SEN Information Report Hunsley Primary
May 2015

A report detailing the SEND offer and arrangements made available for pupils and families at Hunsley Primary.
Hunsley Primary Vision Statement

Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils’ lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be fully inclusive, personalised and challenging to meet all pupils’ needs. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained classroom expert practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other’s work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Our Teaching and Learning Rationale

Engagement / Enjoyment / Reflection / Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- ‘Real’ learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
• Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
• A union of primary partnerships with cross-phase and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has the opportunity to build successfully on their learning from 4 to 19
• Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
• Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full academic potential.

1. The kinds of special educational needs for which provision is made at the school

Hunsley Primary is a very small single form entry primary free school, due to open in September 2015 with a Reception cohort only. The school is inclusive and caters for pupils with a wide range of special educational needs (SEN) and disabilities including physical disability, sensory impairment, dyslexia, general learning difficulties and autism. We believe passionately in the unique individuality of each child and the limitless potential of all our pupils, in line with the Hunsley Trust’s values and we strive to ensure that every pupil, whatever his/her need, is successful in achieving their own personal goals.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs.

Hunsley Primary SEND policy is accessible on the website. The SEND policy and the arrangements for supporting pupils with SEND are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014.

Identification of new pupils transferring from pre-school into Reception is through routine data transfer and information sharing from those settings, parents and external agencies (if appropriate); for pupils who plan to join us already receiving extra or external support, the transitional support process may begin as early as the first weeks of pre-school, depending on need. Hunsley Primary staff work closely with pre-schools to support transfer of information regarding specific needs a child might have.

During the ongoing communications with pre-schools, a child may be identified as requiring an extra level of support, and this close partnership with the pre-school and parents can begin as soon as it is required and requested.

During the pre-school year, the two settings (Hunsley Primary and the pre-school) liaise regarding summer transition arrangements. The Reception team visits children in the setting so that agreed data sharing can establish a firm platform for support provision in the school setting.

Home visits also are arranged for all children where required and these allow staff to observe the child in their home setting and to discuss with parents any specific needs that have already been identified and to make available to parents the offer of support available to their child.
On entry to Reception, all pupils are observed and assessed (within the first 6 weeks of arriving) when they are deemed to be settled and engaged in learning, using the Early Excellence Centre Baseline assessment, in line with the national baseline assessment criteria, and these results are used with existing information to inform support arrangements, care plans and teaching plans.

Concerns about a pupil having SEN can be raised by any member of staff, any parent or, as the pupils progress through the school, even by the pupil themselves. Concerns should be referred to the class teacher or Head of Hunsley Primary. A preliminary assessment will be made by the school and / or Trust SENDCO which may lead to further specialist testing before a decision regarding additional support is made.

Pupil progress is closely monitored through 4 annual data collections as well as on-going observations in the classroom, half-termly review meetings, Parent Consultation events, staff briefings and team meetings and through work scrutiny and pupil voice.

3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

- In Reception, regular observation of the pupil in line with EYFS framework and Development Matters
- Review and feedback from teachers, key workers and other classroom staff
- Standardised testing to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, IT skills and writing speed
- Use of assessment data, lesson observations, learning walks, book sees, work scrutinies and pupil voice to measure progress in the classroom
- Discussion with pupils
- Teaching staff moderation and team meetings
- External moderation of standards, e.g. by the consultant head teacher
- Parental feedback – either in review meetings, parent consolation events or ad hoc
- Head of Hunsley Primary and leadership monitoring and evaluation procedure, e.g. data tracking, including Key Stage leaders and those with subject responsibility where relevant
- Governance / Executive Team / Trust Director level monitoring and evaluation

(b) the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;

- Teachers, key workers and other classroom staff routinely assess and monitor the progress of pupils with SEN to ensure quality first teaching
- Vulnerable group progress is routinely analysed by the Head of Hunsley Primary and those with leadership responsibilities in school
- All data for pupils identified as SEN is also analysed by the SENDCO / Key Stage Leaders (and those with subject responsibility where relevant) after each data collection and any pupils failing to make expected progress are discussed at a team meeting at which intervention strategies are agreed on an individual basis.
- The Inclusion Team is made up of the Head of Hunsley Primary, SENDCo and Key Stage Leaders. Where review meetings take place, there is a requirement for relevant teaching and classroom support staff to contribute to that team.
- Pupil progress is closely monitored by subject leaders too at each data collection point (November, January, March & June).
- Half-termly reviews for pupils with SEN take place to reflect on progress and identify next steps
- Additional annual reviews take place for pupils with a statement of SEN / Education, Health Care Plan (EHCP)
- Parents’ consultation events enable parental feedback to be captured
• A small number of pupils may require closer monitoring; this could be in the form of daily contact through the pupil Journal, additional home/school books, e-mail, telephone contact and letters as appropriate.

(c) the school’s approach to teaching pupils with special educational needs;

• Teachers are responsible for differentiating learning provision to meet the needs of all the pupils in their class with quality first teaching
• Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo and, where appropriate, external advisers
• Information on individual pupils with SEN is held electronically in a secure database on the school’s VLE; this is accessible to all classroom based staff and is regularly updated following reviews; it includes relevant information on pupil attainment levels, areas of weakness, recommended support strategies and advice and support materials for staff to use in lessons.
• All pupils are taught in a mainstream setting; there is a minimum of withdrawal for specialist input e.g. to attend a TalkBoost session
• Children experiencing additional support are encouraged to share their progress and learning with peers
• Additional literacy / numeracy intervention is provided to narrow the gaps in the attainment of pupils with learning delays

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

• Differentiation of resources and learning materials by the teacher with support from the SENDCo and external advisers
• Teaching assistants (TAs) work in designated Key Stages to provide in class support for identified pupils / groups
• Additional literacy & numeracy interventions
• Personalised learning programmes
• Ground floor access for wheelchair users or those with limited mobility
• Disabled facilities, e.g. toilets

(e) Additional support for learning that is available to pupils with special educational needs;

Provision is allocated according to need and follows the “Access, Plan, Do & Review” process laid down in the revised Code of Practice 2014.

Additional literacy and numeracy support is provided in a variety of ways:
• Daily reading, writing, spelling and maths interventions run throughout the school day; typically a pupil would take part in one or two sessions a week for a term after which progress would be reviewed and support adjusted.
• Talk Boost programme for Reception / Year 1 (where necessary)

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

• A daily Meet & Greet service provided by the TA keyworker and / or SENDCo
• One-to-one lunchtime availability for support with home learning and intervention
• Mentoring from Post 16 Peer Mentors
Off site activities – every effort is made to include all pupils; parents and carers are consulted to ensure arrangements are appropriate and parents invited to accompany the school on educational off site visits where required

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

- Teaching and classroom support staff, e.g. TA
- Hunsley Trust Behaviour Support Team
- Mentoring – peer mentoring from trained post 16 mentors
- Hunsley Trust Educational Psychologist
- Youth & Family Support Service (YFSS)
- Counselling
- Hunsley Trust EWO
- Access to qualified social workers

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

- Mrs Lucy Hudson, Head of Hunsley Primary
- Tel. 01482 631208
- lucy.hudson@hunsleyprimary.org.uk

5. Information about 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.

- Jo Donkersloot, Hunsley Trust SENDCo / Director of Support for Learning; BSc, PGCE (SEN), MEd (Issues in SEN)
- Lucy Hudson, Head of Hunsley Primary (Acting SENDCo for Hunsley Primary)
- SEN Consultants – Yorkshire Education Support Service (YESS)

The following colleagues are available to schools in the Hunsley Trust on a part time basis:

- YFSS
- EWO - Mrs Helen Jewitt (school: 01482 631208 ext. 103)
- School nurse – Mrs Jackie Scott (01482-335008)

Referrals can be made to these agencies:

- Educational Psychology (01482 - 392254)
- Child & Adolescent Mental Health Service (CAMHS) (01482- 303810)
- Speech & Language Therapy Service (01482-886600)
- Integrated Physical & Sensory Support (IPaSS) (01482-854855)
- Physiotherapy (01482- 886546)
- Occupational Therapy (01482-303485)
- Integrated Sensory Support Service (ISSS) (01482-392436)
- Social Services (01482 395500)
- Parent Support Advisor (based at Brough Primary School) (01482-667352)

All staff complete the East Riding Local Authority’s Safeguarding & Child Protection training.
Hunsley Primary staff have an on-going programme of training, most recently in delivering the TalkBoost programme. Through continuing professional development individual staff attend additional training depending on their subject and area of responsibility.

For new pupils with previously unprecedented needs we follow the advice of the professionals involved, in consultation with the pupil and their family.

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

- The building has ground floor access and disabled toilet facilities.
- All areas have ground floor teaching rooms
- Classrooms are partially carpeted and fitted with blinds to reduce glare and improve acoustics
- Specialist equipment is accessed through the relevant agency e.g. ISSS for pupils with a visual or auditory impairment and IaPSS or Occupational Therapy for those pupils with a physical impairment
- There are disabled parking bays in both of the school car parks (the parent car park on the South Hunsley site and the school car park)
- Classrooms can be equipped with height adjustable desks to accommodate wheelchair access

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

Hunsley Primary encourages the input of parents and carers in supporting their child’s education whilst at school and liaison with home is on-going as appropriate. A workshop evening is held every October for the parents of pupils with SEN; in addition to this parents are routinely invited to:

- Parents’ Consultation events
- Open evenings for yearly transition
- Head of Hunsley Primary Sessions to address individual concerns
- Half-yearly review meetings

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

- All pupils with a statement / EHCP attend and participate in their half-yearly review
- Pupils accessing interventions are routinely consulted at the start and end of an intervention and their ideas, feelings and feedback is captured as part of the review
- Pupils work with their teachers and classroom staff to review progress and set targets following each data collection
- Staff work on a 1:1 basis with identified pupils to support socially, emotionally and academically as appropriate.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- A first point of contact would normally be the pupil’s teacher.
- Alternatively, Parents / carers are encouraged to discuss their concerns with either the Head of Hunsley Primary, SENDCo or Key Stage Leader
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
   - The Head of Hunsley Primary, Local Governing Body, Trust Board of Directors and Executive Board review the impact of inclusion plans through the school’s monitoring and evaluation process
   - See Section 5 for details of the services / agencies providing support for pupils with SEN and their families.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
   - Details of the Local Authority’s “Local Offer” are on the LA’s dedicated website. Any queries regarding this website should be addressed to the FISH Team on 01482 – 396469
   - First point of contact in school to discuss prospective pupils with SEN is the Head of Hunsley Primary and acting SENDCo, Mrs Lucy Hudson: 01482 - 631208
   - Other relevant school professionals would include class teachers and support staff, if the pupil is already attending school.
   - Contact numbers for routine services are listed in section 5.

12. The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

   **Pre-school to Reception Transition**
   - Pre-school visits and data sharing with pre-school settings and key workers
   - Home visits and additional meetings where required to see children in a range of contexts and discuss needs with parents
   - Learning Journey and assessment data shared
   - Pupil Profile Plan drawn up for all pupils
   - Liaison with agencies where appropriate

   **Reception to Key Stage 1**
   - Two week transition window for data sharing and review meetings triage with new teacher, current teacher and support staff, including SENDCo
   - Meetings with parents – home meeting if required – as standard review
   - External agency review meeting as standard
   - Long term support plan review and short term targets set for term ahead – dates for review agreed

   **KS2/3 Transition**
   - Well-established and routine links with South Hunsley School and Sixth Form College under the guidance of the Trust SENDCo, Jo Donkersloot, ensure appropriate support arrangements. In addition to the standard induction day transition arrangements may include:
     - Transitional annual review (if statemented / EHCP)
     - Additional visits and meetings with parents and families
     - South Hunsley staff visiting Hunsley Primary

13. Information on where the local authority’s local offer is published.
   - The school’s contribution to the “Local Offer” is attached to the school website
   - For details of the local authority’s local offer go to the East Riding of Yorkshire County Council website.