

## Hutton Rudby Primary School SEND

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer. Further information about the North Yorkshire County Council Local Offer can be found on the NYCC website

<< insert link >> <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

### *Our Statement of Intent for Supporting Equality*

At Hutton Rudby Primary School we welcome all pupils into our unique and fully inclusive school. Using our best endeavours, we strive to meet the needs of all pupils, including those with SEND. Hutton Rudby Primary School is fully accessible and well supported to meet all needs across the four principle areas of need as identified in the SEND Code of Practice (2014):

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

Hutton Rudby Primary School is committed to anti-discriminatory practice to ensure that every child is included and supported. We promote equality of opportunity and value diversity for all children and families. We are committed to making reasonable adjustments to ensure that each individual child and their needs are considered. All children in our school are supported in a variety of ways to ensure that they can access all of the activities and experiences we provide both in the curriculum and in extra-curricular activities. We make provision following the 'assess-plan-do-review' process to ensure each child is fully included and supported. We seek to 'close the gaps' in pupils' learning and progress. Please see the document 'Provision Map' for more detail of our 'Graduated Response' to supporting pupils in our school.

In our **SEND Information Report** << link >> we hope that we can answer the most common questions raised by parents and carers about SEND and demonstrate the ways that we at Hutton Rudby Primary School can provide support and provision to fully include all pupils.

After reading the report, if you have further questions or if you would like to discuss your SEND requirements in detail please contact the school <<email: [admin@huttonrudby.n-yorks.sch.uk](mailto:admin@huttonrudby.n-yorks.sch.uk) or telephone: 01642 700203 >> to arrange an appointment.

Robert Johnson is the School's SENCO whilst Lucy Sors is on maternity leave. <<picture>>  
Please contact for direct advice and support  
[admin@huttonrudby.n-yorks.sch.uk](mailto:admin@huttonrudby.n-yorks.sch.uk)  
01642 700203

Alison Walters is the School's SEN Governor <<picture>>  
Please contact  
[admin@huttonrudby.n-yorks.sch.uk](mailto:admin@huttonrudby.n-yorks.sch.uk)  
01642 700203



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

At Hutton Rudby Primary School, all curriculum and non-curriculum activities include children of all abilities and needs. All children are included in out of school activities, class trips and residential outward bounds trips. Additional and different provision is made in class, at playtimes and lunchtimes and for all trips and extra-curricular activities to ensure that SEND pupils are fully included.

We plan to meet the needs of all our children at Hutton Rudby Primary School, enabling the environment through a range of support measures as identified in planning for specific pupils' needs. In planning for activities, we always take a note of the child and parent view, as they know best how to identify the most appropriate support.

## **How do you know if children need extra help?**

At Hutton Rudby Primary School, we celebrate the fact that every child is unique. We understand that children learn and develop in different ways, and have different strengths and areas for improvement. Our expert teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn.

In every class, planning and teaching takes into account the cognitive and learning, physical and sensory, communication and interaction and emotional and social needs of all pupils. This is a central part of our everyday practice at a '**Quality First Teaching**' level.

Many children, at some time in their school life, may need some extra help. We aim for early identification of any special educational needs and disabilities, and this process starts from the first day children enter our school.

## **How do you identify and assess children with Special Education Needs and Disabilities?**

A pupil will be identified as SEND when their learning difficulty or disability calls for provision that is **additional** and **different** to that already provided at a 'Quality First Teaching' level. Our experienced SENCO, teachers and support staff have accessed a wide range of training that enable them to make the best judgements for identifying and supporting pupils with SEND.

Class teachers and support assistants regularly consult with the SENCO to discuss any concerns that they might have. If we suspect a child might have SEND, careful monitoring, in class support and provision will be put into place to support your child. After monitoring, tracking and assessment, if your child is attaining lower than age related expectations or their progress is slower than expected, our first step is to hold a conversation with the parent or carer of the child.

We want to talk to the people who know the child best - their parents/carers. Should it be felt that further action is required to support the child's needs additional to and above support already provided in class, a meeting with parents or carers will be planned.

After implementing the support plan and holding assessment and reviews discussing your child's needs and progress, it may be decided that additional support from external partners is required. In this case we would work together to make a referral to seek extra support or specialised assessment. Specialised assessment may provide clarification on specific barriers the child experiences or identify a specific learning need or disability.

## My child needs additional and different support. What happens next?

Where we feel that something **additional** or **different** is needed to support your child because they have SEND, we will discuss this carefully with you. In our initial assessment meeting, the class teacher, parents or carers and the child (if appropriate) are invited to share their opinions and discuss the child's strengths, areas of difficult and hopes for the future. This forms the starting point for future support planning.

We work closely with parents and carers and value them as central partners to our approach to SEND, which follows an '**assess – plan – do - review**' process. SEND children are monitored closely and their progress is regularly reviewed throughout their time with us. Our joint planning, actions, conversations is recorded on your child's Inclusion Passport, which is a document detailing and recording your child's progress towards outcomes over time.

## Planning

After careful assessment and monitoring, if it is decided that a move beyond 'Quality First Teaching' level is appropriate, a planning 'next steps' meeting will be arranged with you in which we will create an 'Individual Support Plan'. You and your child are central contributors to this.

## What is an Individual Support Plan (ISP)?

Each SEND child will have their own **Individual Support Plan (ISP)** written by our trained teachers in consultation with the SENCO, alongside parents, who know the child best. This document is for you, your child and your child's teacher and support to use to help your child work towards their desired learning targets and outcomes.

This is a blank ISP:

<u>Hutton Rudby Primary School</u>					
<u>Individual Support Plan</u>					
Name:	DoB:	Year:	Teacher: Support:	SEN support	Date: Review:
Area/s of need:					
Targets	Achievement Criteria	Possible strategies, resources and techniques		Outcome	
1.	• • • •	• • • •			
2.	• • • •	• • • •			
School Contribution –					
Parent/ Carer Contribution –					
Child's Contribution –					
Signed _____			Date _____		

The ISP outlines the specific objectives and targets that will enable your child to make progress. Each support plan is written and reviewed in consultation with the SENCO, who supports teachers and support staff to be proactive in planning for each child's needs. The Individual Support Plans (ISP) format is as follows:

- **Personal information:** Name, Date of Birth, Year Group, Teacher, Support (TA)
- **Level of 'School Action' support provided :** SEN Support, Agency support
- **Date and Date of review:** Date of the ISP meeting, the next date when your child's progress will be reviewed with you
- **Area/s of need:** a brief summary of the areas in which your child experiences barriers
- **Targets:** learning targets / desired outcomes as discussed with you and your child

- **Achievement Criteria:** What we would expect to see to show that targets have been reached
- **Possible strategies, resources and techniques:** details of any strategies being used to support your child, resources that might help, techniques we know work, extra support or interventions
- **School Contribution:** Further details of any extra support or interventions for your child (including for example, a support timetable)
- **Parent / Carer Contribution:** Resources, strategies and techniques you could use to support your child towards meeting their targets at home (e.g. homework / reading)
- **Child's Contribution:** Your child will be consulted either in this meeting or in a separate discussion (whichever is most appropriate) to contribute to their plan. This enables them to put into their own words how they will work towards their targets.

The targets we decide together are closely related to the desired outcomes that have been discussed with you and your child. We will choose 2 or 3 specific, measureable, achievable and realistic targets - also known as SMART targets. These targets are closely linked to achievement criteria to outline how the targets can be met. Each target also has identified appropriate support or intervention programmes, resources, strategies and who will be supporting its delivery. The targets and support plan will be reviewed at least every term with the child, their parents, class teacher and SENCO.

Following from the 'Individual Support Plan', planned intervention and support will then be delivered in school and recorded and monitored regularly. We will record this on your child's '**Inclusion Passport**'.

### **What is an 'Inclusion Passport'?**

An Inclusion Passport is an ongoing record of 'School Action' support which will aid your child's transition into different year groups, key stages and schools. It is also a very useful document to provide background information and records of interventions and outcomes should external agency involvement be required.

The Inclusion Passport provides more detail about your child, their strengths, likes, dislikes and lists strategies that have been used to support the child's learning journey and progress throughout school. It also includes parent / carer views and the child's views over time.

### **How do you consult with parents of children with SEND and involve them in their child's education?**

Parents are central to all we do at Hutton Rudby Primary School. We listen to what parents have to say and respond to it using our best endeavours. Every term at Hutton Rudby Primary School parents will be invited to meet with the class teacher.

For pupils with SEND it is often desirable to meet on a more frequent basis as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. Parents and teachers work closely together to support the child's progress. In regular meetings, both parents and children can share their hopes, goals, achievements and interests. Full and open communication supports the school in making the best provision for the child.

On-going communication with school may include:

- More regular consultation meetings to update you on your child's progress and whether the support is working.
- Clear information about the impact of any interventions
- Guidance for you to support your child's learning at home
- Documents and resources linked to your child's agreed targets
- Regular contact through a home-school book

Regular communication will enable us to have a dialogue about where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You will be informed about the age-related stages at which your child is working. If you are not sure what these mean, don't be afraid to ask.

### **How do you consult young people with SEND and how do you involve them in their education?**

At Hutton Rudby Primary School, we highly value pupil views about their education. Pupil voice is at the centre of all we do. We strive to engage pupils as active participants in their education and encourage them to make a positive contribution to their school and local community. We provide opportunities for pupils to be consulted on matters affecting them and contribute to decision-making in the school. We regularly consult SEND pupils about their learning. We have pupil specific questionnaires and transition plans that SEND pupils complete on a regular basis. Prior to each review meeting, pupil views are gathered in an informal discussion. Children are encouraged to draw or write about their views too.

During a review, pupils may be invited to the meeting with their parents to discuss their points of view, talk about what contributions they will make towards meeting their learning targets, to give their own ideas and to reach an agreement with their parents and teacher about the support and provision which they will access in school and at home.

SEND pupils are always involved and included in every aspect of school life. We have a number of pupils on the SEND register on the school council. School council meets once weekly to discuss matters relating to the school and represent the views of each class.

### **How are children with SEND supported in our school?**

All children in our school are supported in a variety of ways – through one to one support, group activities or whole class differentiated tasks. Teachers decide how everyday activities and experiences within the curriculum can be adjusted to ensure each child is fully included at the appropriate level. Please see the document 'Provision Map' for more detail of our 'Graduated Response' to supporting pupils in our school. Our 'graduated response' is outlined in three 'waves' or levels of support:

#### **1. Quality First Teaching (Wave 1):**

In class, each teacher will be finding ways to support your child to achieve their targets, such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment / activities to suit each child's needs
- Planning intervention programmes for pupils to access in school
- Assigning staff to support children in individual work, class, group work and support them around the school

#### **2. SEN support (Wave 2) including Intervention programmes:**

If extra intervention and support is required, then your child will access specific planned programmes that are tailored to their needs. This intervention will be recorded on our whole-school provision map and will be regularly reviewed. It will also be recorded in an intervention plan which is regularly monitored by the class teacher to assess the effectiveness of the intervention. Intervention programmes that we offer depend on need; below are some examples of what this may include, but this varies as we plan support and intervention depending on each child's need.

#### **3. Agency or Specialised Support (Wave 3):**

If it is felt at a review meeting, that your child requires extra support in addition to that provided by the school, it may be decided that your children may also access support and interventions severed

by external agencies. A referral for support may be made and this will be explained through consultations and planned as part of our **arrangements with agencies and partners** ([link](#))

## **Interventions**

Hutton Rudby Primary School offers a wide range of evidence-based interventions. Interventions are carefully monitored in order to ensure that they have an impact on children's learning. If your child requires further support, they may be assigned to one of our skilled learning support assistants, who are trained on specific programmes to become specialist providers. Our learning support assistants will work closely with the class teacher to plan a programme of intervention. Class teachers will also discuss how you can be supporting your child at home.

Regular updates and in-house training also ensures staff have the expertise and confidence to deliver and run interventions to support teaching and learning across the curriculum. We have tried and trusted interventions that we use regularly. In addition we are always looking to add to the range of interventions that we can offer. Please see our whole school Provision Map <<link>> for an overview of the interventions we currently offer.

Each SEND child has their own intervention plan that we carefully construct to match their need and this is listed on the ISP. When we meet with parents we will explain:

- What interventions your child is receiving and what are the intended learning outcomes;
- When during the week any interventions will be delivered and for how many weeks;
- Who will be delivering the interventions and where (e.g. in class or outside the classroom)
- How the interventions will relate to and support learning in the classroom;
- How we will monitor to make sure they are helping your child to make accelerated progress.

Below are just some examples of how we can provide interventions at Wave 2 and Wave 3 level to gain the best possible support for child's specific needs:

### **Social, mental and emotional skills and support:**

- Intervention programmes such as 'Socially Speaking', 'Circle of Friends', 'Time to Talk' and small group therapeutic work such as 'Lego therapy' delivered by trained staff
- Interventions delivered by external partners / agencies could include counselling and small group or individually tailored programmes to suit pupils' specific needs.

### **Cognitive and Learning support:**

- Literacy support programmes such as 'Read Write Inc', 'Toe by Toe', 'Early Literacy Support', Reading Intervention, other planned small group reading and writing support
- Maths interventions using programmes such as 'Maths Sphere', 'Talking Maths', 'Springboard', 'First Class at Number' etc.
- Individually planned programmes delivered in a small group or on a 1:1 basis
- Communication, language and thinking skills activities (see below)
- Dyslexia Action / Beat Dyslexia / Dyscalculia programmes as recommended by specialists

### **Communication and Language support:**

- Speech and language support to target specific areas (e.g. barrier games)
- 'Black Sheep' and other commercial programmes speech and language support as recommended by speech and language therapists
- SALSP (Speech and Language Support Programme) delivered by our trained support staff or visiting SALSP specialists
- Speech and language therapy blocks delivered in school by a visiting therapists through our agency and partnerships links

- Autism Spectrum Disorder specific programmes delivered by visiting specialists from Enhance Mainstream Schools or by specially trained staff in school

### **Physical and Sensory needs support:**

Physical and sensory needs of pupils are catered for taking to account their individual needs and targets. Should physical and / or sensory needs be identified we liaise with health professionals to follow recommend programmes to be used specifically for each child. Sensory and occupational therapy needs are also planned for dependent on the child.

The school has invested in providing areas for children with additional Physical and Health needs. For example, we have a hygiene and physiotherapy room on site. The school is also wheelchair friendly. We have ramps to side doors and corridors are painted to enable partially sighted pupils. In addition to tailored movement programmes that are individually planned and delivered, we offer also offer support for pupils with gross or fine motor skills barriers to address their specific areas of need:

- Provide resources such as therapy balls, wobble cushions, tactile 'fiddle' toys, sensory equipment, pencil grips, writing slopes, fine motor equipment etc.
- Fundamental Movement Skills in PE lessons
- 'It's in the Bag' fine motor skills development support programme
- Theodore Montesquieu handwriting programme
- Gross Motor Movement Programmes (e.g. supporting children with coordination difficulties)

### **How does Hutton Rudby Primary school ensure the expertise and training of staff to support children and young people with SEN?**

Lucy Sors, the SENCO has completed the National Award for SENCO in line with the new guidelines for SEN. To keep abreast of local and national changes, the SENCO and Head Teacher attend termly Local Authority briefings. As part of our ongoing collaboration, the SENCO meets regularly with the SENCOs of the Swaledale Teaching Alliance to access training, get updates, share good practice and maintain professional competencies.

All teachers and Teaching Assistants are trained on site in school specific needs and in school specific protocols to ensure that policy is put in practice. Teachers and support staff have been provided with training using the Inclusion Development Programmes (IDPs). All training accessed by the SENCO and Head Teacher is regularly cascaded to school staff. Weekly updates on SEN are provided to staff in staff meetings. At least half termly the SENCO leads a staff meeting to make sure all information and training is up to date to support specific needs of pupils. External experts and agencies also regularly come into the school to train and develop staff in specific areas.

In addition, whole school staff receive specialist support and training when there is a specific need. For example, staff will access training and refresher courses to consider strategies to use when supporting a child with Autism or a child with specific Physical needs. As a team we continually support each other and share expertise to ensure our curriculum and teaching styles can be adapted appropriately so that all children reach their full potential.

### **How is specialist expertise accessed to support pupils who need additional support?**

Specialist expertise is secured by accessing specialist practitioners as outlined in the NYCC Local Offer << link >>. We have well established links and partnerships working with Enhanced Mainstreams Schools, who work with our SENCO and teachers to plan, train and support interventions. Specialist services such as Educational Psychology may be consulted for advice and assessment of need. Health and Medical services (e.g. Speech and Language Therapy) is accessed regularly to support pupils and their outcomes.

Some of the health specialists currently used in school include Speech and Language and Audiology. In addition, the school accesses further specialist support for Specific Learning / Social Communication Difficulties e.g. National specialist bodies in Autism and Dyslexia.

For some pupils, specialist medical health needs will require additional staff to be trained. All staff are trained to ensure the Health and Safety of our pupils. Before any visit out of school, a full risk assessment is made to ensure that all pupils can access all activities.

### **How does Hutton Rudby Primary School evaluate and monitor the effectiveness of our provision made for children and young people with SEND?**

Provision for SEND pupils planned in partnership and agreed with pupils and parents. We have systems in place for each SEND child to have their needs met by writing individual support plans. We work closely with parents to evaluate and monitor the effectiveness of our provision. SEND children are monitored closely and their achievements are celebrated in their everyday learning books, photographs, communication with parents and their Inclusion Passport. This information is then used to tailor the curriculum to meet the interests of each child using methods of delivery that are appropriate to their needs.

Through our 'person-centred' approach to provision for SEND pupils we ensure that all evaluation of pupils outcomes are jointly conducted in consultation with children and parents. At least half-terminally, provisions and adaptations made to the curriculum are reviewed alongside pupils and parents to evaluate outcomes.

Interventions are closely monitored and tracked using the intervention tracking tools provided. Outcomes are monitored by the SENCO, Senior Management Team (SMT) and Governors to track progress of SEND pupils. We use Target Tracker to closely monitor progress of SEND pupils which is the system used by our partnership schools in the Swaledale Teaching Alliance. Data from Target Tracker is used to plan 'next steps' alongside parents and plan for further provision to close the gaps in pupils' learning.

This is further monitored by external inspection e.g. Ofsted. Our performance against like schools is scrutinised by the SMT e.g. using Raise Online and Data Dashboard. This shows how our SEN pupils are performing in comparison to others across the nation.

Monitoring and tracking pupil needs enables the SENCO and SMT to identify areas for staff and whole school development. The SENCO can then initiate training for staff and enable them to provide a curriculum that ensures equality and diversity for all.

### **How does Hutton Rudby Primary School continue to improve personal, social and emotional development for pupils to ensure Health and Well-being?**

Personal and Social development is integral to the values held by Hutton Rudby Primary School and is central to the whole school vision. It runs right through all that we do.

Every child with SEND receives greater support and consideration throughout our provision of the Personal and Social curriculum. This can mean additional pastoral support, additional work beyond the classroom. Teachers and support staff are trained on 'nurture' and social, emotional and communication programmes dependent on pupil needs and these are delivered as part of pupil support plans as discussed and agreed with parents. For example, a very successful intervention we have recently put into place is 'Lego Intervention'; a talking programme mediated by building lego models which builds relationships and social skills understanding.

Additional therapeutic, social or emotional support may be required to be delivered by highly trained specialists external to the school. Specialist visits to the school take place on a regular basis and we provide well-resourced, calm and comfortable spaces for professionals to work with children.

As part of our provision for personal, social and emotional education, citizenship and pupil voice plays a central role. SEND pupils are included on our School Council to ensure that their views are taken into account. In reviewing outcomes and support plans for pupils, teachers, parents and the SENCO will consult the child to ensure their views and ideas are included and that they are an integral part of the planning process.

Hutton Rudby Primary School has a strong anti-bullying ethos. Please see our anti-bullying policy here <<link>>. Extra measures to prevent bullying of SEND pupils are taken, with every member of staff aware of the additional support that SEND pupils may require.

### **What arrangements are in place for handling complaints from parents of children with SEND?**

Hutton Rudby Primary school runs an 'open door' policy. Any complaint or concern is taken most seriously. Should you be unhappy with the support and provision made for your child at our school, in the first instance we would encourage you to come to talk to us. Please discuss your concerns with your child's class teacher, or contact Lucy Sors (SENCO) or Matthew Kelly (Head Teacher) for a meeting.

The school has a published complaints procedure on the school website <<LINK>>, which will be followed.