

#### How do we identify individual special educational learning needs?

- When children have an identified special educational need or disability before they join our school, we work very closely with the people who already know them, including parents. We use the information already available to identify what possible barriers to learning may be within our school setting and also to help us plan appropriate support strategies.
- If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school though we will sometimes request advice from more specialised services such as Educational Psychology, Speech & Language Therapy, Occupational Therapy or North Star Inclusion Advisory Team. We will work with parents and in consultation, plan the next steps to best support their child.
- Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
  - Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs or emotional development. Slow progress and low attainment will not automatically mean a child is recorded as having a SEND. If teachers feel that a child has a special educational need, this may be because they are not making the same progress as other children. We believe that early identification and intervention is best to help your child achieve success. This will help us to identify the child's need and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher in the first instance and/or one of the school's Special Educational Needs Coordinators (SENCOs), Tammy Cooper or Lucy France, and their thoughts and opinions will be sought to best plan the next steps for the child.

#### How do we involve children and their parents/carers in identifying special educational needs and planning to meet them?

- We are child and family centred and believe that children and parents should be at the heart of all decision making about the child.
- When we consider a child's special educational needs we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.
- Where appropriate, in line with our graduated response, we will write and review targets with children and parents/carers.

- Each term we hold parent review meetings which allow the child, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.
- We use homework to repeat and practice activities that are new and present challenge to a child. This could be in using the skill in a practical and meaningful way as part of an enrichment or creative task.
- We have an open door policy which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with staff when a more in depth discussion is required.
- Members of the Senior Leadership team are on the playground daily in the mornings and after school and we welcome you to raise celebrations or concerns about your child's needs.
- Every child takes books home from school to read either with an adult/older child or to themselves depending upon their ability. Where appropriate children are given a reading book which matches their ability but they are also able to choose a book of interest from the school library each week. Advice on how to support a child's reading can be obtained from the child's teacher and our school website has a dedicated area for reading, where parents can find information on our book bands and how to ensure success for their child.
- We have access to online learning packages and children's usernames and passwords are sent home so that they can access such learning out of school too.

#### Who are the best people to talk to in this school about a child's difficulties with learning/ Special Educational Needs or disability (SEND)?

- Our class teachers are responsible for:
  - Checking on the progress of a child.
  - Identifying, planning and delivering any additional help children may need (this could be things like target work).
  - Liaising with the SENCO as necessary.
  - Identifying quality first teaching strategies to support a child's individual needs within the classroom.
  - Identifying the most appropriate interventions to be used to plug gaps in learning or help a child make progress.
  - Writing targets for IEPs and sharing and reviewing these with parents at least once each term for our children with an EHCP.
  - Liaising with parents and informing them about progress that has been made and ways in which they can help their child at home.
  - Ensuring that all staff working with a child are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- The SENCOs, Tammy Cooper and Lucy France (01922 720812) are responsible for:
  - Coordinating all the support for children with special educational needs or disabilities (SEND).
  - Developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.

- Ensuring that the SEND Code of Practice 2014 is implemented appropriately.
  - Ensuring that parents are involved in supporting their child's learning and are kept informed about the support their child is receiving.
  - Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
  - Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
  - To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- The Headteacher, Lynne Cherry, is responsible for:
    - The day to day management of all aspects of the school, this includes the support for children with SEND.
    - Ensuring that your child's needs are met, although she will give responsibility to the SENCO and class teachers.
    - Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
    - Supporting the school SENCO in terms of budgeting the SEND provisions.
  - The SEND Governor, Jane Maynard, is responsible for:
    - Making sure that the necessary support is made for any child who attends the school with an SEND.
    - Challenging the schools SEND department to ensure ALL children are reaching their full potential.

### **How do we use other adults in school to support children with special educational needs or disabilities?**

- We have a team of talented and inspiring Teaching Assistants who are all trained to support children with a wide range of educational, social and emotional needs.  
Our team of Teaching Assistants and Teachers support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.
- We have two Speech and Language Therapists who work in school for a combined total of four days a week to offer advice and support individual children/groups of children who have a speech and language need. They also provide specialist training for teachers and teaching assistants to ensure that all staff have a good understanding of strategies they can use to support the speech and language development of our pupils.
- Our 'Thrive Team', has four fully licensed practitioners and two support workers. They are trained in the 'Thrive Approach' which draws on insights from neuroscience, attachment theory and child development. This provides a powerful way of working with children and young people, who may have struggled with difficult life events, to help them re-engage with life and learning. The Thrive Approach uses a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and

clarifies what the role of adults should be in facilitating a child's development at each of the different stages. The team are equipped to screen / profile the whole of school from Nursery to Year 6 and are committed to training all staff and embedding the approach with all stakeholders (children, staff, parents and Governors).

- Our Parent Support Advisors (PSAs), Sadie Dilloway, Mariana Gemes and Kiran Mahay are important members of our team. They have an excellent knowledge of how to support you and your child and may also be able to sign post you to other services or offer guidance on a range of issues.
- Our teachers and leadership team analyse pupil performance data each half term to ensure that each individual child is making the best possible progress. They collaboratively identify and implement strategies to support children who are not seen to be making the required progress.
- We are able to refer to/request support from outside agencies to assist us in providing the best possible support for our children. We can also offer parents support if they choose to request referrals themselves through services such as their GP.

#### **How do we use specialist resources to support children with special educational needs or disabilities?**

- We are able to offer quieter environments for children at lunchtime, playtime and end of day sessions. The Thrive team support workers have trained children in the role of 'Thrive Ambassador' and 'Play leader' (using VRFs, the behaviour policy and calm down boxes) to offer support for their peers at playtimes and lunchtimes when children feel most vulnerable.
- Our Nest is a nurture room which can provide excellent opportunities to develop speech and language skills as well as being used as a place of calm and reflection. Thrive uses arts and play-based activities with children to support healthy neural development, promote a positive sense of self and build optimal learning capacity. There are many artistic mediums that you can work with in the Thrive Approach, sand play, puppetry, storytelling, music, drama, movement and dance, painting and drawing, each of which has particular benefits and strengths.
- We have a wide range of reading material (books, e-books) to appeal to aural and visual learners as well as catch-up schemes to revise lost learning.
- We have a range of technology to support different learning styles and help motivate and access learning. These include I-Pads, computers, microphones, talking tins and talking postcards.
- We use workstations, picture and symbol timetables and equipment such as countdown timers for children who need it.
- We seek advice from outside agencies and Outreach providers as and when the need arises for specialist seating or access facilities.
- We have changing facilities for those children who require it.

#### **How do we modify teaching approaches for individual children?**

- Our curriculum aims to celebrate the different learning styles of all of children and support inclusion and differentiation to address the needs of all of our pupils. We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.
- Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. Each half term we encourage an educational visit or experience for all children. We arrange for visitors to come to school and we enable all children to access and benefit from this learning.
- We are an inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment in order to cater for their pupil's academic and physical needs.
- When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one-to-one support.
- Our staff are trained in a variety of approaches which means that we are able to adapt learning to a range of SEND: specific learning difficulties (including dyslexia); Speech, Language and communication needs; and behavioural, social and emotional difficulties. Our training is regularly updated via our INSET days and staff meetings.
- We offer a range of in-house communication groups. The focus of these groups is on Attention and Listening, Speech and Language and Social Communication.
- We use class and personal visual timelines to help children to understand what activity is coming next.
- We continue to train our staff to use basic Makaton signs.

**How do we assess pupil progress towards the outcomes we have targeted for pupils? How do we review this progress so that children stay on track to make at least good progress? (Including how do we involve children and their parents/carers?)**

- In the Foundation Stage, we track progress against the Early Years Foundation Stage "Ages and Stages" of child development.
- If a child is in Year 1 and above a more sensitive assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. This tool is called the 'Birmingham Continuum.'
- Within school, teachers assess the children's attainment half termly, this data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support your child.
- At termly review meetings we discuss a child's progress and attainment and gather their views and their parent views. This will help formulate next steps to support a child's progress.
- We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

- We set challenging targets for all children based on nationally agreed guidelines on progress.
- All adults working with pupils across the school will provide feedback to pupils on their work. Teachers are free to determine how this looks within their individual classes.
- Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that all pupils understand how they will be provided feedback.
- All adults working with pupils across the school will provide feedback to pupils on their personal, social and emotional needs, they will support pupils with their emotional development by ensuring time is made to support their development within the classroom environment.

### **What extra support do we bring in to help us support children with SEND? How do we work collaboratively?**

- We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- Our local authority provides an Early Years advisory teacher who supports children with SEND when they make the transition to our nursery from pre-school settings.
- We get advice and support through the speech and language therapist we buy in to train staff and advise on programmes. Every child that enters our Early years is automatically screened and receives group therapy where appropriate. Also, we refer children from across school for assessment if we believe they need a period of therapy.
- We liaise with School Health as appropriate.
- We get support and advice from Occupational Therapy for children that need assessment for issues such as special seating or fine and gross motor concerns. They guide school staff in meeting the needs of the individual pupils.
- We get support and advice from the Integrated Behaviour Support Service (IBSS) for children that need assessment or support with behaviour or emotional difficulties.
- Together (child, parent/carer, school, outside agencies), we review your child's progress and agree on steps to make teaching more effective and learning easier.

### **What other activities are available for children with SEND in addition to the curriculum?**

- We have a before and after school club with trained staff from school who are able to support the needs of children from the school setting.
- We have a number of lunchtime and after school clubs which cover a range of interests which include; sports, music and drama. Children with SEND are welcomed and included, additional support is offered as necessary to support access.

### **How do we support children in their transition into our school and when they leave us?**

- Children who join in nursery are welcomed into our school community with a personal home visit by nursery staff. A series of parent and child taster sessions follow in preparation for their start. Initially, we offer an individualised reduced timetable to support children with settling

into the setting. Our local authority provides an early years advisory teacher to support children with SEND when they make the transition to our nursery from the pre-school settings.

- Transition into Reception and then into successive year groups is supported by home visits, meetings with parents and previous settings, meet the teacher time and taster sessions in the new class. Transition plans are created when required.
- We liaise closely with a child's previous school/setting and will routinely arrange to visit them in this familiar setting wherever possible before they transfer.
- Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.
- As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition. We can provide a familiar member of staff to accompany children on visits to their new school.

#### **How does additional funding work?**

- Schools receive funding for all children with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for children with a high level of need.
- If a child's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means that you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.
- Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

#### **Where can children get extra support?**

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and they have an impact on our practice.
- Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to a member of the senior leadership team in a timely manner where appropriate.
- We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported.

- Medications that may be required on the playground are carried out by a member of staff who has received first aid training. This person can be identified quickly by the green medical bags that they are carrying.
- School welcomes parents to share any concerns that they may have, however small they may think it is.
- Our team of Parent Support Advisors are available every morning along with members of Senior Management Team and Teaching Assistants to hear any concerns.

#### **Where can parents/carers get extra support?**

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- The Walsall Information, Advice and Support Services is a statutory service who provide information advice and support to parents and carers of children and young people with special educational needs (SEN). They help make sure that parents' views are heard and understood and that these views inform local policy and practice. They are able to provide information and advice about:
  - How special educational needs are identified and assessed by schools and the local authority
  - Who parents can talk to in a school or Local Authority about their concerns
  - The SEN Code of Practice, the statutory assessment process and statements
  - Parents/carers rights and responsibilities
  - Meetings and reviews about a child's needs
  - How progress is monitored and reviewed
  - What parents can do if they are not happy with a decision made about their child's SEN

Their website is currently being updated. If you require any information regarding Special Educational Needs /Disability please contact the service on 01922 650330 or by email at [iassend@walsall.gov.uk](mailto:iassend@walsall.gov.uk)

You can also find information in Walsall Local Authority's local offer which can be found at <https://www.wald.co.uk/localoffer>

- Our SENCOs and our Parent Support Advisor team (01922 720812) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

#### **What is the role of the Governing Body?**

- Our schools governing body actively seek the best advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.
- The governing body meet regularly to discuss the needs of ALL pupils at Hillary Primary School.
- Our SEND link governor, Jane Maynard, meets with the schools SEND team termly during the academic year to discuss the school provision and progress, reporting back to Governors at Full Governing body meetings. This also includes talking to pupils and parents about provision to ensure the circle is complete and all stakeholders are represented in any decision making.



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