

**Perry Hall Primary School**

**Special Educational Needs Information Report**

At Perry Hall Primary School we believe that having high expectations and meeting every pupil’s needs is a shared responsibility. Therefore, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities.

We have a positive and enthusiastic approach to ensuring that we meet the needs of all children including those with Special Educational Needs and/or disabilities (SEND). We believe educational provision is underpinned by high quality teaching and is compromised by anything less.



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Photo(s)

This document is to inform you of the types of support and provision available for your child at Perry Hall Primary School.

It will assist you in knowing who can help if your child needs additional support, and how this support can be accessed.

SEND Code of Practice

The SEND ‘Code of Practice’ (2014) states that there are four broad areas of need within Special Educational Needs. These areas and their meaning are as follows:

* **Communication and Language**
* **Cognition and Learning**
* **Social, Emotional and Mental Health**
* **Sensory and/or Physical Needs**

The table below details some difficulties that children may display, it is important to recognise that children may display difficulties or delays in one or more of the areas.

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| **Area of Special Educational Need or Disability** | **Relating to difficulties with:** |
| **Communication And****Interaction** | Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. |
| **Cognition** **And****Learning** | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.   |
| **Social, Emotional and Mental Health** | Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.  |
| **Sensory and/or physical needs** | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. |

**The following pages detail further information in response to questions you may have about our approach to supporting and identifying SEND**

**How do we identify Special Educational Needs and Disabilities?**

All children starting our school will receive a home visit. This is an opportunity for parents and/or carers to share information regarding their child’s needs and education.

When beginning our school, all children are assessed. We use this information so that we can build upon their prior learning and knowledge and it helps us to provide starting points for the development of an appropriate curriculum for all our children.

Children who join us from other schools are supported using information obtained from their previous school. We then use this to ensure that the curriculum is appropriately differentiated to meet their individual needs.

If the outcome of either of these means of assessment highlight that a child may have areas of need relating to a Special Educational Need/Disability parents are contacted at the earliest opportunity. This provides further opportunities to discuss concerns and to enlist their active support and participation. If it is felt that additional support is required for their child they will be placed on the Special Educational Needs (SEN) register and appropriate additional provision will be provided.

If an adult in school is concerned about the learning, progress and wellbeing of any child, at any point in their education, they make the Inclusion Team aware of these concerns through a referral process. The Inclusion Team will then discuss the given concerns and offer advice and/or signpost the concerns to the most appropriate person within school. The child's progress is then monitored against the recommendations and advice provided through provisional targets, with the additional needs of the child being reviewed regularly. The outcomes of this initial target monitoring will be shared and discussed with parents.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.

**What Should I do if I think my child has Special Educational Needs?**

Talk to us – We are here to help in any way we can!

If you think your child may have special educational needs speak to your child’s class teacher or the school’s SENCO to discuss your concerns.

The SEN provision at Perry Hall Primary is second to none. My child has attended this school for the last 7 years and has always had their needs put first.

**Working with other professionals to support your child’s Special Educational Needs.**

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENCo or your child’s class teacher will discuss this with you. In some cases this might involve the support of one or more of the different professionals with whom we work closely with. Some examples of the services/agencies we work with can be seen below:

* School nurse – to advise on any medical needs and provision and to help when a care plan is needed
* Local Authority Outreach
* Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist
* Strengthening Families Worker
* Educational Psychology Service
* The nominated Education Welfare Officer
* Specialist advisory teaching services

**What if my child has more complex or severe needs?**

The majority of children and young people with SEND will have their needs met within school.

When it is considered that a child or young person may need further special educational provision to be made for them, and if their needs are considered to be more complex or severe, we may discuss the option of requesting the Local Authority complete an assessment to support the application of an Education Health and Care (EHC) Plan.

This assessment may lead to an EHC Plan if your child requires additional support beyond that provided through SEND School Support. An EHC Plan looks at all the aspirations and needs that a child or young person has within education, health and care. Parents and/or Carers are involved throughout this process to decide what outcomes are required, and to identify what is needed to achieve those outcomes. We also strive to ensure the child’s voice is represented as part of the process.

The purpose of an EHC plan is to ensure educational provision meets the special educational needs of the child and to secure the best possible outcomes for them to prepare them for adulthood.

**How do we involve pupils and their parents/carers?**

At Perry Hall Primary School we value the importance of working in partnership with parents/carers to support each child’s well-being and learning needs.

Perry Hall Primary always provide things that my child needs. No matter how big or small, things are always provided or put into place so that they never feel left out.

We have an open-door policy to allow parents to contact their child’s class teacher with ease. Parents are invited to become involved in school life as much as possible. In addition, if your child is identified as having special educational needs and has an Individual Education Plan (IEP), you will be invited to meet with the SENCO and your child’s class teacher to discuss their targets and how best to support your child to achieve them, this includes how parents can provide support at home with these targets also.

**What support do we have for you as a parent of a child with SEND?**

At Perry Hall we aim to provide you with clear information about the extra support your child is getting. Your child’s class teacher will meet with you at least three times a year to review how your child is progressing, and evaluate, then set targets. Target setting meetings will involve the teacher, parent and child.

In addition to the target setting meetings, structured meetings will be held twice a year to ensure a detailed meeting with the class teacher.

**How do we adapt the curriculum so that it meets the needs of our children with SEND?**

When we identify a child as having a special educational need their work will be differentiated/scaffolded by the class teacher to enable them to access the curriculum more easily. All staff are familiar with a variety of approaches to teaching and learning, which means that we are able to adapt teaching approaches and provision to meet the needs within each class.

I know what my targets are and these are in my drawer. They are for me to see and use to help me to do my best.

This may involve:

* Small group or individual intervention.
* Emotional or pastoral support/intervention to manage their own emotions and behaviour.
* Adapting the type and length of instructions given.
* Provide alternative resources that will support them to be more independent.
* IEP targets specifically set for each child.
* Implementing advice and recommendations from outside agencies.
* Extra support from an adult, when appropriate.
* Using the circuit break room or sensory room at Perry Hall.

**How your child’s progress is assessed and reviewed?**

Teachers use information from a range of sources to inform their monitoring of children’s achievement, such as:

Formal and informal testing, observations, evaluations of lessons, interventions.

 In collaboration, the school leadership team and SENCO monitor the progress of all groups of pupils termly, discussing what adaptations/intervention is needed to support each child to make better than expected progress from their individual starting points.

The inclusion team meets weekly, to utilise skills and expertise in different areas.

**How do we ensure your child’s overall well-being is supported?**

At Perry Hall we aim to provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes and signs of mental stress. Perry Hall provides a consistent, protective and therapeutic environment, which can help children grow which include:

* Working alongside an Educational Mental Health Team.
* Whole school approach to emotion coaching.
* Each class has a ‘regulation station’

As a Parent of a child with additional needs both educationally and physically it was paramount that I felt that my child was safe at school, Perry Hall Primary made this possible.tograph and Quote from child/parent

**How will the school support your child at key transition points between key stages or new schools?**

On transfer to secondary school we liaise with the secondary school SENCo and class teachers, developing personalised transition programmes as appropriate. When a child is also supported by outreach, they will arrange further suitable transition dependent on the child’s needs.

**Who can I contact for further information?**

In the first instance, parents/carers are encouraged to talk to their child’s class teacher.

For pupils with SEND, further information and support can be obtained from the SENCo.

Mrs Russell is the Special Educational Needs Co-ordinator (SENCo) at Perry Hall

Primary School.

She is contactable on: 01902 558538 or via the school e-mail:

**Perry Hall Primary School pay due regard to all relevant**

**Legislation and guidance including; the SEND Code Of Practice (2014), the**

**Equality Act (2010) and the Children and Families Act (2014)**