

Hornsea Burton and Skipsea Primary School Federation SEND Information Report: September 2023

Contact details of the SEND co-ordinator.

	Special Educational Needs Coordinator (SENCo) Hornsea Burton	Special Educational Needs Coordinator (SENCo) Hornsea Burton
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SEND Governor	Mrs Liz Pollard	Mrs Liz Pollard
SEN Governor details, telephone and email address	Please contact the school on the above details stating F.A.O. the SEN Governor.	Please contact the school on the above details stating F.A.O. the SEN Governor.

Please find all our policies on our website at the link below:

<https://www.hbsfed.co.uk/policies>

The standard admissions numbers:

	Hornsea Burton	Skipsea
Children on roll:	61	50
Children at SEND support:	10	4
Children with an EHC Plan:	8	0
% of children with SEND in school	30%	8%

The complaints procedure.

If a parent has a complaint about the SEND provision made in school, then they are to follow the school's policy and guidelines. The process is as follows:

- Try to talk directly to the teacher, SENCo/Head Teacher

- If you are unhappy with the outcome then put your complaint in writing to the Head Teacher
- The Head Teacher will investigate your complaint and reply to your letter, inviting you in to discuss the matter further.
- After the meeting, if you are still not satisfied with the outcome, then put your complaint in writing to the Chair of Governors who will investigate and then provide a written response.
- The full school complaints procedure is available on request or on the school website

Our definition of SEND

Special Educational Needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Children have special educational needs if they have a learning difficulty which calls for special educational needs provision to be made for them.

Children have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority (LEA)

How a child might be Identified and put on The SEND register

Children are identified through individualised assessment by way of observation, on-going teacher assessment and diagnostic assessment. Consultation through Pupil Progress Meetings (PPMs), parents meetings and intervention reviews also help identify SEND.

Examples of ways:

- The teacher working in partnership with parents may identify a concern related to a pupil. This can be due to a lack of progress, poor levels of attainment, lack of performance, a behaviour change/concern etc. Concerns can be in one specific area or several. The child may then be tested using a variety of tests (as appropriate). If the standardised score is below 85 and a special need is recognised, then the child will be put on the register as requiring support.
- A child may come from a previous school / setting having been on their SEND register with a certain level of support and had access to external agencies. After an agreed period to settle, transferred children are assessed to ensure the appropriate provision is in place and that they are at the correct level of action.

- The school has a graduated response to dealing with identified need. Some children will require a referral to an external agency with recommendations made. However some children may not be deemed as needing external agency involvement, but instead require additional support through our school systems.
- Some children are referred to external agencies but with differentiated support are coping with their difficulties within the classroom and do not need additional interventions e.g., 1-1.
- Early intervention is vital at HBSfed, so in the Early Years Foundation Stage children are screened through baseline assessment and termly moderation meetings including PPMs. As a result, some children may be targeted for specific support within the 7 Areas of Learning. Subsequently an action plan will be developed with focused targets stating smart steps that need to be worked on.
- Children with a recognised difficulty will be set a Termly Support Plan (TSP) highlighting interventions that will be put into place. If progress is not made, these children may require additional support. As progress is assessed, current provision is analysed and modified or changed to meet individual need even if an external agency is still involved. Monitoring by the SLT, the class teacher and the SENCo continues on a termly basis through PPMs and TSP reviews. Children will be removed from the SEND register when they ‘narrow the gap’ in terms of progress and attainment.
- Pupils are not automatically put onto the SEND register despite the involvement of external agencies (EWO, school nurse, social services etc). There has to be a recognised ‘special educational need’. If a child is deemed to be underachieving, then interventions will be planned in line with the graduated response but they may not be placed on the SEND register.

The areas of need used to categorise children with Special Educational Needs are:

- Cognitive and Learning (*this includes: Dyslexia, Dyscalculia, Moderate Learning Difficulties, poor processing skills, poor auditory or visual memory, low cognitive ability*)
- Communication and Interaction (*this includes: speech & language, ASD*)
- Social, Emotional and Mental Health (*this includes: behaviour, ADD, ADHD, ASD..*)
- Sensory and Physical (*this includes: Hearing impaired, Visual impaired, physical disabilities, Dyspraxia, medical*)

As evidence is required to identify a specific area, a number of published standardised tests are used to obtain standardised scores and percentile ranks. We employ an SEND consultant to carry out most specialised testing.

Some tests we refer to are:

- MAT non-verbal cognitive reasoning ability test
- BPVS British Picture Vocabulary Screener (non-verbal language test)
- Turner-Ridsdale Auditory Memory test
- PhAB processing speed test for pictures and digits
- Boehm concept test (for early years)
- YOUNGS reading
- YOUNGS Maths

- SPAR spelling

Other tests may be used by the Educational Psychologist to evidence SEND. Pupils who are on the SEND register will have a TSP.

How the school evaluates the effectiveness of its provision for SEND pupils

- Daily moderation by class teachers that informs planning
- Half termly assessments and data analysis by the Class Teacher and SENCO/Head teacher
- SENCO undertakes pupil interviews, book scrutiny, lesson observation and monitors planning
- SEN Governor is kept informed of anonymised pupil data and meets with the SENCO termly
- Communication with parents on a regular basis to discuss your child’s progress

Autumn 1	<p>Planning and implementation of SEND provision, catch up programmes, SEND programmes for pupils at support including those with EHC plans</p> <p>Staff SEND/Inclusion CPD needs identified</p> <p>Meetings with teachers, SLT (PPMs) and the SENCO to review and discuss provision and needs of children</p> <p>Drop in observations of groups</p>
Autumn 2	<p>Termly Support Plan (TSP) targets reviewed</p> <p>TSPs shared with parents at parent consultation meetings</p> <p>Monitoring of SEND pupil progress and of SEN provision (quality first teaching, intervention programmes, curriculum differentiation, access)</p> <p>SEN pupil progress/achievement reviewed</p> <p>Transition reviews completed for pupils with an EHC plan</p>
Spring term	<p>Monitoring of planning and differentiation</p> <p>SEN pupil progress/achievement reviewed</p> <p>Monitoring, review and evaluation of interim progress of SEND pupils following catch-up or SEN intervention programmes leading to changes in provision to ensure support remains effective</p> <p>TSPs reviewed and shared with parents at parent’s evening</p>
Summer 1	<p>Transition Preparation</p> <p>Focused SEN monitoring</p> <p>Monitoring, review and evaluation of interim progress of SEND pupils following catch-up or SEN intervention programmes leading to changes in provision to ensure support remains effective</p>
Summer 1	<p>Transition Preparation</p>

Review of SEN pupil progress and achievement. Identify gaps in learning / provision and children’s needs. Plan new provision to be set up for Autumn term TSP review meetings with teacher, parents and SENCo,

The school’s arrangements for assessing and reviewing the progress of pupils with Special Educational Needs

- Your child’s progress is continually monitored by his/her class teacher.
- Pupil Progress Meetings (PPMs) are held every term with members of the SLT. Whole class progress through the National Curriculum objectives are reviewed. Within this, specific groups, such as SEND children and underachieving pupils are looked at.
- SEND interventions - staff review this provision half termly
- As part of PPMs, the SENCo discusses progress with SLT and staff and reviews the provision in place for SEND children who not progressing.
- At the end of each key stage (i.e., at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and parents are informed of their child’s results.
- SEN pupils will have a Termly Support Plan (TSP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan (Educational Health Care Plan) is formally reviewed at an Annual Review with all adults involved with the child’s education, health and social care.

The school’s approach to teaching pupils with Special Educational Needs

HBSfed values the abilities and achievements of all children, and is committed to providing for each pupil the best possible environment for learning. This school provides a broad and balanced curriculum for all children. The Curriculum is our starting point for planning areas of learning to meet the specific needs of individuals and groups of children. When planning, teachers set robust learning challenges and respond to children’s diverse learning needs. Some children experience barriers to learning meaning they have special needs that require particular action to be taken by the school. The School’s Inclusion statement, recognises the entitlement of all pupils to an appropriate, balanced, broadly based curriculum is the basis for planning and developing provision. The SEND Policy reinforces the need for teaching that is appropriate and fully inclusive. The Governing Body will ensure that appropriate provision is made for all pupils with SEN.

Throughout the year, additional requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate fully and effectively in curriculum and assessment activities. Children with SEN may need additional or different help from that given to other children of the same age. Any child may have special educational needs throughout, or at any time during their school career. The SEND Policy ensures that curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by individual pupils.

Our principles of SEND provision are;

- High quality personalised teaching with child-centred differentiated activities planned to meet the needs of each child
- SEN teaching monitored and reviewed by the senior leaders in school
- Class-based TAs work alongside class teachers to support children individually or in small groups to facilitate working with children with SEN.
- Early identification of concerns with progress, leading to testing and planning interventions and provision
- The class teacher is responsible and accountable for SEND provision of pupils in their class
- There is a graduated response implementing appropriate evidence based interventions
- Regular reviews of interventions
- Termly reviews of targets (TSPs)
- Support plans show clear expected outcomes
- Pupil input to support plans
- Parent participation

How the school adapts the curriculum and learning environment for pupils with Special Educational Needs

Class teacher input also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Other adaptations could be:

- Access to previous years' programmes of study and resources
- Working walls and displays

- Topic mats and appropriate scaffolding
- Individualised success criteria
- Multi-sensory approach to learning
- Specific programmes for specific needs
- Differentiated and specialised resources

Additional support for learning that is available to pupils with Special Educational Needs

This could include:

- Differentiated Support: Group TA support, 1:1 TA support, task differentiation: access of previous year / term objectives
- 'Safe Spaces' to calm; personal space environments
- Modified resources e.g. learning aids, visual impairment aids, hearing impairment aids, ICT aids
- Modified environment e.g., nurture room

SEND Support means they have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school.

This may be from:

- The ASD Team
- NHS Speech and Language therapy Service.
- Educational Psychologist Services
- Children's Centres
- CAMHs
- SAPTS Services (Sensory and Physical Teaching Services)
- Physiotherapy
- Occupational Therapy
- Sensory Integration Services
- Behavioural support services team
- Social Care Team
- Parent Partnership
- FISH
- Sibling Support

For your child this would mean:

Your child will have been identified by the class teacher/SENCO as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - o Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - o Support to set better targets which will include their specific expertise
 - o A group run by school staff under the guidance of the outside professional e.g a social skills group
 - o A group or individual work with outside professional

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually, your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

Support that is available for improving the emotional and social development of pupils with Special Educational Needs

We have a specialist ELSA trained TA who provides:

- ELSA Programmes (1:1 and small group)
- Emotional Literacy Programmes
- 1:1 Emotional Support
- Friendship Groups (SaLT provision)
- Anger Management Groups
- Home-School Worker Support

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.

- Regular training is disseminated to staff as part of the annual planned staff meeting timetable.
- Training given by the SENCo & the Head (V Hart) and other professionals includes:
 - Neli (SaLT)
 - ASD (Cath Murdoch)
 - Behaviour (Team Teach)
 - ADHD, Attachment Disorder; Team Teach strategies (Helen Hatton)
 - ACE, restorative practice, nurture provision, DD4D (Victoria Hart)
- Support from outside agencies deliver whole school staff training. Visits and observations provide opportunities for supported recommendations to be made
- Specific training is carried out for individuals to meet specific needs

How equipment and facilities to support children and young people with Special Educational Needs will be secured.

External agencies:

Agencies	Name	Contact
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SEND consultant	Mrs Fiona Riley	Please contact the school on the above details stating F.A.O. the SEND consultant
Educational Psychologist	Ms Helen Higgins HB Bronwen Ozanne SK	Please contact the school on the above details stating F.A.O. the EP
Behaviour Support Advisory Specialist	Mrs Helen Hatton	Please contact the school on the above details stating F.A.O. the BSA team
Inclusion Practitioner	Cath Murdock	Please contact the school on the above details stating F.A.O. the IP
Educational Welfare Officer	Kate Harros	Please contact the school on the above details stating F.A.O. the IP
Speech and Language Therapy service	Ria Robson	Please contact the school on the above details stating F.A.O. the IP

Advice is sought about specialist equipment from:

- Speech and Language Therapy service
- SaPTS (Sensory and Physical Teaching Service - physical, visual and auditory impaired service)
- Educational Psychologist
- Inclusion Practitioner
- Behaviour Support Advisory Specialist

The arrangements for consulting parents of Children With Special Educational Needs About, And Involving Such Parents In, The Education Of Their Child.

- Termly Support Plans are reviewed as part of parent consultation meetings. Teachers invite parents to contribute to the review through a Structured Conversation in school. Parents that do not attend the parents' evening will have a copy of the TSP sent home to them.
- Transition Termly Support Plans will be review by the class teacher, SENCo and parents in summer term.
- Relevant information/resources about how parents can support their children are created and given to parents as appropriate.

8. The Arrangements For Consulting Young People With Special Educational Needs About, And Involving Them In, Their Education.

At the end of every term children with SEN will complete Pupil Profile sheet with their teacher or TA. The adult can read and scribe the information, explaining what the terms mean. Individuals will be asked:

- At school I like to...
- At home I like to...
- What is going well for me
- What I have achieved
- What is not working for me
- This term I would like to achieve...
- How am I going to do this?

- School can help me by...
- Others can support me by...

Individual responses will contribute to the TSP review process. The school is developing a person-centred approach to its SEND provision and practice, recognising the rights of both parents and pupils to be consulted during any SEN decision making process. For children with EHC plans, a person-centred review meeting is planned at least annually to review attainment and progress towards targets set the previous year. Children with SEND are consulted on all pupil voice enquiries.

How is HBSfed accessible to children with SEND and what facilities are available?

The building is accessible to children with physical disabilities in all areas.

- We have a disabled toilet in the main building, in the entrance hall.
- We have one designated parking space for disabled access.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We have several calming and nurturing spaces around the school that pupils with SEND can access on a need’s basis.
- We have a nurturing space in the intervention room.
- We have outdoor grounds that lends itself to outdoor, nurturing provision such as Forest Schools and gardening club. All pupils with SEND can access this space on a need’s basis.
- Before and After school provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for children with SEND.

The school’s arrangements for supporting pupils with Special Educational Needs in transferring between phases of education.

Transition phase	Arrangements
Pre-school provision to EYFS (FS1 and FS2)	Multi-agency meetings are held to pass on information that will help support the pupil. Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over the summer holiday period. Home visits by staff are offered to all parents especially for children with high needs. Half day taster day sessions are held (and can be planned appropriately to meet need). Support is put in place the term before to prepare for their start Drop in visits for high need children
EYFS to Year 1	Half day taster day sessions are held Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over holiday periods.

<p>Year 2 to Y3</p>	<p>If appropriate, open afternoons arranged for parents, pupils and staff can meet</p> <p>ELSA sessions for specific support</p> <p>Individual behaviour management plans are written (transition meetings), giving the new teacher detailed information about strategies and triggers to ensure successful transition</p> <p>Moving up transition morning</p> <p>Multi-agency meetings for high need children are held to review and plan for the next year</p>
<p>Year 6 to secondary</p>	<p>Y6 teachers have a meeting with Y7 staff to discuss every child</p> <p>SENCo has a meeting with the secondary SENCo, SEND team and Head of Y7 to discuss in detail and hand over files of the children with SEND. Detailed case studies are also passed on to ensure effective transfer of information to set up appropriate provision.</p> <p>2 transition days spent at secondary school.</p> <p>Extra visits arranged for vulnerable pupils</p> <p>Y7 SEND staff come into the primary class room to observe and work with specific high need children and prepare them for transfer.</p> <p>ELSA and home-school support for children (as appropriate)</p> <p>Transition meetings / multi-agency meetings for children with EHC plans</p>

INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

East Riding website: <https://www.eastridinglocaloffer.org.uk>