



SEN Information Report

Introduction

This is our SEN information page. It has all the information you need to participate fully in the education of your child and should be read together with our SEND policy.

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND). This is the 'Local Offer' and is available through www.worcestershirelocaloffer.org.uk.

Please do not hesitate to call or email us if there is anything we have not covered (Tel 01562 883280 and email office@hagleyprimary.worcs.sch.uk marked for the attention of Mrs C Davis, SENCo).

What are the different areas of SEND?

The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

What can you do for me and my child?

We believe that every child is different, and, therefore, your child's needs are different; this is certainly the case for children with SEND. At Hagley Primary School we welcome everybody into our community. We hope this report will help you to see how we can support your child and your family. We are aspirational for your child as we want them to access the full curriculum and achieve to the best of their ability.

Who are the SEN staff?

Management of SEND (Special Educational Needs and Disabilities) at Hagley Primary School is the responsibility of the SENCo (Special Educational Needs Co-ordinator), Mrs Claire Davis. Support is also given by Lead SEND Assistants, Miss Nicola Farenden and Mrs Ali Smyth. Our designated School Governor, for SEND, is Mrs Sybil Watson.

Who should I talk to if I need to know about my child's SEN?

Initial concerns should always be discussed with the class teacher but if the situation requires further attention or further advice is required, an appointment can be made with the SENCo. You can also contact school via the main office or email office@hagleyprimary.worcs.sch.uk.

If I am concerned about my child, what should I do?

Please refer to the class teacher in the first instance. Additionally, children are sometimes identified as having SEND before they start at Hagley Primary School. We visit children in their Nursery settings and speak to staff about any difficulties children may be experiencing, strategies that are effective in supporting them and whether there are any agencies involved. The SENCo is available at transition events for parents to ask questions and share concerns. If there are complex needs, sometimes a multi-agency meeting may be held in order to share information and ensure that provision is in place before the child starts school. We ask that all records are passed on to Reception staff and the SENCo.



If the school is concerned about my child what will they do?

As children begin school, assessments are carried out. Early Years staff check the progress of the children in their classes. Through termly pupil progress meetings with the Head Teacher and SENCo, children who are not making good progress will be highlighted and strategies and intervention can then be discussed. It is at this point that staff start to create a portfolio of evidence to show the impact of interventions that have taken place and whether additional support is needed.

As children move through the school, this tracking continues and teachers discuss any children for whom they have concerns with the SENCo and at further termly pupil progress meetings. When staff have shown that they have provided intervention within the classroom, the SENCo can carry out an observation of the child and will discuss further strategies or interventions. At this point it is useful to record information on the school's Individual Provision Map (IPM) with the benefit of your views, as parents. Advice from outside agencies may be sought, only after a period of intervention has been unsuccessful in allowing the child to bridge any gaps in their learning and get back on track with their learning targets. At this point further assessment can be carried out (for example with our Learning Support Team).

How do you know how if my child is making progress?

Targets are set for all children in school and progress is tracked and discussed with the Head Teacher, Deputy Head Teacher and SENCo at termly pupil progress meetings. Interventions are monitored by the SENCo and assessment is carried out prior to and following the intervention in order to measure progress. The SENCo tracks the progress of children with SEND more closely and uses information about this progress to map provision across the school.

How do you decide on what extra support to provide?

It is the responsibility of the SENCo to work alongside class teachers and map provision needs across the school. Through this process teaching assistant hours are allocated to different year groups across the school to be used for intervention. Children with specific needs who require individual support may be allocated sessions in a week. The child may be supported with a particular lesson, part of the day or specific work related to an area of difficulty.

What services from the LA are involved with the school? What other providers are involved with the school?

Educational Psychology
Speech and Language Therapy
Learning Support Team
Integrated Specialist Support Service (ISSS) (Includes Complex Communication, Hearing Impaired Team, Visual Impairment Team, Multi-Sensory Impairment Team)
Behavioural Support Team
Children and Adolescent Mental Health Services
School Nurse/ Community Paediatricians

How will teaching be adapted for my child?

At Hagley Primary School we ensure we meet the learning needs of all our pupils through our excellent teaching and learning, providing scaffolded tasks and a range of resources and strategies, using a personalised approach to enable children to access their learning. We work through waved interventions and these are listed on our website.

You will be made aware of any intervention or support that your child is receiving through termly meetings and at parents' evenings. Teachers will share strategies which are effective in supporting your child in class, support that teaching assistants are giving them and explain interventions that the child is receiving.



Class teachers will keep a record of interventions and their outcomes and this information will be used when considering next steps for the child. This recording can take two forms, either on a group basis or for those children receiving a number of interventions or personalised ongoing intervention, on an IPM. In addition to information about interventions, this document will also include important information about your child. This will be reviewed with you at least every term and parents' feelings about support and progress are welcomed. Ways in which you can support your child at home will also be discussed at termly meetings and added to any IPM. Pupils will also be involved in discussing their targets.

What resources are available?

It is the responsibility of the class teacher to set work and develop resources that are well matched to the needs of the children in their class. Wherever possible, children will be supported in the classroom, using a range of interventions (see the school website).

What is the pastoral, medical and social support available in the school to ensure my child's well-being?

The school entrances are staffed with adults and this ensures a smooth transition between home and school each day. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and so they should be your first port of call. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and the Behaviour Support Service. We also run 'Thrive' as a whole school approach to well-being.

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

What support is there for me (the parent)?

Staff really value observations from the parents of the children in their care. Often, parents will see things that staff in school may not. Sometimes behaviour can be different at home and children share things at home that they may not be confident enough to talk about in school. Class teachers are available to discuss any concerns informally at the end of each school day. An appointment can be made if a longer discussion is required. The SENCo is also available by appointment to discuss any immediate concerns, pass on updates from agencies or discuss next steps or ways that they can help their child at home. You can also contact SENDIASS on 01905 610858, an organisation who support parents through the processes and systems involved in SEND provision. You can also follow SENDIASS on Facebook or email SENDIASS@worcestershire.gov.uk and on our own school website that details Worcestershire parenting groups and other wellbeing strategies.

You can also find information on the Local Authority website:

<http://www.worcestershire.gov.uk/cms/special-educational-needs.aspx>

How will you support my child when they leave or move between classes?

The SENCo holds detailed discussions with class teachers within school when your child moves classes and with SENCo's at the next school when your child moves on from Hagley Primary School and highlights any SEND issues. All records are passed to the receiving school. Parents are encouraged to attend open evenings and discuss their child's needs with the new SENCo before the child starts at a new school. Induction visits are part of the transition programme for all children, but where necessary, children can make extra visits and staff may visit the child in school before they start. Books are provided at all stages of transition with photographs of key staff and places that the child will need to be familiar with.



What training is available to staff supporting SEND?

A record of our ongoing training is kept by the SENCo. Some teaching assistants have particular areas of interest and are more highly skilled in those areas. For example, there is a teaching assistant responsible for Speech and Language resources, who has received considerable training in this area and is able to support other teaching assistants in providing intervention. We have teaching assistants trained to carry out Rapid Phonics, Rapid Reading, Numicon, Precision Teaching, Signalong, Jimbo Fun, Language Link and Smart Moves. Most staff are trained in Team Teach which gives them the skills to calmly de-escalate instances of challenging behaviour and enable children to remain safe. Annual training is carried out for all staff with first aid qualifications for specific medical needs (e.g. epilepsy, epipen training).

How do you find out and record my child's opinions?

Listening to what your child has to say is key to their own development and progress and our understanding of how we can best offer support. We involve your child in deciding their targets and create a personal profile of their likes/dislikes and their preferred method of learning. This profile is updated each year and kept in class and with your child's records.

What extra-curricular activities will be available?

We aim to ensure that all children have the opportunity to participate in extra-curricular activities and where support is required we would endeavour to provide this. Risk assessments are carried out before off-site activities take place. In the unusual event that it is decided that it may be unsafe for a child to take part, parents will be consulted to discuss whether any additional arrangements could be made or whether alternative activities could be provided in school to cover the same curriculum areas. We work with you in partnership to ensure that your child has the same opportunity to attend, subject to any reasonable adjustments necessary.

How are complaints dealt with?

Complaints are dealt with in line with the school Complaints Policy which is available on the school website or from the School Office.

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Reviewed Annually