



**Special Educational Need and Disability (SEND)
Information Report for
Hunslet Carr Primary School
2019 -2020**

School Name	Hunslet Carr Primary School
Headteacher	Martin Lumb
SEND Co-ordinator (SENCo)	Sarah Bramham
Support Staff Manager	Elaine Boyce
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	<p>Hunslet Carr provides support for children across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs.
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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:

https://www.hunsletcarr.co.uk/uploads/2/0/2/6/20260333/sen_policy_2019-20.pdf

- 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 also have access to an Educational Psychologist and experienced staff who support and assess social and emotional difficulties
- Sometimes external agencies such as the Complex Needs Team 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 Sarah Bramham
- She works in school on Tuesday and Friday
- Parents may contact Sarah on 0113 2713804
- 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 curriculum which is exciting, motivational and differentiated to challenge and meet their needs
- In order to widen the children's horizons, we arrange termly experiences such as visitors and trips which will include all children
- 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 effective support and resources
- For some children 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.

<p>Evaluating the effectiveness of the provision made for children with SEN</p> 	<ul style="list-style-type: none"> • The SENCo continually monitors progress data and seeks feedback from teaching staff in order to evaluate the effectiveness of provision • As part of the Senior Leadership team, the SENCo is involved in observations of class teaching and gives their judgement on the effectiveness of this teaching for SEND children • Data is collected termly and adaptations to provision 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.
<p>Arrangements for assessing & reviewing childrens' progress towards outcomes, including opportunities available to work with parents & the child as part of this assessment and review</p>	<ul style="list-style-type: none"> • Children are assessed by class teachers, the SENCo or by outside agencies • Information is reviewed termly through 'pupil progress' meetings where the class teacher meets with the SENCo and members of the Senior Leadership Team to discuss a child's progress in learning • Children who receive additional funding for a recognised special educational need or who have an Educational Health Care Plan will also have an annual review meeting to discuss how well they are doing at school. Parents are an important part of this process



- Observations of children in class form part of the review process
- We welcome parental involvement in school. Parent meetings, open mornings and celebration assemblies give 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. They will continue to be monitored in school.

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
- 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
- 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 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 Nurture team. Here the child will have their SEMH needs met
- We also use part of our budget to buy additional access to an Educational Psychologist whose expertise is used to improve the SEMH of pupils with SEN
- We enjoy working partnerships with many agencies and have a dedicated Parent Support Worker
- Our Parent Support Worker is also 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 SENCo regularly attends network meetings and training courses. As such, she is up to date with local and National developments. She has the Post Graduate National Award for SEN
- Our SENCo is aware of all relevant courses relating to SEND and can work with the Headteacher to plan the appropriate training for staff
- As we work closely with our Speech and Language Therapist, many staff have become trained and specialised in the development of speech and language groups
- 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 in order to train staff. We regularly engage with Occupational Health Service, Physiotherapy service, CAMHS and the School Nursing Service who provide training for staff so that they can manage specific medical needs
- All staff have had training in Child Protection Procedures.

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



- The school is funded on a national government formula that reimburses the school a certain amount per pupil
- On top of this, blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's SEND register
- The school can apply for '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 £6,000 block
- 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 or something else that will enable the child to access a broad curriculum.

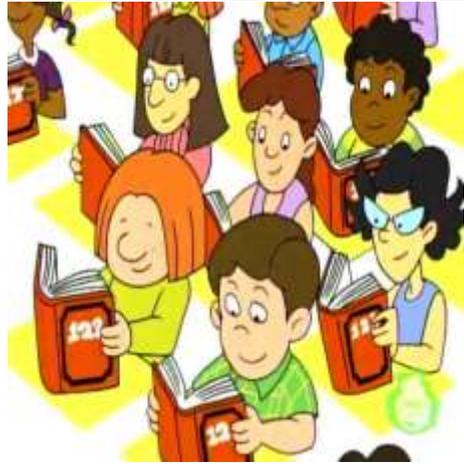
The arrangements for consulting young people with special educational needs about and involving them in, their education.



- We endeavour to create an environment where children can contribute to their own learning. This means encouraging them to voice their opinions of their own needs
- Children's participation is encouraged throughout school by wider opportunities such as residential, school plays and sports teams
- Children may have an IEP (Individual Education Plan) or an IBP (Individual Behaviour Plan)
- Children will be consulted when the plans are set up and continually asked to reflect upon their progress
- If a child has an EHCP or High Needs Top up funding, a review will be held annually. Annual Reviews are pupil centred and the view of the child form part of the process
- All these children 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
- There will be Parent Evenings where there will be opportunities to discuss their child's progress with the class teachers
- The SENCo is always available on these evenings for further discussion and to support parents/carers with any concerns they may have
- 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 and open mornings

- Parents are invited into the school for regular information sessions, weekly good work assemblies, other celebration assemblies and various performances and concerts throughout the year
- Our parent support worker is 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.

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

- If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's SEND they should follow these procedures:
 - 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

<p>school</p>	<p>Information Advice Support Service Organisation for advice: www.leedssendiass.co.uk .</p>
<p>The contact details of support services for the parents of a child with SEND</p>	<p>Leeds SEND Information Advice Support Service www.leedssendiass.co.uk/ Can be contacted when a parent needs additional help or advice</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.
<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>