



ST NICHOLAS PRIMARY SCHOOL



SEN Information Report

St Nicholas Primary School

Cottingham Road

Hull

HU6 7RH

Date of Original Information: **September 2016**

Date of last review: **Sept 2019**

Date of next review: **September 2020**

The school is a mainstream setting and is part of the Humber Education Trust Academy. The school follows an inclusive policy on admissions and welcomes many children with additional needs. At St. Nicholas Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities.

We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEN and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

Special Educational Needs for Which Provision is Made

St Nicholas Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Policies for the identification and assessment of pupils with SEN.

The school decides through observation and assessment whether a child may have some additional needs following the assess, plan, do, review model as outlined in the code of practice. We may also consult other professionals if we feel this would be appropriate. We work closely with the Educational Psychology Service, Speech & Language, IPass, Ganton and Northcott . We work closely to meet the needs of all children and access the best outcomes.

- a) Class teachers are required to complete a 'Record of Concern' to raise concerns with the SENCo regarding the performance of pupil who they suspect of having special educational needs.
- b) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

The school makes provision to meet the needs of pupils by use of a Provision Map which identifies additional support, interventions or alternative teaching groups. The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. We judge the success by the progress children make and this is evaluated by the use learning ladders. This allows us to monitor and evaluate progress and set new targets as well as identifying specific gaps.

Pupils who are receiving support that is additional to, or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing and target setting, to evaluate their level of progress in their specific area(s) of difficulty. We ensure that all children are making appropriate progress and will hold a meeting to review the provision if this is not the case.

Parents will be invited to attend termly meeting to review targets from their child's pupil passport and to set new targets. Parents will be offered the opportunity to meet the child's class teacher. They may also wish to talk to the SENCo. The SENCo holds regular meetings with parents and carers where there are complex factors. Some children may have a Home School Book; some parents will speak to staff daily.

The Class Teacher will be responsible for all their class. They will ensure that differentiation takes account of all the children in their class. They may use a Teaching Assistant to support a group or individual to reach their best outcomes. Children identified with SEND will have a pupil passport which will identify their needs and the outcomes we are hoping for each term. Additional interventions may take place to enable successful achievements of targets and progress to the next level. The SENCo will oversee the provision map and ensure that children are making appropriate progress. The SENCo will give guidance and support to Teaching Assistants.

Reasonable adjustments will be made throughout the curriculum to ensure that the needs of all pupils can be met. The school plans carefully for all pupils so that we can adapt the curriculum to make it accessible. This may include different activities for some pupils, it may include specialist teaching groups, and it may include some pre teaching to support success. This will be judged on an individual level.

Additional support is allocated on the basis of need taking into account a fair distribution of the available budget. Children with statements or EHC Plans will access additional support as is appropriate to their child's individual needs. Parents will be very much a part of the process as EHC Plans put them at the centre with the child. Decisions will always take account of parents' views but will be made ultimately by the Head Teacher in consultation with the SENCo.

Some children may access specialist provision at lunchtimes and breaks to ensure happy and successful playtimes. We also run Circle Time Groups for children who may require additional pastoral support. The School Office deals with all medication which must be registered with the office. Some children may have Health Plans which can be supervised by other agencies. Alternative playtime provision and additional support from staff means that exclusions are very rare and may only take place where other children might be placed at risk.

Contact details of the SEN Co-ordinator.

The SEN Co-ordinator is Mrs Chatfield. She can be contacted on 01482 444215

Expertise and training of staff in relation to children and young people with special educational needs

The SENCo is a fully qualified SEN teacher and has achieved the National Award in SEN Co-ordination. All our Teaching Assistants are qualified and many have completed training in Speech & Language, Autism and Dyslexia. The school works closely with Ganton and Northcott to provide support for children who need it/

Equipment and facilities to support children and young people with special educational needs.

The school is accessible to all, with wide doors in most areas. We do have a disabled shower and two disabled toilets. Although the school does have stairs we have a lift at the front of the building that can be used.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

Parental involvement

Parents are invited to attend termly reviews of their child's progress but many parents speak to staff on a daily basis. We welcome these conversations especially about children with additional needs. Parents should contact the school office for any further information or for an appointment to discuss a child further. The SENCo holds regular meetings with parents and is available on request to meet with parents.

We consult all children about their views when we review pupil passports. Their views are recorded as part of the process including views about secondary transfer which form a part of our transition planning. Their views are also sought when seeking support from the Educational Psychologist. Our Teaching Assistants are very experienced at seeking the views of young people.

In the event of a complaint please contact the School Office to make an appointment with the appropriate person or see the complaints policy on the school website

The school is well supported by our School Nurse who may help in the development of a Health Plan for a child

The school will liaise with secondary schools when children are transferring. Some children will have Review Meetings at the end of Year 5 to discuss provision. Some children may have meetings arranged at the beginning of Year 6 with staff from the secondary school and possibly the Educational Psychologist or other professionals to ensure a smooth transition. We arrange additional visits to secondary settings and support these when they are deemed necessary.

The school links to the Local Offer



The Hull Local offer can viewed at

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>