

## Welcome to our Special Educational Needs and Disability (SEND) Information Report.



Hunningley Primary School is an Inclusive setting with a strong belief that all children's needs should be met as fully as possible, irrespective of gender, race or disability. The school has an Equality Policy, Anti Bullying Policy and Special Educational Needs Policy and ensures that there is equality of opportunity and those children with Special Educational Needs and Disabilities are not disadvantaged.



One thing that we firmly believe in is that, by working in partnership with all stakeholders (parents, governors, staff, pupils and other outside professionals) children get the best.

- \* The best possible care
- \* The best possible support
- \* The best possible education
- \* The best possible opportunity to achieve their potential and beyond.



Within school Mrs Sadie Howard is our Assistant Principal with responsibility for Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), Safeguarding Lead, vulnerable pupils and wellbeing. Sadie's contact details are:

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Email: [s.howard@hunningley.org](mailto:s.howard@hunningley.org)



## What is Special Educational Needs?

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.*

*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.*

*A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice January 2015, pg.15)*



## What are the areas of SEND?



**Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



**Cognition and Learning:** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



**Social, Emotional and Mental Health:** Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.



**Sensory and/or Physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children with a physical disability (PD) require ongoing support and equipment to access all the opportunities available to their peers.



## What are the different types of support available for children with SEND?

### Wave 1

Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. All teaching staff regularly receive up-to-date training to meet the needs of their class.

### Wave 2

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.

### Wave 3

External agencies are employed as appropriate to provide additional support and guidance. May also include bespoke learning packages and high level of adult support.

## What types of SEN do we provide for and have expertise in?

Hunningley Primary is a mainstream Primary Academy that provides education for all types of needs and disabilities. We have children with mild SEN to those with more complex needs, difficulties and disabilities. During re-opening of schools under the COVID-19 restrictions, the offer available to pupils has inevitably had to change. Below is a guide on what types of interventions we can provide currently within bubbles.



**Communication and Interaction** - Support includes interventions and strategies such as; music interaction, special time and WellComm (EYFS), Kagan structures, scaffolds, barrier games, bespoke speech and language programs, comic strip conversations, social stories, Makaton, visual aids and checklists



**Cognition and Learning** includes interventions and strategies such as; precision teaching, rapid phonics, rapid reading, scaffolds, models, checklists, keep up same day intervention, catch up interventions, overlays, bespoke curriculum for personalised learning, chunked up learning, breaks, pre-teach and visual aids



**Social emotional and mental health** support includes interventions and strategies such as; therapy based intervention/strategies (within bubble areas), Nurture breakfast, emotional check-ins, lunch time club (as appropriate), structured approaches to unstructured times, comic strip conversations, social stories, how do I feel work and social skills groups (within bubble areas where possible) 5 point scales, blob tree work, circle times (within bubble areas), circle of friends.



**Sensory and/or physical** support includes interventions and strategies such as; sensory circuits (within bubble areas where possible) bespoke sensory and movement breaks, bespoke sensory equipment and tools (kept on children's desks and regularly sanitised), bespoke specialist equipment for visual impairments and hearing impairments, large print texts, magnifiers, ramps, walking frames, writing tools and supports

## What is a Disability?



The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing and long term conditions such as asthma, diabetes, epilepsy or cancer.

Children and young people with such conditions may not have SEN (special Educational Needs) but there is a significant overlap.

## Who are the best people to talk to in school about my child's difficulties with Special Educational Needs?



**Class teacher:** If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.



**SENDCo and Inclusion Manager:** Mrs Howard is our SENDCo who works closely with class teachers to put in place strategies and interventions to help remove your child's barriers to learning. She has the National Award for Special Educational Needs Coordination.



The inclusion Manager works closely with your child's teachers to track your child's progress in school and organise extra support if your child is falling behind. Mrs Caherine Horton-Hale (in the picture) leads the Inclusion Team with Mrs Howard supporting to ensure children receive the best possible provision for all.



**Parent Support Advisor:** Mrs Horbury is our Parent Support Advisor who works at Hunningley Primary. She provides lots of support for families and children and can signpost you to local services such as children centres, legal advice and Family Learning. Our Educational Welfare Officer also works in school to offer help and support to our families.



**SEN Governor:** Challenges school to ensure children's needs are being met and shares this information with the Governing Body. Our SEND governor is Janine Astley and she can be contacted on: [Janine.Astley@barnsley-academy.org](mailto:Janine.Astley@barnsley-academy.org)



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## What Policies support my child with SEND?



These Policies have been written to further support your child within school. Please ask at the office if you'd like a copy of any of these policies to read, some are also available on the school's website.

Working Together Policy

SEN Policy

Accessibility Arrangements Policy

Inclusion Policy

Equality and Diversity Policy

Anti-Bullying Policy

## What other agencies can school use to support my child?



For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- \*Educational Psychologist
- \*Speech and Language Therapist
- \*Occupational Therapist/Physiotherapist
- \*SCI Team (Social Communication & Interaction Team)
- \*Therapists (counselling, play therapy, TADs)
- \*School Nurse
- \*Behaviour Support Service
- \*CAMHs

The local authority have an SEND local offer which is an online resource for parents of children or young people with a special educational need or some kind of disability. This can be found at:  
<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>



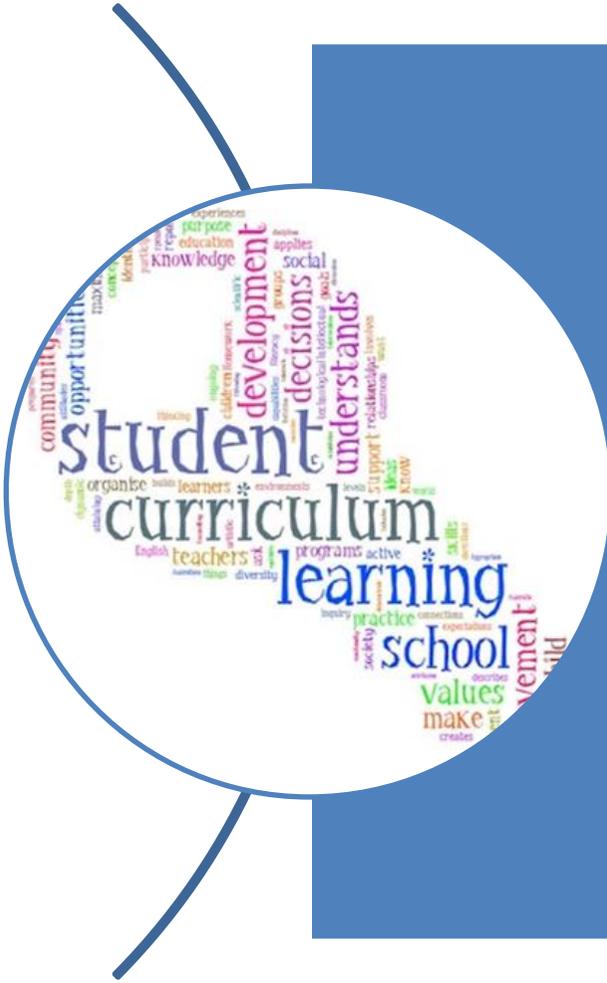
## How does the school environment meet my child's needs?

\*Our curriculum is delivered through Rosenshine's Principles of instruction. These encourage children to be active participants in their learning and increase autonomy and independent learning strategies. We accommodate for different learning styles providing a platform for personalised learning. This is achieved through lessons and activities that are driven through key skills which are linked to each subject area. We believe that every child is gifted in their own way, children are provided with the skills to allow them to fly and be the best they can be.

\*A range of physical adaptations have been made to the buildings in order to ensure that they are accessible for all children. These include, lifts, ramps and hoists. Bespoke specialist equipment has been purchased for individuals who require it for needs such as hearing and visual impairments or physical disabilities.

\* We offer a variety of ways in which teaching can be delivered, from whole class, small group work, personalised provision to outdoor learning, specialist literacy groups and intervention groups. It is vital we address the individual needs of the children whilst ensuring they are receiving an inclusive educational diet.

\* Some children have bespoke learning packages and pupil passports to further aid their success in next steps in learning. These are written by the Class Teachers, SENDCO and other agencies (where appropriate) and shared with parents.





## What extra-curricular activities can my SEND child take part in?

Due to COVID-19 our offer has been significantly reduced to ensure the safety of pupils and staff.

Throughout the partnership we offer several extra curricular activities including:

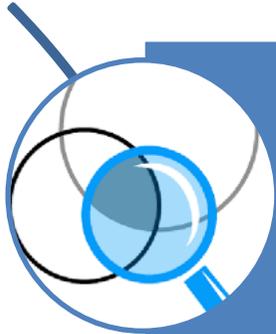
- \* Breakfast Club
- \* KS1 Nurture breakfast
- \* KS2 Nurture Breakfast
- \* Art Club
- \* Sports club

All children are welcome to attend the clubs and any special provision needed to make them accessible will be discussed with you.

SEND and vulnerable pupils are always offered places in these activities, 100% of those attending the nurture breakfasts are SEND pupils with an increasing percentage of SEND pupils accessing other clubs on offer.



## How will my child's learning needs be identified and assessed?



**Identification:** this is usually highlighted by parents - parents are a child's first educator. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out. This would then be logged on our secure system called CPOMs under the child's name. The agreed actions will be implemented and monitored with data collected on entry and exit to measure outcomes and impact.



**SEND Register:** Following implementation of the next steps, the class teacher may speak with the SENCO to discuss the child's needs and what progress has been made. A meeting will be arranged with teacher, parents and SENCO to confirm if we all feel they have an area of need and be placed on the SEND register. Again, next steps will be agreed by all and the cycle of Assess-Plan-Do-Review will start. Parents and children will be met with three times per year during parent teacher meetings where progress and next steps are reviewed, discussed and planned.



**SEN Enhanced and EHCP:** Some children have more complex needs that may require outside agency involvement and advice. These children may require higher levels of support and intervention. A personal provision map will be written containing SMART targets and pupil and parent voice recorded. The parents and children will be met with more frequently to monitor progress and review provision. Some of these children's needs may be particularly high level and may require an EHCP (Education Health and Care Plan). This is where parents, children, SENCO any outside agencies and class teachers work together to submit paperwork and evidence to the Local Authority to request a Statutory Needs Assessment. Once this has been submitted a legal timescale is then started. This process is bound by legislation and guidance within the SEN Code of Practice. Throughout this process your child's needs will continue to be met through the support that is already in place. Children with an EHCP also have an annual review.



## How effective is Hunningley provision for children with Special Educational Needs?



Hunningley Primary has a robust policy for Special Educational Needs. The policy is implemented by all members of staff and its effectiveness monitored and evaluated by the Governing Body on an annual basis.

The SENDCo meets termly with the SEN Governor to share anonymous information on the progress of all children with SEND to ensure that we narrow the gaps in our provision for all our children. Here tracking and progress is shared and analysed.

Termly reports are written by the SENDCo about the provision and progress of all children with SEND, this forms part of the termly Headteachers Report to Governors.

The SENCO attends pupil progress meetings to gain an overview of all children and their flight paths.

Data is shared securely with the SENCo so any trends or areas for development can be addressed.

SEND pupils are tracked using a new assessment tool called A2E (we are transferring from Classroom Monitor SEND Toolkit) this allows staff to track SEND pupils progress using smaller steps of achievement and attainment.

Overall, the majority of SEND pupils make good ipsative progress from their starting points with an increasing percentage of SEND pupils making outstanding progress.



## What support do we have for you as a parent of a child with SEND?



As a parent you can arrange to meet the class teacher before or after school by phoning the office where we will be happy to discuss your child's progress and any concerns you may have. Teachers are happy to share successful strategies used in school which can be used by parents at home.

Mrs Howard is also available to help answer any further questions you may have about your child's needs.

Within school the Inclusion Team can offer you a range of support to help meet your child's needs both in school and at home.

All information from outside agencies will be shared with you personally or through written reports.

Class teachers will share class provision maps, EHCPs (as appropriate) with you on a termly basis and discuss the progress made towards individual targets.

Sometimes many agencies are involved in supporting your child and to help manage and coordinate all these people an Early Help Assessment (EHA) may be set up so that you can meet regularly with all agencies involved.

A new parent support network has been set up by Mrs Howard and further dates are pending with guest speakers and sessions arranged around the needs of the parents and children in school.

## How will we support your child when leaving this school or moving to another class or school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **If your child is moving to another school or moving into Year 7:**

- \* We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- \* We will make sure that all records about your child are passed on quickly to the receiving school.
- \* Wherever possible we arrange additional transition visits for children with SEND.
- \* Wherever possible we will arrange further parents information visits.
- \* Structures such as social stories and scripts can be made for individual children

### **When moving classes in school:**

- \* Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- \* Current strategies and supports in place for a child will transfer to the new teacher and classroom.
- \* Bespoke transition packages can be arranged for individuals with specific needs
- \* Extra visits or special time can be arranged with new staff to help create a bond and ease transition
- \* Classes have shared time with new staff and in their new classrooms during the Summer Term
- \* Sometimes in high or complex need individuals, support staff may transition with the child for an extra year



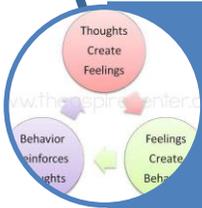


## How do we consult pupils with SEN and involve them in their education?



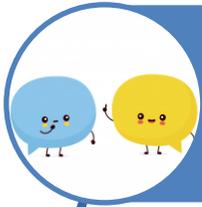
### Blob tree

This is an image that helps children discuss how they are feeling when they may not be able to express it verbally or label exactly how they are feeling



### Thoughts and feelings web

This helps to guide a conversation with a pupil about what works, isn't working, times of the day they find challenging, areas of the setting they struggle in.



### Interview/consultations:

This is usually an informal chat so children feel safe and secure to discuss whatever difficulties they are experiencing.



### Observations:

For very young children, the most reliable way of gaining their voice is through observation. This allows us to build up a picture of the child, their likes and interests, their areas of difficulty and learn how they express their needs and wants.

## What training and expertise do our staff have to support pupils with SEN?



### Communication and Interaction:

Our staff have received training on ASC delivered by the educational psychologist, training by the Social Communication and Interaction Team on Lego Therapy and Music Interaction, key members of the staff have had training in interventions such as 'build a world' and 'construction crew' and our staff are supported by Speech and Language Therapists who also offer training for staff working with specific children and needs.



### Cognition and Learning

Our staff attend regular update training hosted both in-house and delivered by specialists. Training on Precision Teaching delivered by the Educational Psychologist, Rapid phonics, Rapid Reading, 1st Class@Number, Number Sense, modelled reading, Success at Arithmetic have all been delivered. Whole staff training has also been ongoing with a focus on working memory, reducing cognitive over load and Rosenshine's Principal of Instruction.



### Social Emotional and Mental Health

We have trained Nurture therapists onsite. The Nurture Lead has the Nurture UK qualification. Hunningley offers a range of intervention and support to pupils as part of a graduate response. Alongside the core Nurture Team, all staff have received training on therapeutic language and approaches delivered by a trained Play Therapist. We offer a range of SEMH interventions including Homunculi, Escape from Exclusion, Build a world, Messy Crew, Cool Play Crew and Safe Place



### Sensory and/or Physical

Our children who have physical and/or sensory needs tend to have bespoke packages tailored to their specific difficulties. We work with Occupational therapists, physio therapists and health colleagues to design packages of support for individuals. Some children require alternative entrance/exits routes and some need specialist equipment and resources.

**Training offered over the past year includes:** SMART Target writing, The graduated response and APDR, Keep up and catch up training, Rosenshine Principles of Instruction, Modelling and scaffold training, Build a World, Safe Place, Cool Play Crew, Messy Crew, Construction Crew, Anxiety, Resilience training, Therapeutic language, Transition, Trauma and the Brain and behaviour support.

## How do we handle complaints from parents of children with SEN about provision made at the school?



### Class Teacher

Firstly, if there are any problems with the day to day provision for a child, always discuss these with the Class Teacher so they are aware and can implement changes quickly.



### Inclusion Manager

If there any problems or issues continue, the next person to contact would be the Inclusion Manager Sadie Howard. (Contact details are in this document and on the school website).



### Head Teacher

Unresolved issues would then be escalated to the Head Teachers of the school for further investigation and meetings with parents/carers.



### Board of Governors

Parents can always contact the Governors of the school by writing a letter or telephoning to raise concerns. Send written correspondence to the school marked 'FAO The Chair of Governors'



### SENDIAS

Parents can always contact SENDIAS (used to be parent partnership) they are independent and can offer support and guidance around provision for SEND children. 01226 787234