

## Adelaide Primary SEN Information Report

Date: 1.9.20

At Adelaide Primary School we value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We cherish this diversity and recognise the benefits to everyone in having an inclusive education system. At Adelaide Primary School we ensure all pupils, regardless of their specific needs are supported to make the best possible progress. We believe that pupils with SEND and their parent/carers should be at the heart of planning and decision making. We aspire to the HET vision of a person-centred approach. We aim to provide opportunities for pupils with SEND and their parent/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

### School Information:

SENDCO Mrs Catherine Whitelam

Telephone: 01482 223753 email: [admin@adelaide.het.academy](mailto:admin@adelaide.het.academy)

### What kinds of special educational needs are provided for in the school?

Adelaide 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:

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).

The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need

## What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?

Concerns about progress may be raised at any time by class teachers and/or parents. The school is committed to the early identification and support of all pupils. The school has a clearly defined graduated response. High quality teaching, differentiated 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.

The professional judgement of practitioners in the school, 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, physiotherapists, occupational therapists to provide additional assessment information

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.

Other policies which describe our regulatory responsibilities include;

Accessibility Plan

Admissions Arrangements

Safeguarding and Child Protection policy and procedures

Complaints procedures

Early Years Foundation Stage

Equality Information

Data Protection

Health & Safety

Behaviour

Sex & Relationships Education

Supporting Children with Medical Conditions

- Government guidance about SEN can be found on the DfE Website: [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)
- Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Equality Act, Advice for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Equality and Human Rights Commission guidance on Reasonable adjustments: <https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>
- For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?**

Adelaide 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 Adelaide. We take into account 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.

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 first. Parents are invited to termly SEN Reviews with the class teacher to discuss their child's progress. We hold Pupil Centred Planning meetings for pupils going through the EHCP 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.

### **What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?**

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Adelaide. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of;

- Termly SEND review meeting with the SEND team and conversations around pupil progress, achievements and next steps
- One page pupil passports are used to gather information about some pupils, their challenges, support and medical needs
- SEN Support plan targets are discussed with the pupils
- Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward

### **What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?**

#### The Graduated Approach:

Where a pupil is identified as having SEND, we will put special educational provision in place. This SEN support follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who

access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

Quality first teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEN. Senior leaders at Adelaide Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEN. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves. 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 SEN. Early identification of SEN is essential in ensuring positive outcomes for pupils.

### **What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?**

#### Primary-Secondary Transition:

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.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication 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.

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

#### Transition within the school:

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 transition meetings.

## **What is your School's approach to teaching children and young people with SEND?**

Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group

Pupils are given an Individual Education Plan (IEP) that aims to close gaps in basic skills for both Literacy and Mathematical development and may include outcomes to develop social skills and learning behaviour. Teachers are responsible for updating Individual Education Plans and setting the next steps on their learning journey. Pupils requiring an IEP will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability.

All pupils' outcomes in their IEPs are addressed daily or when appropriate depending on the nature of the outcome. Some pupils are withdrawn for additional specific learning programmes such as Phonics Intervention Programme (specifically for pupils with dyslexia or dyslexic tendencies), Language in Colour (language development programme), Speech and Language programmes (overseen by NHS SALT), Phonological Awareness training (developing early phonological skills), 1:1 Reading intervention, small group Mathematical instruction, Reading and Inference training, as well as delivering any physiotherapy or physical intervention support; such as finger strength development or chewing/mouth strengthening support, wheelchair skills development and fine motor skills development.

Some pupils also require support within the classroom for specific learning difficulties. All pupils follow the Graduated Approach and where a pupil isn't making the expected progress on the outcomes in their IEP over two terms, it may be considered appropriate to start a SEN Support Plan. This might lead to an EHC Plan if the SEN Support Plan is showing an increasing level of need to support a pupil to make expected progress. EHC Plans are reviewed annually. Pupils with a plan are given support dependent on their level of need. All pupils receive additional top up time from the school budget to ensure all Literacy and Mathematic lessons are supported and PE sessions (for pupils with a physical disability) and lunchtime support is given for several pupils.

Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENCO is responsible for ensuring all physiotherapy sessions are carried out.

## **How are adaptations made to the curriculum and the learning environment of children and young people with SEND?**

The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, sensor tap, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom)

- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, coloured paper, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a specialist intervention programme.

- All pupils with ASD, when required, will be provided with a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the busyness of the classroom environment so that pupils are able to learn in a quiet, non-stimulating environment.
- Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted.
- All pupils who are visually impaired will have an access to larger print materials (appropriate to the required print). The school work closely with IPASS to provide the necessary learning materials.
- Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed.
- At times some children may require additional support from the school ‘Emotional Well-being and Behaviour support worker.’ Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

#### **What expertise and staff training is in place to support children and young people with SEN?**

Adelaide has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. The staff will receive training ‘in house’ and from outside agencies where appropriate during the school year. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.

INSET training staff received during 2019/2020 included:

- TEACCH tray system to be used to develop independent working
- Setting small steps IEP targets
- Colourful Semantics (sentence construction)
- Working memory
- Inclusive classrooms
- Sensory circuits

Outside agency training specific staff have received during 2019/2020 included:

- SALT – friendship groups, PECS
- Northcott – ASD strategies, ASD classroom management
- Tweendykes & Ganton – advising and supporting child centred learning and intensive interaction
- Whitehouse – Team Teach / De-escalation
- Physiotherapist – training on delivering physio plans

- IPaSS – advised on vision, physical and hearing learning strategies

### **How is the effectiveness of the provision made for children and young people with SEND evaluated?**

Adelaide is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited to discuss this in more detail with members of the school staff 3 times a year.

### **How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. We provide support for children during lunchtimes by offering an indoor provision for children who find the playground overwhelming.

### **What support is in place for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?**

At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

HET recognises that pupils with SEND are more susceptible to bullying. Behaviour and anti-bullying policies in the school take account of this.

### **How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

At times it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils. Services include:

- City Psychological Service - Educational Psychologist
- Northcott Autistic Spectrum Disorder Outreach Service
- Speech and Language Therapist Service – Bridge Speech and Language Therapist Service
- NHS Speech and Language Therapist service
- IPASS – Integrated Physical and Sensory Service (Hearing impaired / Vision impaired / Physical)
- Whitehouse Pupil Referral Unit – Support for pupils with behavioural difficulties
- Physiotherapist service
- Occupational Therapist Service
- Tweendykes & Ganton Outreach Support Service (SLD and ASD support)
- H.Bohl – SEND Specialist teacher
- KIDS
- Virtual School – Looked After Children
- Social Care and Early help

Additional links are also provided on the Hull Local Offer website (see below).

#### **What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCo, SEND Governor, Head of School or the Executive Head by email [admin@adelaide.het.academy](mailto:admin@adelaide.het.academy) or by making an appointment through the school office.








#### **The Hull Local Offer**



The Hull Local offer can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>



## Useful Websites

 <p>Bringing Families Together OFFERING FRIENDSHIP &amp; SUPPORT</p>	<a href="http://www.specialkidsintheuk.org/">http://www.specialkidsintheuk.org/</a>
 <p>Scope About disability</p>	<a href="http://www.scope.org.uk/support/families/parents-carers">http://www.scope.org.uk/support/families/parents-carers</a>
 <p>Council for disabled children</p>	<a href="http://www.councilfordisabledchildren.org.uk/">http://www.councilfordisabledchildren.org.uk/</a>
 <p><b>YOUNGMINDS</b> The voice for young people's mental health and wellbeing</p>	<a href="http://www.youngminds.org.uk/">http://www.youngminds.org.uk/</a>
 <p>nasen Helping Everyone Achieve</p>	<a href="http://www.nasen.org.uk/">http://www.nasen.org.uk/</a>
 <p>IPSEA Independent Parental Special Education Advice</p>	<a href="http://www.ipsea.org.uk/">http://www.ipsea.org.uk/</a>
 <p>bibic</p>	<a href="http://www.bibic.org.uk/">http://www.bibic.org.uk/</a>



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs>



<http://www.dyspraxiafoundation.org.uk/>



<http://www.dyslexiasparks.org.uk/>



<https://www.autism.org.uk/what-we-do/help-and-support>