



Christopher Pickering Primary School

SEN Information Report for Academic Year 2024/2025

**This policy was approved by Trustees on 19th November
2024**

Mr Alan Cornwall Chair of Trustees

Adopted in September 2023

**This policy will be reviewed annually on or before
September 2025**

This information report has been prepared by Mrs J Marson (Head Teacher) and Mrs G Dixon (SENCO) and approved by the Local Governing Body on [DATE] for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<p>Christopher Pickering Primary School makes provision for the following kinds of SEN</p>	<p>Christopher Pickering Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:</p> <ol style="list-style-type: none"> 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). <p>The school has experience of supporting children with SEN and disabilities covering all 4 broad areas of need.</p>
<p>Christopher Pickering Primary School identifies and assesses SEN by:</p>	<p>The school is committed to the early identification and support of all pupils. The school has a clearly defined graduated response. Arrangements are in place to identify and review pupils' needs on a regular basis. These assessments are reviewed following an 'assess-plan-do-review' (APDR) model, to ensure support is graduated, matched to need, barriers to learning are identified and a clear picture of the support needs of the child is formed. In</p>

	<p>some cases, where a child`s needs may be described as 'complex' a `Education, Health and Care Needs Assessment Request` (EHCNAR) is developed and if needed, an Education, Health and Care Plan would be requested.</p> <p>The professional judgement of practitioners in the school, our SEND advisor, alongside the views and wishes of pupils and parents plays an important role in the assessment and review of pupils' needs. Where required we liaise with other professionals including SALT, educational psychologist, outreach agencies, occupational therapists to provide additional assessment information.</p>
<p>Christopher Pickering Primary School supports SEN in accordance with its policy framework which is set out at:</p>	<p>Concerns about progress may be raised at any time by class teachers and/or parents. Quality first teaching, adapted for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.</p> <p>Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.</p> <p>Other policies which describe our regulatory responsibilities include;</p> <ul style="list-style-type: none"> - Accessibility Plan - Admissions Arrangements - Safeguarding and Child Protection policy and procedures - Complaints procedures - Early Years Foundation Stage

	<ul style="list-style-type: none"> - Equality Information - Data Protection - Health & Safety - Home-school agreement document - Behaviour - Sex & Relationships Education - Supporting Children with Medical Conditions <p>These policies set out the Christopher Pickering Primary School's approach to</p> <ul style="list-style-type: none"> • Assessing and review the progress of children with SEND; • Teaching children with SEND; • Adapting the curriculum and learning environment for children with SEND; • Making decisions on additional support in relation to children with SEND; • Ensuring inclusion of children with SEND with children without such needs across all school activities; • Supporting the emotional, social and mental development of children with SEND; and • Evaluating the effectiveness of our provision for our children with SEND.
<p>The academy's SENCO's details are:</p>	<p>Mrs G Dixon</p> <p>01482 352245</p> <p>gdixon@cpickering.het.academy</p>
<p>Christopher Pickering Primary School's staff have been trained and have expertise in the following areas:</p>	<p>Christopher Pickering Primary School has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. The staff receive training 'in house' and from outside agencies such as Speech and Language, Northcott Outreach and Ganton</p>

	and Tweendykes Outreach Service where appropriate. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.
Christopher Pickering Primary School will secure equipment and facilities for children with SEND by:	Christopher Pickering Primary School will work with families and the Local Authority to ensure any require equipment or facilities are in place to support pupil's at our school.
The academy aims to involve the parents and children with SEND in the education of the children and will do so by:	<p>Christopher Pickering Primary School recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Christopher Pickering Primary School. We consider the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.</p> <p>The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns, they wish to share about their child we encourage parents/carers to share this with their child's class teacher in the first instance. Parents are invited to termly meetings with the class teacher to discuss their child's progress.</p> <p>We hold `Pupil Centred Planning` meetings for pupils going through the `EHCNAR` process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.</p>
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by Christopher Pickering Primary School by:	If parents/carers are concerned about the progress or provision for their child, they can contact the class teacher, SENDCo, SEND Governor, Head of School or the Executive Head by email admin@cpickering.het.academy or by making an appointment through the school office. Parents/Carer`s may also refer to the relevant policy.
Christopher Pickering Primary School works with other agencies to support	At times it may be necessary to consult outside agencies to receive their more

<p>children with SEND and their families by:</p>	<p>specialised expertise. The governing body understands the value of this support for pupils.</p> <p>Services include:</p> <p>City Psychological Service - Educational Psychologist</p> <p>Northcott Autistic Spectrum Disorder Outreach Service</p> <p>NHS Speech and Language Therapist service</p> <p>IPASS – Integrated Physical and Sensory Service</p> <p>Pupil Referral Unit – Support for pupils with behavioural difficulties</p> <p>Physiotherapist service</p> <p>Occupational Therapist Service</p> <p>Tweendykes & Ganton Outreach Support Service (SLD and ASD support)</p> <p>V. Westoby – SEND Specialist Assessor and advisor.</p> <p>KIDS</p> <p>Virtual School – Looked After Children</p> <p>Social Care and Early help</p> <p>Additional links are also provided on the Hull Local Offer website</p>
<p>Christopher Pickering Primary School acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>KIDS – Hull SENDIASS</p> <p>(01482) 467541</p> <p>hullsendiass@kids.org.uk</p> <p>Hull SENDIASS (kids.org.uk)</p>
<p>Christopher Pickering Primary School works on transition arrangements for children joining or leaving the academy by:</p>	<p><u>New to Nursery and Nursery – Primary Transition</u></p> <p>Staff from Christopher Pickering Primary School will meet all children in their current nursery setting and/or within their home. Transition meetings are held between</p>

	<p>previous setting/family and any relevant information is shared. If appropriate, Team around the family (TAF) meetings are held the term before the child joins our school.</p> <p><u>Primary-Secondary Transition</u></p> <p>Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.</p> <p>Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, pupil passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.</p> <p>All children with an Education Health Care Plan have an additional Phase transfer review in the summer term of Year 5 and must have their secondary transfer placement confirmed by 15th February when they are in Year 6.</p> <p><u>Transition within the school</u></p> <p>Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, pupil passports and / or transition meetings.</p>
<p>The Local Offer produced by the Hull Local Authority is available at:</p>	<p>Home – Hull SEND Local Offer</p>