



SEN Report: Hook C E Primary School

1. The kinds of special educational needs for which provision is made at the school

Hook CE Primary School is a rural main stream school with one form entry for children from 4–11 years of age. We believe that every child has the right to a broad and balanced curriculum, and support in accessing this, overcoming any barriers to learning they may have. Within our school we have successfully supported children with a wide variety of Special Educational Needs. These include: autism, visual impairments, physical and mobility difficulties, social and emotional needs and a wide range of cognitive difficulties which make learning more difficult for a child. We have also supported children with various medical conditions.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

At Hook CE Primary School we understand the importance of early identification of children with a special educational need. Regular whole school pupil progress meetings allow us to discuss children who are not making expected progress and our rigorous tracking procedures quickly identify children needing extra support. Teachers are also aware of typical symptoms of conditions that may affect children in other ways in the school environment.

We have an open door policy in the school and warmly encourage parents and carers to discuss any concerns with school at any point. We hold open afternoons each term either in person when possible, or over Teams, allowing the opportunity for parents, carers and teachers to discuss children who may be finding things difficult.

The **SENCO** and **SEN** team would become involved at this early stage, inviting parents/carers in to school to discuss concerns, suggest strategies and create a plan of support for the child and teaching staff. We understand the importance of developing good relationships between home and school to ensure the child makes the best possible progress. It is possible that the **SEN** team may suggest seeking advice and/or assessment from more specialist services at this point.

Hook CE Primary has access to a variety of diagnostic tests which indicate specific areas of need and support teaching staff in planning a structured, child-centred plan for support.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans including –

a) How the school evaluates the effectiveness of its provision for such pupils

Our school ethos is such that we are regularly evaluating the effectiveness of our provision for all pupils and making the necessary adjustments. With particular regard to **SEN**, we currently review targets and arrangements for pupils with **SEN** termly inviting parents in to school to discuss this with us at an IEP/IBP (Individual Education Plan/Individual Behaviour Plan review meeting. Our whole school tracking procedure allows us to review the progress each child is making and we can review current arrangements considering, progress made, allocation of resources and views of parents, children, teachers and **SENCO**.

We are in the process of implementing **B Squared** across the school which is a scheme which supports small steps of progress in all areas of the curriculum. This will really compliment our unique way of working and will support teachers and teaching assistants in ensuring children with **SEN** make good progress across the curriculum.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Our whole school strategies for assessing pupil progress work equally as well for children with special educational needs. All children are involved in constant feedback and formative assessment of their own work. This encourages each child to focus and celebrate their own progress and gives them the motivation and strategies to achieve further success. This informs our pupil tracking systems which allow us to quickly identify if any children or groups of children are not making expected progress.

We hold termly open events with all parents/carers to discuss pupil progress and for parents to review and celebrate their child's work. This gives parents/carers the opportunity to raise any concerns and usually arrange a time to have a more detailed discussion with the teacher and **SENCO** if appropriate at this point.

Once a child has been identified as having a special educational need, parents and carers will be invited in termly to review their child's progress with the **SENCO**. We can also discuss how parents and carers can support their child's learning out of school at these meetings. However, we do encourage regular, more informal contact with the child's teacher and/or **SENCO** to ensure provision is appropriate and successful. This can be through a home/school diary, telephone or face-to-face before or after school.

c) the school's approach to teaching pupils with special educational needs;

This can vary from child to child depending on their main barriers to learning. We plan and regularly review each case on the needs of the individual and set targets appropriately. Our inclusion policy states:

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- *Setting suitable learning challenges*
- *Responding to pupils' diverse learning needs*
- *Overcoming potential barriers to learning and assessment*

We feel that children should be withdrawn from their class as little as possible and our curriculum model is such that the plans can be easily

adapted to suit all learners. We adapt and change the teaching styles and environment so that we meet the needs of all learners. Within the class setting the children would have the opportunity to work collaboratively in groups and also individually or with support if needed. As we feel it is important that each child develops independence we aim that they are able to access at least some parts of the curriculum independently by differentiating the work to suit their ability. Each teacher is skilled and supported with differentiating to suit all children and the SENCO offers advice and closely supports and monitors children with SEN. We feel an inclusive approach to teaching children with SEN allowing all of the children to access the same curriculum improves the self-esteem of our SEN pupils whilst equipping all pupils with the skills, knowledge and attitudes necessary to succeed as individuals and a responsible and valued member of society.

However, we understand that children with SEN need more structured, tailored support in order to succeed so we write individual targets which form an individual education plan. Where possible these targets will be met in the classroom using the staff within the room but there may be occasions where we feel that a child may benefit from one-to-one or small group work from a specialist SEN teacher outside of the classroom. This would be formulated in a plan developed in collaboration with the SENCO, teaching staff, children and parents and carers. These targets will be given a review date and at which we would discuss its effectiveness and plan for future learning.

d) How the school adapts the curriculum and learning environment for the pupils with special educational needs.

Our creative curriculum model allows us the flexibility to adapt our teaching to differing learning styles. We have, in the past, needed to make modifications to the building to ensure the safety and inclusion of pupils with a range of needs. Each case is dealt with on an individual basis and any adaptations discussed with parents and other professionals.

e) Additional support for learning that is available to pupils with special educational needs.

In some cases, children may need individual support in order to access the curriculum. At the start of the year a provision map is completed to make decisions about where and how additional support should be allocated based on those individual cases. If both parents/carers, school staff and other professionals feel that a child needs more structured consistent support because of their additional needs it may be decided that the child would benefit from an Educational Health Care Plan (EHCP) and an application will be made. The East Riding Special Needs Department will then make a decision regarding the level of funding needed to support the child. This then becomes a statutory requirement that funding is used to implement a personalised plan written up specifically to meet the needs of the individual child. The first £6000 comes from the school's general budget for SEN and any additional will be 'topped up' by the East Riding Special Needs Services.

f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

We endeavour to make each activity accessible to all children and will assess each case on its individual merit. The class generally have a school visit once a term and any children with special needs are considered in the long-term planning of the topics the visit is linked to. If there are any worries or concerns regarding the accessibility of an activity or visit these will be discussed with all parties where appropriate in the planning stages and a course of action agreed. Many of our lunch time staff are also teaching assistants who work with the children in the classroom to ensure that consistency of support is provided over a lunch time.

g) Support that is available for improving the emotional and social development of pupils with special educational needs.

We have a very experienced and well-trained nucleus of staff who take responsibility for the pastoral support of children with difficulties in this area. These children are not always ones with an identified special educational need. We have a trained ELSA (Emotional Literacy Support Assistant) who can offer individual or small group sessions to

promote positive attitudes to learning and a variety of social situations.

All staff within school have had training on Autism and are experienced in using strategies to support children on the Autistic spectrum.

We have some experience of supporting children with medical needs such as diabetes and allergies. In these cases, we have written personalised Hook School health care plans with the parents which ensure that the child's needs are met with least disruption to their school day and who will be available to support them with this, but also clear guidelines of what to do in case of emergency.

We understand the need to ensure that all children feel safe and happy in their learning environment in order to achieve their full potential. Therefore, we feel it is equally important that the children are able to voice their ideas, opinions and worries in a socially acceptable way. We have a school council that consist of children from throughout the school who address ideas and concerns of their peers. We also encourage positive relationships between adults and children so they feel comfortable in sharing concerns, but we have found that different conversations can be had with peers rather than with the adults.

4. Contact details of SEN Co-ordinator

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5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Staff have a wealth of experience and expertise in a range of special educational needs including autistic spectrum disorders, dyslexia, social, emotional and behavioural difficulties and speech and language difficulties. We offer regular updates for new members of staff regarding more common aspects of SEN and how we support those needs in school in an inclusive way.

When we are faced with supporting a need we have not encountered before we would seek appropriate training if available and/or support from county special needs services. In some cases, other services come to the school to offer support and recommendations about the building and ways the child can be best supported in the classroom.

We currently access support from: the physiotherapy team, educational psychologist, CAHMS (child and adult mental health services), School nurse, speech and language therapist, occupational health, SAPTs, diabetes outreach team and the behaviour support team.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Currently we have not supported any children needing wheelchair accessibility although the school is accessible to wheelchairs and we have had adult wheelchair users access the building. One of the staff toilets is fitted with grab rails and changing space.

We have a medical room with a small bed that is used for general and more specific medical needs. This room is kept locked and children must be supervised in this area.

If a child comes to us with additional requirements not currently fulfilled by the school we will do the best we can to make provision within the limitations of the building and learning environment, accessing support and

advice from other professionals such as occupational health when necessary.

More general equipment, such as pencil grips, overlays, specialist computer programmes are provided from the school budget when possible.

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

There are a number of occasions through the school year for parents to discuss their children with either the class teacher, head teacher or **SENCO**. There are three open evenings, one per term for parents/carers to look at and discuss their children's work with the class teacher. The head teacher is also available at these events to discuss any other issues. In the meantime if the class teacher or parent/carer has any issues they would like to discuss we encourage them to get in touch in the most convenient way for them, e-mail, telephone or face-to-face before or after school when appropriate.

If a child has special educational needs then parents/carers will be invited into school for an additional three meetings, one per term, to discuss their child's progress with more of a focus on their special need. We will review progress and discuss future plans and encourage parents/carers to be proactive in making those plans.

In addition, if any professionals concerned with a child, e.g. speech therapist, come into school to work with a child the parents/carers will normally be invited to meet them and discuss their findings.

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

All children are encouraged to share their ideas and opinions on a regular basis and we show the children through our actions that they are listened to. In terms of special needs, we feel it is important that each child develops a relationship with an adult in school that they feel they can discuss their views with. This may not always be their own class teacher. Their concerns and ideas will be listened to and a course of action agreed

with the child. In cases of our youngest children, we would ask an adult who knows them well to discuss their thoughts about the child's happiness and participation levels.

9. Any 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

It is hoped that any concern expressed by parents and others about the school curriculum and SEN will continue to be considered and dealt with in informal discussion with teachers, SENCO and Headteacher. Where such concerns cannot be resolved informally, then the complaint should be submitted in writing to the Headteacher. Where, after further discussion, the problem still remains unresolved then written submissions must be made by all parties to the Governing Body. The detail of this can be found In the school's Complaints Policy

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

One member of the governing body holds a responsibility for SEN. They work closely with the SENCO and are regularly updated on the current situation with in the school. We work with and seek advice from a range of other agencies as appropriate in line with their referral procedures. Currently these agencies include: Integrated Physical and Sensory Service (supporting physical difficulties), Educational Psychologist, Speech and Language Therapist, CAMHS, School Nurse, Integrated Sensory Support Service (supporting individuals with hearing and sight impairments) Physiotherapist, Children's Centre (offering support for families with children under 9), Parent Partnership (offering advice to families) and Early Support Services (support to link services in the Early Years). All teachers understand their responsibility to support children with SEN in their class and keep abreast of current research and understanding. We

also do regular update training on the core needs which we see more commonly in the classroom.

11. Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

In the first instance, your child's class teacher will discuss your child's progress and any additional arrangements which are being made to support your child. The class teacher may suggest meeting with the **SEN** team to discuss how your child can be helped further or you can access this yourself by telephoning the school, email or ask in person at the school office.

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Meeting with the **SENCo** allows for the opportunity to suggest other professionals/agencies which could support the child, their parents and the school. There are different types of referral processes for different organisations but the school would guide the parents through this process.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

If a child enters our school with a special educational need when they start in reception class it is likely that the nursery setting has been

supporting the family. If any concerns were passed on to the school prior to entry then we would encourage the family to get in touch with the school to discuss how we can aid transition and who they can liaise with at the school. Sometimes meetings are organised by Early Support when other professionals are involved with a family. This allows all people involved with the child to meet, discuss current arrangements and make a plan for transition.

We want to ensure that all children make a successful transition to secondary school. Currently if your child has an Education Health and Care plan transition will be discussed and written into the statement requirements. In Year 6 the parents will receive an allocated place and transition details can be organised. Currently we send children to a range of feeder schools which have different requirements for transition although in every case the year 6 teacher and **SENCO** from Hook School will meet with the form leaders and **SENCO** from the feeder school to discuss any special requirements of our children with special needs. On occasions we have been able to invite the **SENCO** from the secondary school to annual reviews for the children who have a statement. This allows the parents/carers to raise any concerns. In each case we would strongly encourage parents/carers to contact the special needs department when visiting schools to see what they can offer their child.