

Latest Legislation – COVID-19 (1st May 2020)

Please be aware that due to COVID-19 the following changes have been made to section 42 of the Children & families Act 2014:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/82290/CV19_Act_modification_notice_SEND.pdf

These changes are temporary and are advised to be in place between 1st May – 31st May 2020. Please pay particular attention to

- 2.b (Not possible for local authorities to fully meet their duties as outlined in points i – iv)
- 2.c (Consideration to delivering provision remotely and why this could be partially successful. However, would not represent an effective alternative as outlined in points i – iii)
- **What are we doing?**

School remains open to children of key workers, vulnerable students and or those with an EHCP. If your child has an EHCP then please discuss appropriate provision/attendance in school directly with the SENDCO – Mrs Balu. For all other enquires, please contact enquiry@hobgreen.drbignitemat.org

The SENDCO and class teachers are in contact with students with an EHCP (weekly/fortnightly welfare calls). If a parent has a concern, they should discuss it with their assigned keyworker in the first instance either via phone or email. Risk assessments will be completed for all EHCP students currently on roll and will be overseen by the SENDCO and or assigned keyworker. Annual reviews will be held either via the phone or an appropriate group call service, which may include video call option such as Microsoft TEAMS. Further reviews will of course be available should significant adjustments to an EHCP be required upon return to school.

Transition – September 2020

If you have a year 6 son/daughter and are concerned regarding their transition process, please contact enquiry@hobgreen.drbignitemat.org and they will pass on your enquiry to the relevant person/s who will respond directly to you. Our usual transition process will be running differently this year and we are currently exploring the potential use of:

- Virtual tours
- Virtual coffee mornings
- Small group Q&A sessions via a live webinar
- Support for Learning staff guides

Key Email addresses

SENDCO – bbalu@hobgreen.drbignitemat.org

Transition coordinator – enquiry@hobgreen.drbignitemat.org



SEND Information Report 2019/20

An SEN Information Page will be reported annually and in year to respond to any key changes in the school's provision. The information in these responses will be regularly reviewed and updated as necessary.

What are the kinds of special educational needs for which provision is made at Hob Green Primary School?

There are 4 broad areas of need in the Code of Practice:

- **Cognition and learning** – Support may be needed for those children learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs: - MLD – Moderate learning difficulties
 - SLD – Severe learning difficulties
 - PMLD – profound and multiple learning difficulties
 - SpLD – specific learning difficulties encompasses a range of conditions e.g. dyslexia, dyscalculia and dyspraxia
- **Communication and interaction** – cover:
 - SLCN - Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.
 - ASD - Children with ASD (Autistic Spectrum Disorder) including Asperger's syndrome and Autism are likely to have particular difficulties with social interaction.
- **Social, emotional and mental health difficulties** – cover:
 - Withdrawn or isolated
 - Challenging, disruptive or disturbing behaviour
 - Underlying mental health difficulties – anxiety, depression, self-harming, etc
 - Disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs** – special educational provision is provided for those pupils who have a disability such as:
 - VI – visual impairment
 - HI – hearing impairment
 - MSI – multi-sensory impairment (vision and hearing)
 - PD – physical disability

How do you identify children with SEND? What is the provision for pupils with SEND? The ethos and vision at Hob Green Primary is that we believe that every child matters and that learning should be fun, purposeful and challenging.

We believe that our school will nurture all individuals in their journey to achieve their full and unique potential. We are committed to developing a welcoming, safe and stimulating learning environment that will enable our pupils to become responsible citizens and lifelong learners. We are aware that our pupils bring different experiences, interests and strengths, which will influence the way that they learn. Our community matters and our commitment to high expectations for all is at the core of everything we do.

It is compulsory for a school to have a Special Education Needs and Disabilities Co-ordinator (SENDCo). Hob Green's SENDCo is Mrs Balu. If you have concerns, then contact your child's teacher in the first instance, Mrs Balu Co-ordinator or Mrs Whitehouse – Parent Participation Officer.

If your child attends our Speech and Language Base and you have additional concerns other than your child's speech and language needs, contact Mrs Humphreys (Teacher & Manager of Speech and Language Base).

Children at Hob Green who were Statemented were moved across to EHCP provision.

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- there is lack of progress □ poor assessment scores
- a noticeable change in the pupil's behaviour
- a pupil continually asks for help in specific areas

There are three stages of provision at Hob Green Primary – Cause for concern, Individual Support Plans, Education Health Care Plan.

- Cause for concern – At this stage the class teacher identifies an area of concern in the child's education out of the four broad areas within The Code of Practice. The SEND Co-ordinator is made aware of these difficulties and parents are informed. The child is supported through Quality First Teaching, differentiated support, small group support and individual support if needed. If no progress is made after a term, then SENDCo will discuss the next stage with the class teacher. Once a child has been identified for their individual need, the relevant outside agency is contacted.
- Individual Support Plans – The SEND Co-ordinator will contact parents and both SENDCo and the class teacher will meet with parents and discuss further provision for their child. The relevant outside agency will be contacted after parental permission has been given. These agencies could be the Learning Support Service, Speech Language and Communication Therapy, Educational Psychology Service, Autism Outreach Service or The Sycamore Centre.
- On occasions when a pupil may need more expert support from an outside agency such as Learning Support Service, Speech Language and Communication etc, referral forms are then completed in conjunction with parents/carers and forwarded to the

most appropriate agency. After a series of assessments, a programme of support is provided to the school and parents/carers.

- Each pupil's Individual Support Plan (ISP) will be drawn up by the SENDCo. It will be differentiated accordingly to suit the pupil's individual needs, setting individual smart manageable targets. A copy of the targets will be given to parents. This will include additional support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope). ISP targets are set twice yearly in consultation with the external agency and class teacher.
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need, but will generally be for half a term. The interventions will be regularly reviewed by all involved, to ascertain the effectiveness of the provision and to inform future planning.
- If a child is experiencing social, emotional, mental health needs then this is highlighted through regular pastoral meetings with the class teacher, TA and the pastoral team. The school has full nurture provision which is delivered by a highly trained and effective nurture HLTA.
- EHCP (Educational Health and Care Plan) – Those children with an EHCP will continue to have an EHCP until such time when the EHCP ceases due to progress made by the child.
- If your child attends our Speech and Language Base, an ISP will be drawn up by the Teacher & Manager of Speech and Language Base. This ISP outlines the targets which will be focused on for the duration of the academic year. Annual meetings will be held to discuss the progress made towards outcomes on the EHCP and liaisons will be held annually with Specialist Speech and Language Therapist to discuss progress towards Speech and Language aims.

What are the arrangements for consulting pupils with SEND and their parents?

When identifying potential SEND needs, we hold conversations with both the pupil and their parents. The purpose of these conversations is to listen to all concerns; to establish a good understanding of the pupil's strengths and difficulties; and to agree on outcomes and next steps. Parents and pupils will always be notified of any monitoring and reviews from outside external agencies, their recommendations will be reported by the professionals initially to parents and then to the pupil concerned once their ISP has been raised.

Throughout the school year, there are opportunities for teachers to discuss with parents any concerns they may have in regard to their child. All parents are invited to attend three parents' evenings per year. This is an opportunity for teachers and parents to discuss a child's progress, attainment and targets. Parents can request to meet with the SENDCo at these meetings. Class teachers are regularly at the class room door (FS) or on the playground (KS1 & KS2) at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher, SENDCo or Parent Participation Officer by visiting the school office.

Children who are involved with the Learning Support Service (LSS) will have additional meetings with the SENDCo and specialist teacher, class teacher and teaching assistant, to

review their child's progress and set new targets. Other outside agencies may also require more regular meetings, for example the Educational Psychologist. For children with medical needs, meetings with parents may also include the School Health Advisor (Patricia Hayley).

ISPs (Individual Support Plans) are shared with pupils and are sent home twice a year. Targets are set by the SENDCo in consultation with the class teacher and TA. Parents/carers are encouraged to support at home with their targets and to comment on their child's ISP with possible suggestions that could be incorporated.

ISP targets are set by the SLB teacher for children in our Speech and Language Base. These are sent home annually. Mrs Humphreys is available via phone call or email if you wish to raise a concern. Appointments can be made, should you wish to speak with Mrs Humphreys in more detail. Upon request via Mrs Humphreys, parents can receive a phone call from the Speech and Language Therapist to discuss progress towards their speech and language aims. The Speech and Language Therapist attends most parents' evenings and EHCP reviews with Mrs Humphreys for further opportunities to discuss progress.

The assessment and annual review process of Education Health and Care Plans includes the choices and views of pupils/students.

How will you help me to support my child's learning?

The class teacher may suggest additional ways of supporting your child's learning through a note in the communication book, at parents' evening or by arranging a meeting with you. The SENDCo may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at the School Review. The Teacher & Manager of SLB will meet with you if your child attends our Speech and Language Base.

The class teacher or other relevant agencies or our Parent Participation Officer may meet with you to discuss strategies to use if there are concerns with a child's behaviour/emotional needs. Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home. Parent/carers workshops and coffee mornings can be arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

What training do staff have in relation to the needs of pupils at Hob Green Primary? All staff have received training related to SEND. Hob Green Primary is committed in ensuring that all staff receive ongoing training and is continually seeking further opportunities that ensure that staff are kept upskilled in their profession. Hob Green currently buys into a range of specialist services who will deliver training as and when the school requires. SENDCo ensures that specific training is placed in each class according to the needs of the pupils on the SEND register.

The school currently buys into the Behaviour Support Service. An experienced teacher visits the school regularly to give advice and support to teachers and parents. A qualified Speech

and Language Therapist visits the school two days a week to assess and review pupils in the Speech and Language Base and support and advise staff. Learning Support Service are extremely thorough in their assessments of those children who need further external agency involvement in meeting their needs. Education Psychology and counselling will assess those children who are experiencing a specific social, emotional mental health need.

The HLTA responsible for Nurture provision has been on all of the relevant training required in order to deliver effective teaching in Nurture.

The SLB team attend regular speech and language training workshops run by Speech and Language therapists to ensure their delivery of the strategies to support children with severe and complex SLCN is effective and relevant.

How are adaptations made to the curriculum and the learning environment for children with SEND?

Activities and school trips are available to all children irrespective of their needs. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required, an additional member of staff will accompany the child during the activity.

For children who are on the SEND register and have physical, visual and sensory needs, a separate Risk Assessment is undertaken based on the child's Risk Assessment in school and Care Plan. Children who are identified as having physical, visual and sensory needs but are not on the SEND register would have a separate Risk Assessment and, if necessary, a Care Management Plan.

Visual timetables are used in classrooms and some children have individual timetables. Simplified language, signing, pictures, symbols, photographs and task management boards are used for identified children.

The Redcat Soundfield System is available for those children who are hearing impaired.

Staff have access to additional training for any individual specific needs of a child e.g. ASD Children in the Speech and Language Base attend trips along with the school's mainstream classes as part of their integration programme.

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Individual entrance which separates the staff car park and leads onto a flat spacious main entrance with good wheel chair access into the school building.
- Separate toilet for disabled users, toilet adapted for disabled users.
- All of the ground floor is fully accessible to wheelchair users.
- We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.

Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with SEND their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. To further children's learning, teaching assistants take small groups of children out in the afternoons to consolidate any difficulties that children may have encountered during English and Maths. Children who are identified with a specific reading need will be heard to read individually by the class teacher or TA at least once a week.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, easy to use scissors etc.

Within our Speech and Language Base, a personalised curriculum is delivered to meet the child's individual learning needs whilst encompassing their speech and language aims. Children receive weekly contact time with Specialist Speech and Language Therapist and ISP time is covered during daily group work.

How are children with SEND enabled to engage in activities with children who do not have SEND?

Hob Green is an inclusive school where children of all abilities learn together. We take steps to overcome learning barriers, including physical disabilities and medical needs, so that all children are offered equal opportunities to participate in school life and in extra-curricular activities. Risk assessments are completed to ensure safe participation. No pupil is ever excluded from taking part in any activity because of their special educational need or disability.

How does the school support the emotional and social development of children with SEND?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include:

- Members of staff such as the class teacher, teaching assistants, SENDCO, Parent Participation Officer and the Nurture HLTA are readily available for pupils who wish to discuss issues and concerns.
- Pupils who find lunchtimes a struggle are able to see a member of staff if necessary. A quiet area can be provided in our nurture classroom for those children who need to have 'time out' and 'space'.
- The school also refers children to the Counselling Service Team who provide a counselling service delivered in school.
- Children who may have emotional and social difficulties are placed in our Nurture setting for a period of one term initially with an additional half a term added on if needed including 'drop in' sessions if and when needed. Class teachers are fully aware of the triggers displayed by the children and are empathetic to their individual needs if and when they need to come out of the class room.

What specialist services and expertise are available and currently accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- Behaviour Support Service – The Sycamore School
- CAMHS (Child & Adolescent Mental Health Service)
- Dudley Physical Impairment and Medical Inclusion Service (PIMIS) □ Visual Impairment Service.
- Hearing Impairment Service
- Social Services
- Speech Language Communication Therapy
- Occupational Therapy
- School Health Advisor
- Learning Support Service
- Early Year's Special Educational Needs Team
- Counselling Service
- Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS)
- Spurgeons Children's Charity
- Dudley Educational Psychology Service
- Charities including Barnardos and NSPCC

Referrals to most organisations are completed by the SENDCo. Referrals to CAMHS must be made by the GP but school can support these referrals in writing. A referral to Occupational Therapy must be made through the School Health Advisor.

What are the school's arrangements for supporting pupils in transferring between phases of education? Entry to EYFS

In Foundation Stage, a planned programme of visits is in place in the summer term for pupils starting in September. This includes a 'Stay and Play' session with parents/carers and a visit to their new class (without parent/ carer). Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. Our Foundation Manager and class teachers make a home visit during the previous term, prior to children starting, with additional opportunities for children to visit the school with their parent/carers.

Children starting Reception class are invited to stay for a lunch in the summer term and then spend time in their new classroom. Children start in September with mornings only and are introduced to lunchtimes before staying full time. If parents or teachers feel a child is not ready for full time school, they can remain part time, until the term they turn 5.

For those children joining our Speech and Language Base, the SLB teacher meets with parents prior to the child starting and transition dates are arranged in liaison with the current school setting.

Transition to Key Stage 2

Although not officially leaving the school children moving from year 2 to year 3 do move from one end of the building to the other side. This can be unsettling for some children. We prepare children for this change by offering opportunities for year 2 children to visit KS2 throughout the year (e.g. Use of the ICT suite, attending whole school assemblies and afterschool clubs). In addition, transition afternoons take place across the whole school and time is scheduled for information sharing sessions between teachers; this includes individual SEND meetings with all class teachers where a lengthy discussion takes place about all SEND children, any concerns etc. The class teacher is always available to meet parents/carers prior to the child moving to their class.

Secondary Transition.

Secondary school staff visit pupils prior to them joining their new school. The year 6 teacher and the SENDCo have meetings with the SENDCos from secondary schools to pass on information regarding SEND pupils. We ensure a smooth transition by organising transition days particular to the school that they will be attending. Some secondary schools will allocate an additional day if there is a need. Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Science days, drama workshops, greater depth Literacy and Numeracy workshops at the secondary school delivered by secondary staff.

The SLB teacher supports the transition of children from the Speech and Language Base onto their secondary school setting. Meetings are held when your child begins year 5 to discuss secondary provision. A transition programme for each individual child is then run and managed by the SLB teacher in your child's final term in the Speech and Language Base.

If a child with an Education Health Care Plan transfers to our school, we will hold a meeting for all involved stakeholders including the parent/ carer of the child. The child is also encouraged to attend. This may also be the case for any child which is supported by a number of agencies or who has complex needs.

How do you evaluate the effectiveness of provision made for children with SEND? The Senior Leadership Team (SLT) and the SENDCo analyse data each half term in order to monitor progress that children have made. Termly pupil progress meetings between the class teacher and members of the SLT take place. In these meetings pupils' progress towards their agreed targets is reviewed. The impact of interventions is monitored by the SENDCo half-termly and these are reviewed during pupil progress meetings. If appropriate, additional support will be implemented as a result.

Regular review meetings are held with the SENDCo and parents, where necessary, for children who have outside agencies involved. Annual reviews are held for pupils with EHC plans; this is when outcomes of the EHCP are evaluated and next steps are planned for.

What are the arrangements for handling complaints?

The staff at Hob Green Primary School work hard to support children with SEND. However, if a parent or carer wishes to make a complaint, they must first talk to their child's class teacher. If they are still not satisfied with the outcome, they will need to make an appointment to see

the SENDCo (Mrs Balbi Balu). Further complaints would need to be made to the Deputy Headteacher (Mrs Maggie Bostock) or the Executive Headteacher (Mr Stuart Brown).

Where is the information on the Dudley local offer published?

The Local Offer aims to provide information about all the services and support available for children and young people with Special Educational Needs or Disability (SEND) with or without an Education, Health Care Plan (EHCP) from birth to 25.

Here is a link for your information <https://www.dudley.gov.uk/resident/localoffer/>