speech and Language Therapy, Leicestershire Partnership Trust, Bridge Park Plaza, Thurmaston, Leicester

Visual Impairment Team/Hearing Services Team, New Parks House, Pindar Road, Leicester, LE3 9RN (0116) 4544650

Parent Partnership (0116) 2752097

ADHD Solutions, St Gabriel's Community Centre, Kerrysdale Avenue, Leicester, LE4 7GH (0116) 2610711

Child Behaviour Support Initiative, Collegiate House, College Street, Leicester, LE2 0JX (0116) 2924566

Diana Services, Bridge Park Plaza, Thurmaston, LE4 8PQ (0116) 2955413