



Halifax Primary School Special Educational Needs and Disabilities Information.

What do we mean by SEND?

A child or young person has a Special Educational Need if:

- They have a learning difficulty or disability which calls for a special educational provision to be made. This is provision that is **additional or different** from that made generally for their peers.
- They have significantly greater difficulty in learning than the majority of others the same age
- They have a disability that prevents them using the facilities generally provided for their peers in a mainstream setting.

The four main categories of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical development

What should I do if I have concerns about my child's learning and progress?

Class teacher

If you are concerned about your child's progress in the first instance speak to the class teacher. Contact is best made at the end of the day or via the school office.

The class teacher is responsible for:

- Ensuring that the curriculum is adapted to meet your child's individual needs.
- Planning lessons and appropriate resources to support individuals in accessing the curriculum at the appropriate level.
- Regularly sharing success criteria and feedback with pupils to facilitate their progress
- Ensuring that other adults in school working with pupil's have a clear understanding of their role and that they are knowledgeable of individual pupil's needs.
- Requesting support and advice (including training) to meet pupil's needs when needed.

SENDCo

After speaking with the class teacher they may be directed to speak to the SENDCo

The SENDCo is responsible for:

- Implementing the SEND policy.



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| <p>The Head Teacher</p> <p>The SEND Governor</p> | <ul style="list-style-type: none">-Coordinating SEND provision.-Ensuring that parents are kept informed of the range and level of support offered to their child (Parents will be invited to discuss their child's Individual Provision Record every term)-Involving external agencies when appropriate.-Monitoring the progress of pupil's with SEND. <p>The SENDCo is: Mrs T Walker</p> <p>The Head teacher is responsible for the management of the whole school, including the arrangements for pupils with SEND The Head Teacher is: Mrs Krishna</p> <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none">-Ensuring SEND policies are in place.-Monitoring SEND needs and provision and ensuring there is an impact when adaptations and additional support is provided.-Ensuring the quality of provision via visits, data and input at governors meetings. <p>The SEND Governor is: Mrs Tyler</p> |
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How does the school identify SEND and inform you?

At Halifax Primary School every child's progress is closely tracked using both teacher assessments and formal assessments. The leadership team hold Pupil Progress meetings each half term with class teachers and discuss the progress of pupils on an individual basis, the SENDCo also attends these meetings. If it is felt that a pupil is failing to make satisfactory progress, a member of SLT, teachers in the year group and the SENDCo discuss and consider ways of helping the pupil using our own experience and expertise. Formal standardised assessments may be carried out as appropriate and the class teacher and SENDCo will work together to plan intervention and additional support for the pupil. If we feel a child needs to be placed on the SEND register then we will discuss the matter with parents.

If after a period of additional support and close monitoring the pupil continues to experience difficulties within their learning it may be necessary to seek the advice of a range of specialist support services that are available to us. We will discuss this with parents.



What are the different levels of SEND support?

There are two levels:

- SEND support
- Education, Health and Care plan (EHCP). Existing statements will be transferred to EHCP's by 2018.

What will happen if your child is on the SEND register

If a pupil is placed on the SEND register there will be a consultation with parents, information will be shared regarding the pupil's levels, progress and specific area/areas of difficulty. All pupils who are placed on the SEND register have an Individual Provision Record, this document will identify the pupil's area of need, external agencies involved, formal assessments, provision, targets and outcomes. The provision record follows the format of asses, plan, do and review; they are updated each term and shared with parents.

Pupils who have an Educational Health Care Plan or a Statement of Educational need will also have an annual review of their progress and additional needs. Parents will be invited to complete a parent view form and pupils will work with the class teacher or SENDCo to complete a One Page Profile. Parents, pupils, the Class Teacher, SENDCo and any other professionals working with the pupil will be invited to attend the meeting.

What types of support are available for children with SEND at Halifax Primary School?

Quality First Teaching and a curriculum to match needs - Class teachers will plan and teach lessons so that work will be at the correct level for every pupil to access, experience success and make progress. Where appropriate, activities will be differentiated and adapted: additional resources and support will be provided where needed. Learning Support Assistants will work with the teacher to support whole class teaching, deliver interventions, work with small groups of children and support pupils 1:1 where appropriate.

Interventions- At Halifax Primary School we offer a range of interventions to support pupils learning and social, emotional and mental health needs. These will be discussed with parents during review meetings and identified on the school Provision Map.

Speech and Language-We employ a speech and language therapist to screen and work with Reception pupils who need additional support, this covers both speech production and language. This support may be 1:1 or small group support on a weekly basis. LSA's work under the guidance of the Speech and Language Therapist to ensure support is integrated into the classroom. If needs are identified in Y1-Y6 a referral is made and with parental permission assessment is undertaken within a short time frame.

Family Support Worker-We employ a family support worker to work with families and offer support as the need arises.

External agencies-Advice from external agencies is sought and implemented for children with SEND to ensure their needs are met.



How do we ensure SEND children are fully included in school to support their well-being?

Halifax Primary School is an inclusive school and we welcome all pupils. We ensure children with identified SEND are supported but it is also important that we provide them with basic independent personal, social and learning skills.

At Halifax we use the following to support all children:

- **Talk Partners** – helps children to communicate and co-operate with each other in pairs
- **Time To Talk** – Provides a chance for children to talk with an adult in small groups to develop their language skills
- **Assemblies & PSHE sessions** – Teaches children social skills, understanding and respecting everyone and also celebrates their achievements
- **Meet and Greet** – All children are greeted by familiar adults on duty at the gates each day to ensure they are happy and ready to learn and achieve. Children who need 1:1 support are met individually if necessary.
- **Lunch Club** – adult supported lunchtime club for children who find unstructured times daunting or hard to manage
- **Learning Mentor** – Mrs Barnes provides targeted support to children who need it during the school day
- **Lego Therapy** – specific intervention to develop interpersonal and communication skills
- **Gym Trail** – daily physical activities sessions to develop gross motor skills
- **Read, Write Inc based approach to phonics** - a multisensory, phonic-based programme to develop reading and writing
- **Max's Marvellous Maths** – targeted small group work to develop maths skills in KS1
- **1st Class at Maths** - targeted small group work to develop maths skills in Year 1
- **Fresh Start** –targeted literacy intervention for Year 5 & 6 children
- **HLTA and teachers** use marking, assessments and informal assessment to identify gaps in learning and provide small group and 1:1 support to target gaps.

What outside agencies / people does the school use to support children with SEND?

If a pupil requires support from external agencies then a referral will be made with the consent of parents.

We use the following people / agencies:

- Educational Psychology Service
- CAMHS- Child and adolescent mental health services
- Sensory Support Service (Hearing and Vision)
- CISS (County Inclusion Support Service)
- Communicate (Independent Speech Therapist)
- School Nurse
- Pupil referral Units i.e. First Base



Evaluating provision

Teachers work with the SENDCo to create a provision map on a termly basis, this clearly documents the provision on offer, the pupils accessing the provision and the targets being worked towards. The interventions used are designed to have an impact on most learners, a baseline assessment will take place before the intervention begins and will provide a benchmark for monitoring progress. The provision will be discussed during the half-termly progress meetings and if progress is less than desired an alternative provision will be put in place.