Hogarth Primary School

SEN Information Report

Introduction

Hogarth Primary School is a mixed academy with a focus on achievement and enjoyment for all. Our **SEN Information Report** provides details about how we support children and young people with special educational needs and disability (SEND) in our school and forms part of the Essex County Council local offer:

https://send.essex.gov.uk/

The aims of our policy and practice in relation to SEND in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision-making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The school recognises that a child or young person has SEN if they:

- Have a significantly greater difficulty in learning than the majority of others the same age.
- Require provision different from, or additional to, that normally available to pupils of the same age.
- Have a disability, which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.

This is defined in the *Special educational needs and disability code of practice: 0-25 years (2015)*. The school makes provision in accordance with the *SEN code of practice (2015)*; *The Equality Act (2010)*; *The Special Educational Needs and Disability Regulations (2014)* and the *Children and Families Act (2014)*.

There are four broad areas of SEN defined in the *SEN Code of Practice (2015)*. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and/or physical needs.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

The relevant school policies, which underpin this SEN Information Report and can be viewed upon request are:

- The Discovery Educational Trust (DET) SEND Policy;
- The school's Anti-Bullying Policy;
- The DET Safeguarding and Child Protection Policy;
- The school's Behaviour Policy;
- The DET Equality Policy, Equality Statement and Objectives.

How we identify, assess and review children with special educational needs

Early identification of SEN and early intervention are the key to ongoing success for our pupils. We place high importance on speech, language and communication needs and see these as fundamental skills for learning. Therefore, during the reception year, all pupils are assessed and, where there are concerns, these will be raised with our parents/carers, SENDCo and the relevant professionals.

In Key Stages 1 and 2, we assess children's progress against national and age-related expectations. We use Sonar to track and monitor that all of our pupils make progress in line with, and above, their starting points. Where there is a concern, parents/carers are notified and are invited to meet with the class teacher and/or the SENDCo.

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers and pupils;
- Use assessment tools and materials;
- Use observations;
- Consult with relevant external agencies.

Where a pupil is identified as having SEN, we follow a **graduated approach,** which takes the form of **Assess, Plan, Do, Review**. This means that we will:

- **Assess** a child's SEN. This would include assessment by the teachers supported by the SENDCo. This may include observations and assessments carried out by external agencies.
- **Plan** the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher with support from the SENDCo and external advice. Outcomes are discussed and agreed at One Planning meetings with parents/carers and the child (where appropriate).
- **Do** what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- **Review** the support and progress. The impact of any strategies or interventions is reviewed with teachers, parents/carers and the child, looking at progress towards targets and next steps.

As part of this process, every child with SEN will have a **One Plan** that describes the child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly.

A small percentage of children with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan (EHCP)**. An EHC needs assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child, and where further support might be needed to ensure the needs of an individual child are fully met.

EHCPs are reviewed annually in addition to the termly One Plan meetings.

How we adapt the curriculum and learning environment for children and young people with SEN

Most children at our school will have their SEN met through excellent classroom practice. This is called **High Quality Teaching**. Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that high quality teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCo. If required, the child is given **Additional School Intervention Support,** which is 'different from and in addition to' our adapted curriculum. After

discussion with parents/carers and where appropriate, the child, a One Plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENDCo works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Examples of additional school intervention support at Hogarth Primary School:

- Daily Reader;
- Times Tables Rock Stars;
- Black Sheep Press Speech Programmes;
- ELS;
- Precision Teaching and Monitoring;
- Handwriting Intervention;
- Fine Motor Skills Intervention;
- Sensory breaks;
- Pet Therapy;
- Sensory Circuits.

A child who, despite having extra provision, is still failing to make significant progress, may be identified as having **Higher Needs**. Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages, parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement;
- Educational Psychologist involvement;
- Occupational Therapist involvement;
- Paediatrician involvement;
- Specialist Community Health Visitor involvement;
- Assessments and monitoring to ensure appropriate intervention and access to learning;
- 1:1 Support

Specialist equipment and site adjustments

We are committed to ensuring that children and young people with SEN are enabled to engage with activities available with children in the school, who do not have SEN. The school has a range of equipment to ensure access to both the curriculum and the school site. In accordance with the *Equality Act (2010)*, we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage. More information can be obtained by contacting the SENDCo.

Transition between phases of education

The school works closely with parents/carers and other schools to ensure that transition meets the needs of the pupils in our care. A number of strategies are in place to enable pupils' effective transition into our school and on to secondary school.

A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September. Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENDCo meets with all new parents/carers of pupils who are known to have SEN, to allow concerns to be raised and perceived challenges to be anticipated prior

to entry. If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents/carers to identify and reduce any concerns.

To support transition to Key Stage 3, secondary schools provide a number of opportunities for pupils and parents/carers to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the secondary schools' websites. The annual review in Year 5 for pupils with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice. Parents/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.

Bullying

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise. Children with SEN may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions, such as circle time, to encourage children to discuss their worries.

Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable – this can be done verbally. Staff may seek support from the Safeguarding team if they feel a child has a worry or concern that they are not readily sharing.

Support for Emotional and Social Development

At Hogarth Primary School, we build positive Relationships by being:

- Respectful;
- Responsible;
- Reflective;
- Resilient.

As part of our PSHCE curriculum and our assembly programme, children learn about making friends, strategies for problem solving and coping effectively with their emotions. This is reinforced by the ethos of the school and classroom practice.

The children have opportunities to contribute and share their ideas as part of the school Junior Governing Body. They learn about democracy, working as a team and supporting their peers. Children also take part in a pupil survey where they have the opportunity to share their thoughts and feelings about all aspects of school life and make suggestions for how the school could further improve.

We have a positive approach to managing behaviour with reward systems in class, school values and a celebration assembly every week to mark the academic, sporting and social achievements of the children.

Where children struggle to regulate their emotions and/or social development, we can implement additional interventions. These may include, but are not limited to: working with a Therapy Dog, local community programmes and the MHST.

We work in partnership with a wide range of external agencies to access advice to support the emotional and social development needs of our SEN children. This includes educational psychologists, occupational therapists, speech and language therapists, school nurses, CAMHS, social services, medical professionals and the Families First team. We work with the Multi Schools Council to develop resilience skills and with the NSPCC to support positive choices.

Arrangements for pupils with SEN undertaking tests

Where a child is unable to access the SATs tests, a number of additional arrangements can be put in place to support them:

- Additional time;
- Rest breaks;
- A reader;
- A scribe;
- Use of a laptop;
- Adapted papers.

Looked After Children with SEN

We have a Designated Teacher for looked after children (LAC), who works to ensure that all teachers in school understand the implications for those children who are looked after and have SEN. We work closely with the Virtual School Heads, who are there to ensure that effective systems are in place for LAC. Some children may not be diagnosed when they are first looked after, and we work with carers to address any concerns and assess and address any SEN needs.

Looked after children with SEN are supported in school and have a One Plan, which is regularly reviewed. All looked after children have a statutory Care Plan, which is drawn up by the Local Authority. The Personal Education Plan (PEP) is a legal part of the care plan and is a statutory requirement for looked after child in education. We ensure that looked after children have a PEP, which is reviewed every term. The One Plan and PEP should work together. If a looked after child with SEN requires further assessment for an EHCP, this is done in a timely manner.

English as an Additional Language

Speaking English as an additional language (EAL) is not a SEN, but learners with EAL may themselves have additional needs, just like learners, who use English as their first language. Sometimes specific learning needs are difficult to identify if the learner is not fluent in English as there are many factors that can impact progress and academic achievement.

Children with EAL are assessed and monitored closely by the class teacher. Visual aids, small group interventions and a buddy system are used to support children with EAL. If pupils do not make the progress we expect to see and it is felt there may be underlying needs, the class teacher will liaise with the SENDCo so that the **Assess, Plan, Do Review** cycle can be followed.

How we evaluate the effectiveness of SEN provision

We evaluate the effectiveness of SEN provision through monitoring impact and pupil progress. As a school, we carry out lesson observations, learning walks, book looks and talk to pupils. We also carry out pupil and parent/carer surveys, which cover the quality of teaching and learning and SEN provision. Feedback is used to inform future planning.

Working in Partnership with Families

Building relationships with parents/carers is a key part of our working practice. We regularly invite our parents/carers into school to involve them in their child's learning. We do this through Phonics workshops, Maths workshops and Curriculum meetings. Furthermore, we hold SEN coffee mornings every term and the MHST deliver regular workshops to build communication and foster relationships. Different professionals are invited to our coffee mornings to support our parents/carers.

Parents/carers may access professionals in the school at any point through email, telephone conversations and arranged meetings. Parents/carers are able to discuss issues with teachers informally after school, at two formal parents' evenings and an informal celebration evening. Parents/carers of children and young people with SEN will have contact from the school, at least, once per term to ensure that their child's progress is understood and the ways to support their child are decided and clear. We encourage parents/carers to contact the school at their earliest convenience if they have any questions or need some information.

Our pupils are at the heart of what we do and we ensure that their voice is paramount in what we do with and for them. We use a range of techniques to enable our pupils to tell us what their issues are and the best ways we can help and support them. Meetings with the SENDCo are based around person centred techniques, meaning that the child's views are listened to and valued.

The school is committed to working with parents/carers to ensure the needs of our pupils are met.

There are many other agencies that parents/carers can access for support, including:

- SNAP www.snapcharity.org 01277 211300
- FACE- Families Acting for Essex info@face-essex.org 01245 608231
- Local GP Surgery
- Local Library
- Hogarth Gardens Family Hub 0300 247 0013
- Brentwood Healthy Family Team 0300 247 0013
- Families in Focus (Essex) www.familiesinfocus.essex.org.uk
- Parent Partnership Parentpartnership@essex.gov.uk 01245 436036
- Children's Integrated Therapies www.nelft.nhs.uk/services-essex-childrens-integrated-therapies 0300 300 1555
- InterAct www.interact.org.uk/about/about-us 01245 608201
- The Children's Society East www.childrenssocietyeast.org.uk
- IPSEA www.ipsea.org.uk

Contact

Mrs. King is the Special Education Needs and Disabilities Coordinator (SENDCo) at Hogarth Primary School.

Mrs. King can be contacted on 01277 212216 or by email at SENDCo@hogarth.essex.sch.uk

She is a qualified teacher, holds the National Award for SEN Coordination and is the Deputy Headteacher. Mrs King works closely with our team of qualified teachers and Learning Support Assistants, who provide SEN support. Staff training is ongoing and focuses on areas that the school, staff, pupils and parents/carers have identified.

What arrangements does the school make in relation to the treatment of complaints from parents/carers of children/young people with SEN/D concerning the provision made at the school?

We endeavour to ensure that our service to parents/carers and pupils is the best that we can provide. However, if you feel this is not the case, we operate an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding. In the unlikely event that the matter is not concluded satisfactorily, please refer to the DET Complaints Policy and Procedure, which is published on the Trust's website. The website address is: https://www.discoveryeducationaltrust.co.uk/policies. Within school, the procedure has three stages, which must begin with the informal stage.