

## St Andrew's CE Primary School - SEND Information Report. September 2021

<b>Who is the SEN Co-ordinator?</b>	The SENCO at St Andrew's is Lindsey Harrison. The SENCO is supported by: Sophie Butler, Lorna Benson, Amanda Symington and Chris Curtis. The SENCO team can be contacted by telephone on: 01482 825659 or by email: <a href="mailto:senco@standrews.hull.sch.uk">senco@standrews.hull.sch.uk</a>
<b>Who is the SEN Governor?</b>	The SEN Governors are Lisa Russell, Emma Burton, Joanne Thomas & Becky Colton. They can be contacted through the office at the school on 01482 825659 or <a href="mailto:admin@standrews.hull.sch.uk">admin@standrews.hull.sch.uk</a>
<b>What range of needs does St Andrew's have?</b>	St Andrew's Primary School currently supports children with a range of Special Educational Needs and Disabilities (SEND). The SEN Code of Practice (2014) described 4 main areas of SEND. These are: <ul style="list-style-type: none"><li>• Communication and Interaction</li><li>• Cognition and Learning</li><li>• Social, Mental and Emotional Health</li><li>• Sensory and/or Physical</li></ul> We currently have 9 children with an EHCP plan and 47 children at SEN Support (September 2021). Of these we have: <ul style="list-style-type: none"><li>*27 children with Speech, Language and Communication Needs</li><li>*2 children with a Visual Impairment</li><li>*3 children with a Physical Difficulty</li><li>*2 children with Moderate Learning Difficulty</li><li>*4 children with Social, Emotional and Mental Health Difficulties</li><li>*1 child with Severe Learning Difficulties</li><li>*4 children with Specific Learning Difficulty (Dyslexia diagnosis)</li><li>*2 children with ASD diagnosis</li><li>*11 children with other needs</li></ul>

<p><b>How are children with SEN identified?</b></p>	<p>Teachers are supported by the senior leaders to assess children's progress regularly. This supports us with the identification of any child whose progress is:</p> <ul style="list-style-type: none"> <li>-significantly slower than that of their peers starting at the same baseline</li> <li>-is working below their age-related expectations</li> <li>-fails to match or better their previous rate of progress</li> <li>-fails to close the attainment gap between them and their peers</li> </ul> <p>Those that could be a possible cause for concern in the future are also identified and a cause for concern form is completed by the class teacher, alongside meetings with parents/ carers. The SENCO will hold a discussion with the class teacher to decide if the child needs to be added to the SEN register.</p> <p>St Andrew's Primary will liaise closely with previous schools (if appropriate), nurseries attended; parents/ carers and outside agencies.</p>
<p><b>What should I do if I am concerned my child has Special Educational Needs?</b></p>	<p>If you have concerns about your child, you should speak to your child's class teacher initially. You may also wish to arrange an appointment with the SENCO team who can discuss support available at school.</p>
<p><b>How are children with SEND supported?</b></p>	<p>The majority of our children with SEND have their needs met as part of Quality First Teaching. In the majority of cases this is facilitated by teachers adapting their planning to include a range of approaches to meet different learning styles, personalised learning arrangements for different children and a range of interventions. Teaching assistants will support children during who class work.</p> <p>If a child is identified as having Special Educational Needs their teacher and SENCo will consider everything we know about the child to determine the support that they need and how this can be provided. When the decision to put a child on the school's register for Special Educational Needs has been made, it is necessary to identify how best to support the child's needs. A SNIP (IEP) will be produced, creating small step, achievable targets, which aim to move a child forward in their learning. A SNIP will identify the provision that is in place for the child in the classroom. The SNIP is reviewed termly and is contributed to by the child, class teacher and parents. Copies of the SNIP are sent to parents.</p>

<p><b>How are children with SEND supported?</b></p>	<p>For a child who is not making adequate progress, despite a period of extra support put in place, and in agreement with the parents/ carers, the school may request the LEA to make a request for an Education, Health and Care Plan. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.</p>
<p><b>How will I know if my child is making progress?</b></p>	<p>Teachers will have face-to-face discussions as well as telephone calls and emails. All parents are expected to attend parents evenings throughout the year. We contact parents by phone when we have specific feedback or need to discuss specific achievements, concerns or observations. The SNIPS will be reviewed three times per year and shared with parents. The review will discuss what has and has not worked well for the child, the child's progress towards their targets, clear outcomes and support for the future and actions needed to meet the future targets. Children with an EHCP also have an annual review meeting/ In this meeting, the progress towards the child's long term and short term targets are reviewed and plans are made to ensure the child's needs will be met for the next year. The short term targets link to the targets set out in the child's SNIP. Through St Andrew's 's tracking procedures, progress is reviewed on an on-going basis with interventions being adapted accordingly. This builds on a cycle of assessment of need; planning the intervention; doing the intervention; and reviewing progress made. In the event of school closure, teacher's can discuss progress with parents via email/ telephone after assessing online work on Google Classroom.</p>
<p><b>How does the school's curriculum meet the needs of pupils?</b></p>	<p>All children, including those with SEN, have access to a broad and balanced curriculum. Teachers plan their lessons, considering the range of needs in their class. Teachers use information from assessments to set targets which challenge pupils. The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture or classroom environment.</p>

**How does the school's curriculum meet the needs of pupils?**

Pupils with dyslexia or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays, as needed through a visual stress assessment and away from environmental distractions (e.g. light from a window, seating position). Additional apps will be accessible on the IPADS where necessary.

Pupils with ASD will be provided with a quiet learning space when needed within the classroom. We also have two nurture rooms within the school for children to access a calm and quiet space when needed.

Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities. IPASS are invited in regularly to assess the physical needs of children - promoting a safe and adapted learning environment where needed.

The school works closely with Speech and Language therapists to ensure that they are providing up-to-date, relevant interventions with the children who need it. Friendship groups are also set up to aid Speech and Language development.

Children who cannot access their current year group's curriculum use 'B-Squared' curriculum which shows the small steps of progress. Work is heavily differentiated for these pupils in all subjects.

Other types of SEN support may include, but is not restricted to: additional adult help in a smaller group, visual cues, tick lists, practical resources, using ICT, scribing for the child, extra time to complete work.

Pupil voice is sought to ensure pupils feel that they are supported appropriately. All children with EHCPs also contribute their pupil voice to explain how they feel they can be supported in school.

In the event of a school closure, and where external agencies stop visits to school, meetings can be held via Teams to ensure that accurate and up-to-date information is still shared about children.

**What support does the school give for my child's emotional well-being and health?**

Every class in the school follows the 'Jigsaw' programme as part of their PSHE. This programme addresses various issues throughout the year to allow children to develop and understand their value.

Children with medical needs have a Health Care Plan. These detail what the medical need is, medication needed and what to do in a medical emergency. These plans are written alongside the child's parents and relevant healthcare professionals. They are reviewed regularly and each classroom has a copy.

Every child in the school has a well-being mentor. Most staff are attending a positive mental health training course during the year. Wellbeing mentors work closely with the pupils and their families on a regular basis.

Sometimes, children have access to ELSA work in the school if needed with consent from parents.

Advotalk visit the school every Monday morning to work with children who are Looked After. We have two nurture rooms available in school which can be used by pupils who are feeling overwhelmed during the day and need a quiet, calm space to reflect.

**How are learners with SEN enabled to engage in activities available to those learners who do not have SEN?**

Children with SEN are encouraged to be involved with all activities in school. Activities are differentiated and measures put in place to support all children to participate. Sometimes, it may be appropriate to seek guidance from external agencies for further advice and support with activities.

Where appropriate, a full risk assessment will be carried out with parents and teachers for school trips and extra-curricular activity participation.

For children with social communication difficulties or sensory difficulties it may be more appropriate for them to carry out the activities in a smaller group. Sometimes, parental support is encouraged to encourage pupils to participate alongside their peers.

**How does the school keep my child safe in school?**

St Andrew's School supports children with a range of needs. The school site is accessible and a disabled toilet is located on the ground floor.

Children with an EHCP have a PEEP (Personal Emergency Evacuation Plan) which outlines the evacuation plan for specific children.

Children with SEND are encouraged to use the same school entrance as their peers. If this is not possible, arrangements can be made for a child to enter the school via the main reception. On these occasions, the child will be met by a familiar adult and taken to their classroom.

Free school lunches are offered to all children in Reception and Key Stage 1. All children eligible for Free School Meals are catered for in school. We offer a range of different menu options to suit the needs of children. Allergies are catered for where possible.

Attendance is monitored carefully and we work closely with parents and carers to ensure that children attend school regularly so that they can achieve their potential. Attendance is celebrated termly and yearly.

A positive behaviour policy is consistently applied by all staff in school. This includes close working relationships with parents and carers.

St Andrew's Primary ensures that no children are disadvantaged within school and works hard to ensure that any barriers to access are removed or mitigated so that all children have equal access to a broad curriculum, rich in first hand experiences. We endeavour to ensure that all parents/ carers are given sufficient information about school trips in writing and are invited to attend dedicated information sessions about Raywell . We work in close partnerships with parents / carers to ensure that any individual needs of children are taken into account when planning and carrying out trips and visits. Special arrangements are made as necessary for students with learning difficulties or special needs to ensure inclusive access. The group leader/supervisor should have details of psychological and physical health problems, which may be relevant to the visit.

All extra-curricular activities within school are accessible to all children.

**What specialist support and services are accessible at the school?**

Within school we provide a variety of support for children with SEND, including:

- Assistance with personal care
- Specialist learning materials
- Dyslexia support
- Provision of specialist equipment
- Extra KS2 SATs time as required

We also access support from different outside agencies including:

Northcott

Headstart

Ipass

School Nurse

Educational Psychologist

Speech and Language Therapist

CAMHS

Whitehouse

School Nurse

Lemon Tree Children's Centre

Dyslexia Sparks

Nessy

Tweendykes

Early Years SEN Team

SEND Standards Effectiveness Coordinator

Primary SENCO Forums - held by Local Authority

ELSA Links with other schools

<p><b>What training to staff have to support children with SEND?</b></p>	<p>Two members of the SENCO team have completed the National Award for Special Educational Needs. All staff are safeguarding L 1 trained with the exception of the child protection co-coordinator and team who are Level 2/ coordinator trained. Relevant staff have completed first aid training and have completed the prevent training. Most staff have completed First Aid in Mental Health training. Most staff have also completed the team teach certificate and have a good understand of safe handling techniques. One member of staff is ELSA trained. Over the past year, staff have had specific training to help support the needs of pupils, including: Dyslexia awareness, Child Protection, CPOMS, Speech and Language, Online Safety, Jigsaw.</p>
<p><b>How will the school support my child with transitions?</b></p>	<p>All children are prepared well in advance of any known transition periods. Children starting school for the first time are visited at home and have several 'trial' sessions within the setting to ensure they are familiar with the setting and key members of staff. Older children leaving primary school to transfer to secondary school have a programme of transition put into place for them. This includes visits to the secondary school within the Summer term of Year 6, and also emotional and social preparation for a time of change. Referrals to Headstart are made where needed. Where needed, some children are given a transition book to take home over summer about their new learning environment, teachers and routines. For children with physical disabilities, transition visits may be supported and led by outside agencies.</p>

<b>How will equipment and facilities to support children with SEND be secured?</b>	Provision will be made upon recommendations from specialist agencies, this could include IPASS (Integrated Physical and Sensory Service). This service supports inclusive education for children and young people with physical disabilities, visual and hearing problems. This service identifies and advises on the educational implications in schools offering recommendations for adaptations. The level of need of a pupil receiving input from IPASS will be reviewed regularly.
<b>What should I do if I have a complaint about my child's SEN provision?</b>	<p>We are committed to providing a quality and bespoke education for all of our children and we believe the best way to do this is to listen to what a parent has to say and respond to their concerns. We encourage parents to contact us about their concerns and meetings can be arranged to discuss these.</p> <p>Complaints about SEN provision within the school are first dealt with by the SENCO team during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher or a member of the leadership team, during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.</p>
<b>Where can I go for further information about local services?</b>	For more information about the Hull Local Offer go to: <a href="http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&amp;lockLA=True">http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&amp;lockLA=True</a>

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**Further Information relating to School Closures/ COVID-19**

**What are the entitlements of children and young people with SEN during the COVID-19 Pandemic?**

For our children with complex needs, a risk assessment has been carried out to ensure their needs are safely met within in the educational environment.  
Not all children with EHC plans will have 'complex needs' (and equally some children without EHC plans may have complex needs); whether or not a risk assessment was necessary has been determined by the school.

**All children with an EHCP at St Andrew's Primary School have had a risk assessment undertaken.**

These risk assessments take into account:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required
- the ability of the individual's parents or home to ensure their health and care needs can be met safely, should the child need to self-isolate
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- the availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)
- the views of parents and children will be considered in determining risk to the children

**How can I help my child cope with having to remain at home?**

We understand that this is a significant change for many families. Please try to establish a home routine and give yourself and your children time to adjust to this new routine. Do not place too much pressure on yourself or your child to complete school work. Maintaining positive mental health and emotional well-being is very important.

**What are the entitlements of children and young people with SEN when self-isolating, or if school closes, due to Coronavirus?**

During isolation school will endeavour to provide as a full a curriculum as possible for your child, in line with children still attending. The range of activities on offer will be as fully in line with a child's EHC provision as possible.

All children can access remote learning via Google classrooms. For pupils who do **not have access to the internet, school will provide alternative work e.g. paper based.**

Some SEN children who struggle to access their class based work without additional adult support (but don't have EHCPs) will have paper based work provided.

**All families with children who attend St Andrew's Primary School will receive a weekly well-being phone call by a member of staff.** This phone call is to check that families can access appropriate help and advice during the self-isolation period and to ensure that any risks to a child or young person's health, well-being or safety if they are unable to receive a particular provision or intervention during isolation, are addressed.

If a child is isolating at home and requires direct therapy, it is not possible for this to be delivered in the home setting. It may, however, be possible for:

- A speech and language therapist to deliver sessions via video link or phone call
- An occupational therapist or a physiotherapist video linking to a child's home and modelling exercises that the parents could do with their child
- Advisory teachers from outreach support to hold a consultation with you via phone call

Please contact school if you have any enquiries about accessing any additional provision for your child or if you have any general queries about delivering home learning to your SEN child.

**What plans will be made for my child to re-integrate back into school after isolation?**

We know that any changes to routine or transitions for many of our children with SEN can be stressful and needs to be well planned and should not be introduced abruptly. We understand that reintegration back in to school is going to be made even more challenging following a period. Furthermore, we know that children's reactions to returning to school will vary greatly and some children will need much more additional support.

As such, our aim will be to support transition and re-integration by working closely with you as parents/carers. Please contact school to discuss any additional measures that may need to be put in place.

**Review Date: August 2022**