



**The Greenfield &
Hurst Drive Federation**

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Hurst Drive Primary School

SEND Information Report

Person/s Responsible: Fiona Ajose, Executive Headteacher
Dorothy Fadairo, Assistant Headteacher for Inclusion and SENDCo

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The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum disorder and speech and language difficulties;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD); and,
- Sensory and/or Physical and medical conditions such as epilepsy.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Where appropriate will make reference to the M scales. 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 pupil's previous rate of progress;
- Fails to close the attainment gap between the pupil and their peers; and,
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, Social/Emotional needs.

Where staff have concerns about a pupil's learning a referral system is used; a meeting is held and a form may be completed (see appendix A).

Where staff have concerns about a pupil's behaviour, analysis is undertaken and a plan is put in place (see Behaviour Policy).

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:-

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We consider the parents and carers' concerns;
- Everyone understands the agreed outcomes sought for the child; and,
- Everyone is clear on what the next steps are.

We will notify parents/carers when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on the following:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment and behaviour;
- Other teachers' assessments, where relevant;
- The pupil's development in comparison to their peers and national data;
- The views and experience of parents/carers;
- The pupil's own views; and,
- Advice from external support services, if relevant.

The SEND Support Record will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases

We will share information with the school the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. All pupils have an induction session at their new school. A secondary transfer group is organised by the Assistant Headteacher for Inclusion and SENDCo.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Current interventions include:

- Speech and Language 1-1
- NELI language groups
- Guided reading 1-1
- RWI (Read Write Inc.) 1-1 phonics
- RWI Get Writing
- Lexia
- Memory Magic
- Nurture Intervention

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it (e.g. providing additional learning resources for those needing them);
- Reorganising support staff to meet pupils' needs;
- Using recommended aids such as visual timetables; and,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Alternative Provision, our new, in-school base for pupils not accessing the curriculum and are mainly at M scales.
- Learning environment for pupils mainly with social, emotional, mental health.

Additional support for learning

Support staff include a Pastoral Support Coordinator, Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TAs) and Learning Support Assistants (LSAs) who are trained to deliver a range of interventions and specialist provision class teacher.

We work with the following agencies to provide support for pupils with SEND:

- speech and language therapists;
- educational psychologists; and,
- advisory teachers for children with hearing or visual impairment, autistic spectrum disorders and specific learning difficulties, behaviour needs.

Expertise and training of staff

All staff members are trained in Safeguarding measures. There are a large number of staff members who are trained paediatric first aiders and designated safeguarding persons (DSPs) for safeguarding concerns.

We aim to develop specialisms among support staff to ensure that there is a wide range of. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

Our SENDCO has 14 years' experience in this role.

In this academic year, staff have had training in Safeguarding, Autism, Voice 21, Zones of Regulation, metacognition and self-regulated learning, RWI Phonics, Literacy support for children with specific learning difficulties, sickle cell, and asthma and epi pen training.

Securing equipment and facilities

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate advisors to ensure all children's health and physical needs are catered for within the school environment.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND through the following actions:

- Reviewing each pupil's progress towards their outcomes in their SEN Support Records each term;
- Reviewing the impact of interventions termly;
- Monitoring by the SENDCo (e.g. intervention observations); and,
- Holding (at least) annual reviews for pupils with EHC plans.
- Baseline and assessment data (M scales).

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Information on pupils with disabilities is obtained from parent/carers and professionals before the child starts at the school so that adaptations can be made.

The environment is adapted to the needs of pupils, parents/carers and staff as required. This includes:

- Ramps
- Disabled parking bays
- Disabled toilets and changing facilities
- Resources, for example ear defenders, quiet/calming spaces, standing desks
- Automatic external doors
- Automatic corridor lights (new build only)

Support for improving emotional and social development

A Pastoral Support Coordinator, a Family Support Worker and a HLTA are employed by the school to provide support for children's social, emotional and mental health needs. There are highly-skilled staff members who implement personalised, effective behaviour strategies and who work closely together with parents/carers and children to ensure strategies are consistent with those at home. Children have regular opportunities to speak to them when they need advice, guidance or support.

Intervention groups, this academic year, include:

- Drawing and Talking 1-1
- Protective Behaviours group
- Nurture group
- Friendship group
- Social skills group
- Girls empowerment group
- Counselling (provided by Safe Space)
- Brain buddies and 1-1 support for parent/carers (provided by MHST)
- Music nurture group (provided by Herts Music Service)
- Speech and Language (provided by Magic Words)

We have a zero-tolerance approach to bullying.

Working with other agencies

The school is able to access the services of a range of professionals including speech and language therapists, educational psychologists and advisory teachers for children with hearing or visual impairment, autistic spectrum disorder, behaviour support base and (specific) learning difficulties.

In order to access these specialist services, which are shared between many schools, children have to reach certain criteria. These include the severity of the difficulty and whether interventions have been tried in school to help the child make progress.

The education of children in care (CLA) is overseen by the Deputy Headteacher who liaises with the Virtual school.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If appropriate, parents/carers will then be referred to the school's complaints procedure which is on the school website.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services; and/or,
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents/carers of pupils with SEND

The Assistant Headteacher for Inclusion and Family Support Worker would be the first point of contact for parents/carers.

We work with the following organisations to provide support for parents/carers of pupils with SEND:

- [School Nursing Service](#) – an NHS-managed group who work together with children, their parents/carers and school staff to provide a comprehensive efficient and accessible service
- [Intensive Families Support Team](#) – an 'Early help' service in Hertfordshire that can help with problems facing families before situations require more specialist provision. Families can self-refer or contact their child's school for advice
- Social workers - Social workers support individuals and their families through difficult times and ensure that vulnerable people, including children and adults, are safeguarded from harm. Families can self-refer by calling 0300 123 4043.
- [Child and Adolescent Mental Health Services \(CAMHS\)](#) – a service that treats emotional and behavioural problems in children and adolescents.
- Attendance support team – a team who work directly with children, their families and schools assessing difficulties and helping to develop practices and strategies to improve pupils' participation in education.
- Counselling in schools service – Allows children to have a safe, confidential space to explore these issues can enable them to achieve their full potential both personally and academically.
- [Home Start](#) - volunteers help families with young children deal with the challenges they face.
- [Hertfordshire Adult and Family Learning Service \(HAFLS\)](#) – the organisation run a wide range of quality and approved courses for adults aged 19+, aimed to help improve people's lives.
- [Citizen's Advice Bureau](#) – an organisation that provides free, impartial legal advice for citizens.

- [Children and Family Court Advisory and Support Service \(CAFCASS\)](#) - CAFCASS represents children in family court cases in England, putting children's needs, wishes and feelings first, making sure that children's voices are heard at the heart of the family court setting, and that decisions are made in their best interests.
- [ADD-Vance](#) - a Hertfordshire-based charity that supports families and professionals in the care of children affected by autism and attention deficit hyperactivity disorder (ADHD)
- Hertfordshire Safeguarding Children Partnership – an organisation set up to ensure all agencies and organisations who work with children and young people work together to keep children safe.
- [Victim Support](#) - an independent charity for people affected by crime and traumatic events in England and Wales. Specialist teams provide individual, independent, emotional and practical help to enable people to cope and recover from the effects of crime.

Contact details for raising concerns

The school has an Assistant Headteacher for Inclusion who can be contacted by telephone (01992624099 option 3, option 2) and is available to meet with parents/carers if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries.

The local authority local offer

The authority's local offer of services and provision for children and young people with SEN can be accessed at www.hertsdirect.org/localoffer.

Monitoring arrangements

This policy and information report will be reviewed annually by the Assistant Headteacher for Inclusion and the Link Governor for SEND. It will also be updated if any changes to the information are made during the year. It will be approved by the full governing body.

Links with other policies and documents

This policy links to the following [school policies and documents](#):

- Child Protection Policy
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Needs Policy

REFERRAL TO INCLUSION TEAM
TO BE COMPLETED IN ELECTRONIC FORMAT ONLY

Member of staff making referral:
Date:
Child's name:
Class:
Reason for referral: (please bullet point your reasons - concerns over SLCN, ASD, dyslexia, dyspraxia, dyscalculia, general learning difficulties)
Any assessments and interventions that have already been put in place: (please refer to strategy sheets, SpLD assessments)
What would a successful outcome of the referral be?
Date referral received:
Action taken:
Follow up action/date of review: