



School SEN Information Report

Thomas Hinderwell Primary Academy

[Special Educational Needs and Disabilities \(SEND\) - Local Offer](#)

The Local Offer will provide information about:	Our setting will:
<p><i>Identifying the particular special educational needs of a child or young person;</i></p>	<ul style="list-style-type: none"> ● Thorough and individualised assessment of children, including: observation, termly class-based assessment, diagnostic assessment ● Communicate and consult effectively with all stakeholders, including: Pupil Progress Meetings, Parent’s meetings, target setting with children, Early Years Foundation Stage home visits, Individual Provision Map meetings, involvement of outside agencies ● Constant monitoring review of progress during interventions, through differentiated class-based activities
<p><i>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;</i></p>	<p>We offer:</p> <ul style="list-style-type: none"> ● Termly Parents Evening meetings with the class teacher ● Termly Individual Provision Map (IPM) parents consultations for children identified as having a SEN; we work closely with parents to obtain their views and help shape provision for children ● Home School Support Worker – dedicated member of staff to work with parents and support staff ● SEN open mornings/afternoons ● ‘Open-door’ policy with class teacher/SENCo/Home School Support Worker ● Relevant information about how parents can support their child at home ● Annual reports to parents

Securing the services, provision and equipment required by children and young people with special educational needs;

- Regularly review provision maps to ensure high quality teaching in class, appropriate interventions and access to external agencies (e.g. Educational Psychologist, Enhanced Mainstream Schools)
- Intervention groups, facilitated by specialist trained TAs and teachers, whose training is regularly updated
- Advice sought for environmental adaptations e.g. displays, sensory stimulation
- Requirements of DDA met e.g. lifts for children who use a wheelchair

Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;

- We offer SEAL interventions for children who need additional support for transition
- We liaise with local Secondary schools and offer additional meetings, visits and preparation for children who find transition more difficult
- Our children take part in the 'shuffle up' day, with additional support as necessary
- Through discussions with the children and parents, we identify short/medium/long term desired outcomes and consider their long term aspirations
- We incorporate the teaching of basic key skills necessary for a successful educational career and future adult life

How facilities that are available can be accessed by children and young people with special educational needs;

- We meet the requirements of the Disability Discrimination Act (DDA), 1995
- We meet the requirements of the Equalities Act (2010) through the Single Equalities Scheme (due for review 2016)
- Resources and teaching are differentiated according to the child's individual needs
- We access support from outside agencies, such as EMS, CAMHS, Educational Psychologist, ASCOSS
- Our Home School Support Worker works alongside parents and other staff to ensure that need are met – we have a holistic approach
- Appropriate members of staff regularly take part in training and disseminate this as required

The school's approach to teaching/ learning and development of children and young people with special educational needs;

- Children with SEN are inclusively educated within an age appropriate classroom with their peers most of the time
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives
- Classroom and table-top displays support children's independence
- If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need
- Support is personalised and targeted
- Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning

How the school adapt the curriculum/provision and additional learning support available to children and young people with special educational needs;

- Class work is differentiated in small groups and individually when required, based on agreed Universal Quality First Teaching provision maps
- Class-based TAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN
- Links are forged between classroom and intervention to ensure continuity, through verbal communication and Helping Hands/Postcards
- Provision, targets and outcomes are discussed termly and recorded on an Individual Provision Map, which is subsequently reviewed at the end of term

The additional learning support available to children and young people with special educational needs;

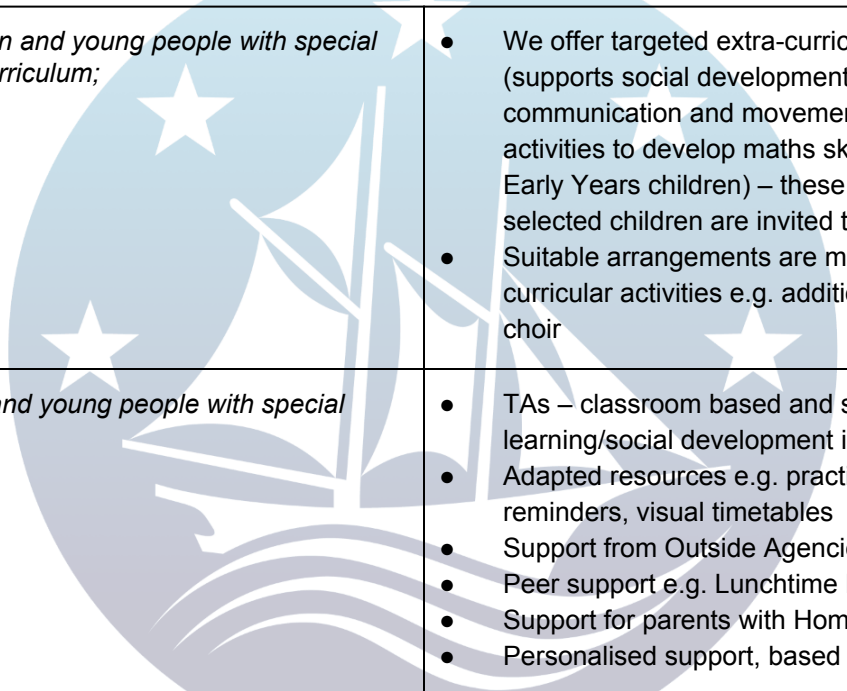
- Class-based TAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN
- Differentiated resources to support children with SEN's independence
- Support from outside agencies when necessary
- Access to evidence based SEN interventions in very small groups or 1-1
- Specialist staff in school: SENCo, Home School Support Worker, SEN ATAs, Inclusion Officer (BESD HLTA)
- We offer targeted extra-curricular activities, such as Lunch Club (supports social development) Move It! Club (supports social communication and movement development), Maths club (fun activities to develop maths skills), Fun and Giggles (social skills for Early Years children) – these are accessible to all children, but selected children are invited to attend

How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;

- We use appropriate, intervention-specific assessment tools when children have taken part in an evidence-based intervention
- NC assessment levels are tracked each term
- We hold termly Pupil Progress Meetings, involving the Class Teacher, Head Teacher and SENCo, during which we review the progress of children with SEN
- Termly Individual Provision Map meetings are held with staff and parents, along with the school Parent's Evenings; we work closely with parents to obtain their views and help shape provision for children
- SEN intervention staff review progress with children and seek their views

How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;

- The SENCo and/or other member of the SLT hold termly Learning Walks/Observations to review effectiveness of provision
- The SENCo produces a termly then annual summary report with regards to progress for children with SEN
- Parents' and Pupils' views are sought verbally and through surveys
- We hold multi-agency meetings as required
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings



<p><i>What activities are available for children and young people with special educational needs in addition to the curriculum;</i></p>	<ul style="list-style-type: none">• We offer targeted extra-curricular activities, such as Lunch Club (supports social development) Move It! Club (supports social communication and movement development), Maths club (fun activities to develop maths skills), Fun and Giggles (social skills for Early Years children) – these are accessible to all children, but selected children are invited to attend• Suitable arrangements are made for children to access other extra-curricular activities e.g. additional 1-1 support to attend football or choir
<p><i>What support is available for children and young people with special educational needs;</i></p>	<ul style="list-style-type: none">• TAs – classroom based and specialist to work on specific learning/social development interventions• Adapted resources e.g. practical resources, displays, table top reminders, visual timetables• Support from Outside Agencies (direct working and advice for staff)• Peer support e.g. Lunchtime Buddies• Support for parents with Home School Support Worker as needed• Personalised support, based on an Individual Provision Map

How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people;

- Regular training, which is disseminated amongst staff
- Support from Outside Agencies to deliver whole staff training e.g. EAL training from specialist teacher, EMS visits and advice given
- Regular TA meetings and training sessions
- Liaison with SENCo, Home School Support Worker and specialist TAs/ATAs/HLTAs
- Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child

How the emotional and social development of children and young people with special educational needs will be supported and improved.

- Inclusion Officer (HLTA) works with children 1-1 and in groups to develop social and emotional skills, in conjunction with Learning Support if required
- Extra-curricular activities
- Specific interventions, such as ELSA and Lego Therapy
- In-class SEAL and personalised small-group SEAL, which is responsive to need
- SENCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented
- Home School Support Worker supports parents and/or children as needed
- Children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration
- Key workers are identified for children who need access to 1-1 emotional support throughout the day
- Home School Support Worker/SENCo/Inclusion Officer are available at the start and end of a day for parents/carers to respond to queries, concerns and crises