



Special Educational Need and Disability (SEND)

Information Report for Hunslet Carr Primary School 23-24

(Reviewed 07/03/2024)

School Name	Hunslet Carr Primary School
Headteacher	Martin Lumb
SEND Coordinator (SENCo)	Donna Bedlow
Inclusion Team:	
Support Staff Manager/assist SENCo	Elaine Boyce
Parent Support Advisor	Lauren Dean
Attendance Officer/Nurture Leader	Monique Bassue (Maternity Leave)
Designated Safeguarding Lead Officer	Andrew Hinchliffe
Speech and Language Therapist	Jen Camplin (NHS traded contract)
Play/Art Psychotherapist	Gareth Hobson (Impact North)
Educational Psychologist	Lisa Atkin (Learning Inclusion Service)
Governor with responsibility for SEND	Clare Davidson
Contact	Hunslet Carr Primary School Woodhouse Hill Road Leeds LS10 2DN Or via Website
Phone Number	0113 2713803

Types of SEND that are provided for at Hunslet Carr School

Hunslet Carr provides support for children across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Information about the school's policy for identification and assessment of children with SEN



Our SEN Policy can be found on our school website at:

<..\OneDrive - Hunslet Carr Primary School\Downloads\New Web\Policies\2023-24\Sept 23\SEND Policy 2023-25.docx>

- At Hunslet Carr we aim to identify the SEND needs of children as early as possible. This is done by gathering information from parents, nursery settings and other professionals prior to the child's entry into the school.
- At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and what reasonable adjustments may be necessary.
- It is recognised that children with a disability may or may not have SEN. Children with who have an identified disability only, will have their needs met under the accessibility plan.
- Once the appropriate assessments have taken place, a decision will be made on whether a child has SEND in one or more of the 4 'broad areas of need' defined in the Code of Practice.
- The needs of our SEND children are continually assessed by the SENCo and will include the views of parents and the child where possible.
- To aid this process we have a Speech and Language Therapist in school who can assess Language and Communication difficulties.
- We have an allocated Educational Psychologist and experienced staff who support and assess social and emotional difficulties.

- We have 2 days a week contract with Impact North. Our psychotherapists work with our children, families and staff with a huge variety of struggles ranging from children who have low self-esteem and would like to feel better about themselves to children and families who are really struggling to manage day to day. Our therapists can be a helpful and safe way of getting on a journey to feeling happier and more resilient again.
- School also has a contract with JESS Cluster and the services that we regularly access include BARCA (school counselling service).
- Sometimes external agencies such as the SENIT or Children and Adult Mental Health Service (CAMHs) may assist in assessment and recommendations of provision.

Name and contact details of SEND Co-ordinator



- Our SENCo is called Donna Bedlow.
- Our SENCo assistant is called Elaine Boyce.
- Parents may contact Donna or Elaine on 0113 2713804, messages can be left with the inclusion team, calls will be returned promptly.
- Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place.
- This may involve signposting to other professionals if necessary.

The school's approach to teaching pupils with SEND



- All children will have access to a broad and deep curriculum which is exciting, motivational, and differentiated to meet their needs.
- In order to widen the children's horizons, we arrange termly experiences such as visitors/trips which include all children with reasonable adjustments made as necessary so that they are fully inclusive experiences for all.
- All of our children are treated as individuals and are included in Quality First Teaching (QFT) as far as possible.
- The class teacher will plan an appropriately differentiated curriculum for children with additional needs.
- Close monitoring of QFT by the Senior Leadership Team is targeted at ensuring SEND children receive high quality teaching and learning with the consistent use of effective support and resources.
- For some children evidence-based interventions may be planned to close their gaps in learning. Interventions are regularly reviewed and evaluated to inform next steps. Interventions may be in small groups or through one to one support.
- Some children may need an individual curriculum that requires adapted resources and staffing. Hunslet Carr works hard to ensure that we meet these needs as far as possible within the constraints of a mainstream school.

Evaluating the effectiveness of the provision made for children with SEN



- The SENCo continually monitors progress data and seeks feedback from teachers and Assistant Heads to evaluate the effectiveness of provision.
- As part of the Senior Leadership team, the SENCo is involved in observations of teaching and judges the effectiveness of this teaching for SEND children.
- Data is collected termly, and adaptations are made in light of these findings.
- At least once a year, the SENCo reports on how well children with SEND achieved to the Headteacher and the Governing Board.

Arrangements for assessing & reviewing childrens' progress towards outcomes, including opportunities available to work with parents & the child as part of this assessment and review



- Children are assessed by class teachers, the SENCo or outside agencies.
- Information is reviewed termly through 'progress' meetings where the teacher meets the SENCo and members of the Leadership Team to discuss progress.
- Children who receive higher needs funding for a recognised special educational need or who have an Educational Health Care Plan will also have either termly (EYFS) or annual review (KS1 and KS2) meetings to discuss how well they are doing at school. Parents are an important part of this process as well as the child's views.
- Observations of children in class form part of the review process.
- We welcome parental involvement in school. Parent meetings, open mornings, celebration assemblies and coffee mornings give the opportunity for parents to join in the life of the school.
- Parents are invited to discuss their child's progress at least termly and are always welcome to discuss their child with the SENCo.
- If a child no longer matches the definition of SEND they are removed from the register following discussion with the child and parents.

How adaptations are made to the curriculum and the learning environment of children with SEND



- Provision, resources and support are deployed to ensure the curriculum is differentiated where necessary.
- We make sure that individual or group learning can take place where it is felt children would benefit from this provision.
- Where children are assessed at working significantly below age related expectations (ARE), teachers and support staff will baseline the children and then monitor progress against this point moving forward.
- Where children in the Early Years Foundation Stage (EYFS) are working significantly below ARE, the SENIT Developmental Journal will then be used to inform planning and for assessment purposes.
- Where children have more complex needs, through discussions with parents and external professionals, children can access The Rainbow Room, which offers full-time and part-time timetables for children to access specialist interventions that may include intensive interaction and Symbol Exchange Communication Approach (SECA).
- We set appropriate individual targets that motivate children to do their best, and celebrate achievements at all levels.
- The Senior Leadership Team and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils who access the broadest and deepest curriculum through effective quality first teaching.
- When children are required to take external tests or examinations school will ensure that appropriate access arrangements are requested so that they can achieve their full potential.

Support that is available for improving the social emotional and mental health (SEMH) of children with special educational needs

- We have an inclusion team that makes sure every child has the best care possible. This support may include Restorative Learning with our experienced team. Here the child will have their SEMH needs met.
- We also use part of our budget to fund a traded contract 2 days a week with a NHS Speech and Language Therapist, who accesses and overseas children with Speech, Language and communication needs.



- We have a contract with Impact North. Our psychotherapists work with our children, families and staff with a huge variety of struggles ranging from children who have low self-esteem and would like to feel better about themselves to children and families who are really struggling to manage day to day. Our therapists can be a helpful and safe way of getting on a journey to feeling happier and more resilient again.
- We enjoy working partnerships with many agencies and have a dedicated Parent Support Worker.
- School also has a contract with JESS Cluster and the services that we regularly access include BARCA (school counselling service).
- School is working in partnership with the charity Flourishing Families in South Leeds. Flourishing Families provide weekly sessions including cookery, reading and art & crafts that targets young people that face challenges of low confidence and poor self-esteem.
- Sometimes external agencies such as the SENIT or Children and Adult Mental Health Service (CAMHs) may assist in assessment and recommendations of provision.
- Our Parent Support Worker and Designated Safeguarding Lead are trained in Early Help Plan process.
- Our Inclusion Team and Parent Support Service ensure parents can feel confident when they approach school with a problem.
- All our staff are trained in Child Protection procedures.

Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured



- Our trained SENCo regularly attends network meetings and training courses. As such, she is up to date with local and National developments.
- Our SENCo is aware of all relevant courses relating to SEND through Leeds and can work with the Headteacher to plan the appropriate training for staff.
- Hunslet Carr have a level 3 Autism Lead (Mrs Paula Passey) who supports children and staff across school to promote enabling environments and offer support and resources for pupils with a diagnosis of autism or who are on a pathway to a diagnosis of autism.
- As we work closely with our Speech and Language Therapist, staff have become trained and specialised in the development of speech and language groups and individual programmes.
- Our teachers are skilled in managing difficult behaviour to ensure a calm working environment. Through in-house training and input from outside providers we have high levels of expertise in understanding behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.
- Specialised training is often necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student.
- Some staff have attended extra training to support their own learning and have become specialised in areas of need such as: Speech and Language, Autism, Dyslexia awareness and restorative practice.
- Support is sought from other agencies where necessary to train staff. We regularly engage with SENIT, STARS, DAHIT, Physiotherapy service, CAMHS and the School Nursing Service who provide training for staff so that they can manage specific physical and medical needs.
- All staff have had training in Child Protection Procedures.
- All teachers and support have accessed first aid training.
- Designated members of staff are Mental Health first aiders.
- All staff are due to access Team Teach training (Autumn 2024)

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



- A national formula reimburses the school a certain amount per pupil.
- On top of this, blocks of £6,000 (Notional Inclusion Budget) are allocated depending on the number of children on the school's SEND register.
- The school can apply for 'high needs top-up' funding, based on strict criteria, if it is felt that a child's needs are above that which can be provided through the Notional Inclusion Budget.
- The school uses the additional funding to put appropriate support in place to meet the specific needs of a child. This may take the form of equipment or resources to remove a barrier to learning, a key worker to support the child to access a personalised timetable that will enable the child to access a broad and rich curriculum.

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



- We create an environment where children contribute to their learning. This means encouraging them to voice their opinions of their own needs. The children voice is captured during annual reviews and EHCP applications.
- Children's participation is encouraged throughout school by wider opportunities such as residential, school plays, sports teams and other activities.
- All children on the SEND register have an IPM (Individual Provision Map)
- Some children with identified SEMH needs may have a Support Plan.
- If a child has an EHCP or High Needs Top up funding, a review will be held either termly or annually.
- Annual Reviews incorporate pupil and parent/carer voice.
- All children in receipt of High Needs Top Up Funding will have their own passport which will include their voice alongside advice from professionals.

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



- Parents are vital partners in their child's journey through school
- The SENCO/SENCO Assistant are available every day by appointment.
- Parent/carer Evenings take place during our Autumn and Spring terms, where there will be opportunities to discuss their child's progress with the class teachers and SENCo.
- Parent/carers themselves can be involved in supporting their child's education in consultation with the class teacher. Initially this will start with parental involvement in Target Setting.
- For children with more complex needs, parental views are sought at review meetings.
- Parents are kept informed about teaching and other events through regular newsletters, drop-in sessions, and open mornings.
- Our parent support worker, attendance officer and designated safeguarding lead are available to meet parents and discuss any concerns they may have.

How the governing body is involved, in meeting the needs of children with special educational needs and in supporting the families of such pupils

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.
- The accessibility plan for children with a disability can be viewed on the school website.

<p>Arrangements made by the governing body relating to the treatment of complaints from parents of a child with special educational needs concerning the provision made at the school</p>	<ul style="list-style-type: none"> • If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's SEND they should follow these procedures: <ul style="list-style-type: none"> ○ Raise initial concerns with the class teacher - usually any problem can be dealt with at this stage ○ Arrange a meeting with SENCo - if conflicts cannot be resolved the Headteacher should be involved ○ Arrange a meeting with Special Needs Governor ○ At any point the parent may wish to contact Leeds SEND Information Advice Support Service Organisation for advice: www.leedssendiass.co.uk
<p>The contact details of support services for the parents of a child with SEND</p>	<p>Leeds SEND Information Advice Support Service can be contacted when a parent needs additional help or advice.</p> <p>www.leedssendiass.co.uk</p>
<p>The school's arrangements for supporting children with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<ul style="list-style-type: none"> • Transition arrangements and the involvement of child and parent in these arrangements are firmly established in the school • Nurture provision and travel plans are planned to ensure children make all transitions smoothly and confidently. • Where it has been identified that additional transition is needed, a referral to Impact North may be made. • The SENCo will liaise with specific high school for additional visits and support for identified children.
<p>Information on where the local authority's local offer is published.</p>	<p>Information for families regarding the Leeds Local offer for children with SEND can be found at the link below http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx.</p>

Ready, Respectful and Safe

