

## **SEND Offer**

### **HAMPTON HARGATE PRIMARY SCHOOL - SEND INFORMATION REPORT**

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.

Academies and Free Schools within the city also have access to these services though the funding mechanisms differ to those in place for maintained schools.

An inclusive school may offer the following 'additional and different' arrangements to support children with SEND. This provision is over and above 'Quality First Teaching' which is the entitlement for all children.

Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (S&LT) Service.

The chart on page 2 provides some general information about the different approaches, interventions and professionals who may be involved where children present with different levels of difficulty and complexity.

L E V E L S				Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection
	E H C  P l a n		Highly Specialist	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.
			Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals.  Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.
	S E N  S U P P O R T	Co-ordinated Plan	Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training. Pupil Referral Units.
			Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.
			Universal Targeted	Quality first teaching. School's best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence -based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.
			Universal	

## A GUIDE TO OUR PROVISION AT HAMPTON HARGATE PRIMARY SCHOOL

A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils. This document is intended to give you information regarding the ways in which Hampton Hargate Primary School ensures that children with SEND are educated, wherever possible, in an inclusive environment to enable each pupil to reach his or her full potential.

At Hampton Hargate Primary School we strive to include all children and support pupils with a range of special educational needs, with varying degrees of complexity and varying degrees of impact on their own learning. We support children with the following areas of need:

- Communication and Interaction (such as Speech and Language difficulties and Autistic Spectrum Disorders)
- Cognition and Learning (such as specific literacy/ numeracy difficulty)
- Social, Mental and Emotional Health
- Sensory and/or Physical (such as visual or hearing impairment and children with medical needs).

We are working toward the Dyslexia Friendly Quality Mark, providing a framework to further improve understanding of dyslexia and to develop strategies to support achievement and engagement of dyslexic learners. These strategies are beneficial to all learners.

<b>Identification of SEND at our School</b>	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	Listening to the child's concerns and areas they find difficult. Closely monitoring progress through termly tracking and progress meetings. Meeting with class teachers to discuss specific concerns. Engaging with parents to identify any possible areas of need. Establishing good transition meetings across year groups and with new schools. Where appropriate seeking advice from outside agencies where appropriate. Our in-house qualified dyslexia assessor/teacher works closely with staff to identify pupils with literacy difficulties, as well as training staff to identify other characteristics of a dyslexic profile. Screening tools, informal assessments, observations, baseline assessments, phase transfer information are used to identify pupils and inform next steps, trialling intervention strategies where appropriate.
We encourage you to raise your concerns by	We have an open door policy and we start each new year with a welcome meeting. Talking to the class teacher or Special Educational Needs Coordinator (SENDCo) regarding concerns about the child's needs or progress in school. Contacting the family Support worker. If appropriate using a daily dialogue book.
Our school has specialist provision for children/ young people with	Recommendations from outside agencies.
<b>Support for your Child/ Young Person</b>	
Dyslexia Friendly Classrooms	A range of integrated adaptations to support accessibility to curriculum for students with literacy (and/or wider) difficulties.

The education plan for your child/ young person will be explained to you and overseen by	Class teacher and teaching assistant on a daily basis. SENDCo, for your child's key stage to review progress and impact of interventions and where involved pupil premium teachers.
Staff who may be working with your child/ young person are	Class teacher, Teaching assistants, Pupil premium teachers, reading intervention teacher (dyslexia specialist), Maths intervention teacher, First class @ number teachers, team leaders, SENDCo, Head teacher and Family support worker. Where relevant student teachers will work with the child under the guidance of the teacher. Parent volunteers under the guidance of the class teacher. Outside agencies where appropriate.
We monitor the effectiveness of our SEND arrangements/ provision by	Provision mapping at an individual level, year group level and whole school. Tracking progress through half termly monitoring progress sheets at class teacher level and team leader level. SENDCos analyse team leader reports and monitor impact of intervention linking back to the provision map. Termly book scrutiny and termly lesson observations also identify the effectiveness of the provision for Special Educational Needs Disability (SEND) children. We take into account hard and soft data to monitor the progress of not only academic progress but other areas for example social skills. Meetings with the SENDCos and dyslexia specialist.
The roles and responsibilities of our governors are	To have knowledge of and support the SENDCo with the implementation and monitoring of the SEND policy. To hold ALL staff involved with SEND accountable for the progress and effective impact. SEND link governor having an understanding and awareness of the school development plan and priorities for SEND. A point of contact for parents if they feel the need.
<b>Curriculum Concerns</b>	
Our approach to differentiation is to	Identify the specific needs and plan accordingly to ensure the child makes appropriate progress. In some cases, this may require the child working at an individualised curriculum. Offer adult support where needed and where available. Use intervention strategies where necessary.
How we adapt our curriculum	<p>We adhere to the British Dyslexia Association's (BDA's) Dyslexia Friendly Classroom Checklist, which identifies how changes to the classroom environment, teaching practice, marking and assessment can support pupils with literacy (and/or wider) difficulties, as well as creating an environment where all pupils can thrive.</p> <p>We adapt the curriculum and use dyslexia-friendly strategies to suit the learning styles of pupils with SEN:</p>

Most children and young people will have their special educational needs met in mainstream schools through this good classroom practice. This is called Quality First Teaching (QFT).

Children with SEND fully participate in the whole curriculum offer and advice is sought to ensure this is achieved in the most effective way. Hampton Hargate Primary school believes that all pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role, with support when required, to make adaptations to ensure that children with SEN can access the learning.

This can mean teachers plan to:

- Use a range of multisensory techniques.
- Pre-teaching content or vocabulary
- Support over-learning of concepts
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties.
- To provide additional adult support
- Adapt the classroom displays and resources to make them more accessible.
- Alter the layout of the classroom to facilitate a need.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Where needed, the school will provide staff with the appropriate training and advice to ensure adaptations meet the child's needs. Ongoing dyslexia-friendly training is delivered to staff.

The school actively seeks advice from outside agencies to support our teachers in providing the best possible education for our SEND children.

	<p>Interventions and their impact are reviewed to ensure that bespoke or targeted additional support delivered, continues to be purposeful and positively impacts on progress and outcomes for pupils.</p> <p>Please also refer to our SEND policy, mental health and wellbeing policy, Equality and diversity policy and the curriculum area of our website.</p>
Extra support is allocated according to	Individual needs of the child/children in a particular class or year group and if the child is entitled to pupil premium support. This support can be short or long term.
<b>Partnership: Planning, Monitoring and Review</b>	
We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers, children and young people to discuss progress, to plan and review support, specific approaches and/or programmes.	Termly meetings to review progress of individual targets alongside the class teacher. Open door policy for parents to contact any members of staff working alongside the child if needed.
<b>General Support for Wellbeing</b>	
Our school offers pastoral, medical and social support to the children/ young people by	PSHCE lessons in every class. Nurture groups, lunchtime support groups, Early starters, Sensory circuits, school of dreams, following recommendations from the Paston pack (Occupational therapy), Southfields pack (speech and language), Swans before and after school club, after school clubs, Educational Psychologist, School nurse, Family Support worker who works with children on an individual basis or with families as appropriate.
We encourage the children/ young people to contribute their views by	Completing their personal passport. These passports hold the child's views on their learning styles hobbies likes and dislikes within the school and how they learn best. For children with a number of agencies involved, because of their special educational or medical needs, children contribute their views to their Coordinated or Educational Health and Care Plan.


Specialist Services/ Expertise Available	
We employ specialist staff in the areas of	Family support. Pupil premium teachers, Reading intervention and Maths intervention teachers.
Our school accesses the following services	Support for learning, Educational Psychologist, in-house Dyslexia assessor, Occupational therapy, Speech and language, Physiotherapist, Autism outreach, community paediatrician, school nurse, family action, visual impairment team, city care centre, other specialist within the local authority. CAMHS, Education Welfare Officer, Social Services and MASG team.
Training	
We have staff who have the following qualifications.	<p><b>Amanda Christophi:</b> Early Help Assessment, ECAF, Advanced SENDCo award, basic level Makaton, Outcome Start training, Social Stories training, Attachment &amp; Trauma, Mentoring Training, Emotion coaching.</p> <p><b>Emma Porter:</b> CAF, ECAF, Advanced SENDCo award and Advanced SENDCo as Leaders award, Early Help Assessment, Level 2 certificate in Counselling Skills, Attachment &amp; Trauma, Mentoring training, Emotion coaching.</p> <p><b>Estella Todisco:</b> PG Cert SpLD (Dyslexia) with AMBDA/ATS</p> <p>TA qualifications:</p> <ul style="list-style-type: none"> <li>• THE COMPLETE SEND DIPLOMA 9Level 2,3 &amp; 4,</li> <li>• Level 4 Teaching Assistant</li> <li>• Level 3 Education and Training</li> <li>• TQUK Level 2 - Understanding Autism</li> <li>• Licensed Facilitator-Positive Parenting</li> <li>• Parent Group Leader- The Incredible Years</li> <li>• NVQ level 3 Supporting teaching and learning in schools</li> <li>• TQUK level 2 certificate in understanding Autism,</li> <li>• ELSA</li> <li>• Teaching Assistant- Supporting Teaching &amp; Learning in Schools Level 2 Cert (QCF) (Ofqual)</li> <li>• Griffin OT -Sensory processing Level 1,2 &amp; 3</li> <li>• New skills Academy- ADHD Awareness Diploma</li> <li>• New skills Academy - Autism Awareness Diploma</li> <li>• TQUK Level 2 Understanding Autism (Ofqual)</li> <li>• TQUK Level 2 Understanding children's and young people's mental health (Ofqual)</li> </ul>

Staff have completed the following training.	<ul style="list-style-type: none"> <li>• Paston pack training.</li> <li>• IDP training.</li> <li>• Southfields pack training.</li> <li>• Makaton training.</li> <li>• Attachment training</li> <li>• Emotion coaching</li> <li>• Precision teaching</li> <li>• Numicon Development</li> <li>• Social Stories and Comic Strip Conversations</li> <li>• Speech and Language</li> <li>• Supported Spelling</li> <li>• Mental Health First Aid</li> <li>• Think social, awesome and in control</li> <li>• Lego therapy</li> </ul>
We plan to undertake the following training/ disability awareness sessions(s).	Update on attachment, ASD, ADHD, Dyslexia, Emotion Coaching, Mental Health, Speech and Language, Working Memory.
<b>Accessibility</b>	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	We have an inclusive environment and we make reasonable adjustments to ensure all children can access all activities provided, with reference to the BDA's Dyslexia Friendly Classroom Checklist. This can be inside or outside the classroom with support where appropriate. Where necessary children can have a scribe and can use Clicker 6 to help them write.
We enable children/ young people to access all activities by	Making reasonable adjustments to fit the child's needs by working closely with the child, parents, teachers and teaching assistants.



We involve parents and carers in the planning by	Meeting with them to discuss any concerns about any proposed activities and make any necessary arrangements.
Parents and carers can give their feedback by;	Talking to the class teacher, SENDCo, Senior Leadership team, or governors.
Parents/carers can make a complaint by	Verbally by talking to the class teacher, SENDCo, Senior Leadership team, or governors. Or in writing to the class teacher, SENDCo, Senior Leadership team, governors, or the Local Authority.
<b>Transitions</b>	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	<p>SENDCo, teachers and teaching assistants meet with old and new teachers and teaching assistants, where transition is from or to a new school phone contact will be made. The new teacher and teaching assistant are guided through the passport by the child. When needed a longer transition time is given.</p> <p>When children are entering Reception the SENDCo is made available to meet new parents of children with special educational needs. Teachers and the SENDCo will attend any transition meetings which take place in the summer term in the child's pre-school setting. The SENDCo will also liaise with the Early years SENDCo. If needed children can have a transition which is suited to their needs.</p> <p>In year 6 the SENDCo meets with SENDCo, teacher, teaching assistants, transition coordinator of the child's secondary placement. Where necessary individualised transition arrangements will be made.</p>
We prepare children and young people to make their next move by:	sharing their pupil passport, progress, and where relevant coordinated plans and Education Health Care plans with their new teacher and teaching assistant.
<b>Resource Allocation</b>	
Our SEND budget is allocated according to:	the School Development Plan and then the needs of the individual pupils identified across the school. This also takes into consideration recommendations from outside agencies and additional provision.
Funding is matched to SEND by:	identifying and prioritising the need/s of the child/ren to ensure they receive appropriate and maximum opportunity to facilitate at least expected progress being achieved in their learning.

Our decision making process when matching support to need is:	consultation with teachers, teaching assistants, parents and relevant outside agencies.
Parents/ carers are involved through:	termly meetings, open door policy with staff working with the pupil, dyslexia specialist, outside agencies and collaboration with the SENDCo.
<b>Contact Details</b>	
Your first point of contact is:	Child's class teacher
Our Special Educational Needs Co-ordinator is	<p>Amanda Christophi for KS2 (Years 3, 4, 5 and 6)</p> <p>Emma Porter for Reception Year and Key Stage 1 (Years 1&amp;2)</p> <p>Both can be contacted via the SEN email address which is:  <a href="mailto:send@hampton-hargate.peterborough.sch.uk">send@hampton-hargate.peterborough.sch.uk</a></p> <p>Tel: 01733 296780</p>
Other people in our setting/ school who might be contacted include	<p><b>Laura Mills</b>- Foundation Stage Leader</p> <p><b>Roxanne Wilding</b> - Key Stage One Leader</p> <p><b>Julie Wilmot</b> - Lower Key Stage Two Leader (years 3 and 4)</p> <p><b>Duncan Milner</b> - Upper Key Stage Two Leader (years 5 and 6)</p> <p><b>Amanda Christophi</b> - Assistant Head</p> <p><b>Sarah Moss</b> - Deputy Head</p> <p><b>Andy Lyons</b> - Head Teacher</p> <p><b>Carolyn Hunt</b> - Chair of Governors</p>
External support services for information/ advice are	<p>If you would like further information on how the Local Authority (LA) supports families of children with SEND, you can contact via:</p> <p><b>SEND Information Advice Support Service</b> – Tel. 01733 863979  email <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></p> <p><b>Educational Psychology Open Access Consultation Service</b> – Tel. 01733 863689</p> <p><b>Autism, ADHD Specialist Teacher support consultation</b> - Tel 01733 863689</p> <p><b>Peterborough Local Offer</b>  <a href="https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8">https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8</a></p>

	<p><b>Cambridgeshire Local Offer</b>  <a href="https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/">https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/</a></p> <p><b>Hampton Hargate Primary School SEN page</b>  <a href="https://www.hampton-hargate.peterborough.sch.uk/page/?title=SEND+%2D+Special+Educational+Needs+%26amp%3B+Disabilities&amp;pid=230">https://www.hampton-hargate.peterborough.sch.uk/page/?title=SEND+%2D+Special+Educational+Needs+%26amp%3B+Disabilities&amp;pid=230</a></p>
	<p>  for parents by parents</p> <p><a href="https://www.pinpoint-cambs.org.uk/pinpoint-events/">https://www.pinpoint-cambs.org.uk/pinpoint-events/</a></p> <p><a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a></p> <p><a href="http://www.callscotland.org.uk">www.callscotland.org.uk</a></p> <p><a href="http://www.understood.org">www.understood.org</a></p>