



## **SEN Information for Parents**

**Pearson Primary School**

**Leicester Street,**

**Hull**

**HU3 1TB**

Date: September 2019

Date of next review: September 2020

## **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.

### **1. Special Educational Needs for Which Provision is Made**

Pearson 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).

The school has direct experience of supporting children with all of the above, with the exception of PMLD, but especially SLCN and ASD.

## **2. Policies for the identification and assessment of pupils with SEN.**

- a) Assessments are made of Foundation Stage children on entry to the school.
- b) Assessments are also made on children entering the school at any other stage. These may include EAL assessments, teacher assessments or standardised testing.
- c) The SENCo is able to carry out a range of targeted assessments on pupils with suspected special educational needs on entry to the school or on pupils at the school who are causing concern e.g. through not making expected progress.
- d) The SENCo makes a termly and yearly assessment of data to track progress. Where a child is not making adequate or expected progress, discussions are held with the class teacher and ways forward are decided on.
- e) Discussions are also held informally between the SENCo and class teachers where teachers are encouraged to raise concerns regarding the performance of pupils whom they suspect of having special educational needs.
- f) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, and Speech and Language Therapy Services.

## **3. Policies for making provision for pupils with SEN**

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a) 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. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves.
- b) 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 Reading, Writing, and Maths and, in other 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, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Pearson Primary School are:
  - (i) In class support, where a Achievement Support Assistants or ASAs may support one or more children to understand the content of the lesson.

- (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
  - (iii) One to one withdrawal, where there may be a targeted support in their area of need.
- d) Some pupils find unstructured time difficult to manage so all our lunchtime supervisors are trained as Play Leaders. A range of play and sports apparatus is also provided to encourage children to interact and be active. At playtimes, we again ensure that there is a high ratio of adult to pupil support.  
For some pupils, in a small number of cases, it may be necessary to provide one to one supervision during unstructured times.  
A variety of Inclusive sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra-curricular activities, for example after-school clubs. We encourage all our pupils to attend the residential weekend at the beginning of Year 6 and where pupils have a named ASA, that person will accompany them whenever possible.
- e) A TA has been trained on the ELSA (Emotional Literacy Support Assistant) programme and is able to offer support to children experiencing a range of problems. The children who would benefit from this support are identified through discussion with class teachers, SENCo, SLT and the ELSA. Additional support is provided for pupils requiring emotional and social development in the form of social skills, social communication and Friends Groups. The school has a Family Links worker who is also able to refer to relevant services.
- f) The school has recently invested in the services of a private Speech and Language therapist. This ensures that timely intervention is in place to support children with specific speech and language needs.
- g) The school invests in a private Educational Psychologist to assess pupils and support staff as needed.

#### **4. Contact details of the SEN co-ordinator.**

SENCo name: until December 2019: Mrs Liz Lee

After December 2019: Miss Jenny Jones

Contact Telephone number: 328569

Email: elee@pearson.hull.sch.uk

jjones@pearson.hull.sch.uk

## **5. Expertise and training of staff in relation to children and young people with special educational needs**

CPD is provided for all staff including teachers, ASAs and supervisory staff on special educational needs as and when required.

Staff will seek training from outside support agencies when necessary including outreach and transitional support (see Local Offer for list of external agencies. This can be found at <http://www.connecttosupport.org/hulllocaloffer>)

Staff will also attend training courses provided by the local authority.

The SENCo attends training and liaises with other SENCos to maintain links and keep knowledge of SEN up to date. There is a meeting of the SENCos from the HCAT (Hull Collaborative Academies Trust) schools each half term which the SENCo attends since Pearson joined HCAT.

### Training:

Safeguarding

First Aid (and Paediatric First Aid)

Anaphylaxis training

Speech and Language

ASD – Northcott

Diabetes training

Speech and Language training

Downs Syndrome training

Attachment training

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

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.

## **7. Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the Assess, Plan, Do and Review process. Parents/carers are invited to discuss with the SENCo and class teacher the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore, parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally – teachers are available to talk with parents both before and after school but if a parent requires a longer consultation, we would ask that they phone or call at the office to make an appointment.
- b) Termly Parents' Evenings when discussions about progress as well as advice and support in helping their child at home can also be given. The SENCo also attends Parents' Evenings and parents are encouraged to meet with her then to discuss any issues.
- c) A review of their child's progress with the SENCo, class teacher (and TA where appropriate). These take place termly but the SENCo is also available in her designated SENCo time if parents require further advice and support.

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

## **8. Arrangements for consulting young people with special educational needs about their education.**

- a) The child/young person is involved (as is appropriate) at every stage of the Assess, Plan, Do, Review process:-
  - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
  - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
  - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
  - (iv) Any documentation used as a part of the agreed provision (for example, Individual Education Plans or similar) will have a 'child friendly' section which

is shared with the child/young person so that they are able to understand all aspects of their support.

- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
- (i) Informally with their class teacher as required.
  - (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
  - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input. The child may also choose a friend to attend the meeting with them.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

## **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.**

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## **10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologist/ Applied Psychologies
- Speech and Language Therapy Service/ NEW options
- ASD Team
- Northcott ASD Outreach Service
- National Autism Society

- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAMHS for Mental Health Needs
- Echoes
- KIDS – Parent Partnership
- School Nursing Team
- Whitehouse Unit/Ashwell
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Traveller Education Team
- Physiotherapy Services
- Police
- Down Right Special

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education, Health and Care Plan is considered appropriate for the child.

## **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

All contact details are detailed in the links provided in the Hull Authority Local Offer (See Section 13 below).

## **12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. 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 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Needs or an Education, Health and Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

### **13. Information on where the local authority's offer is published.**

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

## **Glossary of Terms**

**ADD** – Attention Deficit Disorder

**ADHD** – Attention Deficit Hyperactivity Disorder

**ASA** – Achievement Support Assistant

**ASD** – Autistic Spectrum Disorder

**CAMHS** – Child and Adolescent Mental Health Service

**CPD** – Continuing Professional Development

**DfE** – Department for Education

**EAL** – English as an Additional Language

**EHC Plan** – Education, Health and Care Plan

**HI** – Hearing Impairment

**IEP** – Individual Education Plan

**IPaSS** – Integrated Physical and Sensory Service

**LA** – Local Authority

**LP** – Learning Plan

**MLD** – Moderate Learning Difficulties

**MSI** – Multi-Sensory Impairment

**PD** – Sensory and/or Physical Needs

**PMLD** – Profound and Multiple Learning Difficulties

**SALT** – Speech and Language Therapy

**SEN** – Special Educational Needs

**SEND** – Special Educational Needs and Disability

**SENCo** – Special Educational Needs Co-ordinator

**SLCN** – Speech, Language and Communication Needs

**SLD** – Severe Learning Difficulties

**SMEH** - Social, Mental and Emotional Health

**SpLD** – Specific Learning Difficulties (including Dyslexia)

**TA** – Teaching Assistant

**VI** – Visual Impairment