



SEND Information Report 2023-2024



The SEN information report has been written in response to the revised Special Education Needs Code of Practice (2014) and aims to publish information about the implementation of our SEND policy.

Our full SEND policy is available on the school website. Both the SEND information report and SEND policy are closely linked to ensure consistency and coherence.

Our SEND information report reflects Bradford's Local Offer which can be accessed through <https://localoffer.bradford.gov.uk/>

<p>What educational needs do we provide for?</p>	<p>At Hoyle Court Primary School every child is considered an individual and we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil their maximum potential. The needs of all children are closely tracked and monitored by all staff to ensure provision meets the needs of each individual. This rigorous monitoring allows us to identify any concerns or specific needs. Special Educational Needs are broadly grouped into four primary areas, within these areas there are many different descriptors of need and a wide range of provision which may be needed.</p> <ul style="list-style-type: none">• Communication & Interaction• Cognition & Learning• Social, Emotional and Mental Health• Sensory and physical needs. <p>We support all children with additional needs. Any children requesting a place who have an EHCP need to go through the Local Authority who can be contacted via SEN@bradford.gov.uk.</p>
<p>What policies and procedures do we have in place for identifying and assessing the needs of children with SEND?</p>	<p>At Hoyle Court Primary School, we identify children with SEND as early as possible, through initial contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year.</p> <p><i>"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"</i> (SEND Code of Practice, 2015)</p> <p>We rigorously monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. If the progress across any of the four areas has stalled, discussions will take place with the class teacher and SENCO to identify any specific need and the next steps. Both formal and summative assessments take place as well as daily teacher assessments who know their children the best. If they have any concerns regarding any area of need, this will be investigated by the SENCO observing, monitoring and developing a cohesive picture of the child by speaking with parents and carers.</p>

	<p><u>The “triggers” for further intervention</u></p> <p>We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child’s needs. We have adopted the graduated approach as set out in the SEND Code of Practice, where the level of intervention increases whenever adequate progress is not being made.</p> <p><u>The “triggers” for further intervention are one or more of the following:</u></p> <ul style="list-style-type: none"> ▪ baseline scores indicating poor early learning skills at the start and end of Foundation Stage. ▪ ongoing teacher and LSA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following: <ul style="list-style-type: none"> ○ the child is working at a level below the national expectation for that Year group ○ the attainment gap between the child and their peers is getting wider ○ a previous rate of progress is not being maintained. ○ little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness. ▪ assessments in KS1, and in KS2 showing how far below the national expectations the child is working ▪ low scores in diagnostic testing ▪ emotional or behavioural difficulties persisting despite the use of the school’s behaviour management programmes and quality first teaching strategies ▪ self-help skills, social and personal skills inappropriate to the child’s chronological age ▪ diagnosis of a previously unidentified medical condition, communication problem or sensory impairment ▪ for a child who is new to the school, records from the previous school indicating that additional intervention has been in place ▪ parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills ▪ other adults concerns e.g. from medical services, Educational Psychologist, Children Services, Learning Mentor, School staff
<p>How do we work in partnership with parents of children with SEND?</p>	<ul style="list-style-type: none"> • Parents of children with SEND are kept fully informed of the provision that is being made for their children. • Parents are invited into school to discuss the needs of their child who have an Additional Action Plan or an Individualised Education Plan (IEP). During these meetings, current targets are reviewed and new targets are set. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help the children to overcome their difficulties. We hold Additional Action Plan/Individualised Education Plan Review meetings at the end of each term with teacher and parents. • The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. • The school use Galaxkey to send any electronic documents securely via email. <p>If a parent is concerned about their child’s progress, they can speak to their child’s class teacher or SENCO so that their concerns can be addressed and additional actions put in place.</p>

<p>What arrangements do we have in place for children with SEND to involve them in their education?</p>	<ul style="list-style-type: none"> We work closely with our children to ensure they are fully involved in target setting and making plans to support their needs. Teachers discuss new Additional Action and IEP targets on a termly basis. We conduct termly conferencing for children with SEND to identify the things they feel they do well and what areas they could improve. From this IEP's are written, ensuring the view of the child is taken into consideration. Children with SEND are encouraged to be part of the School Council or be a part of any other additional extracurricular activities in school, such as choir, sports or competitions/trips.
<p>How are children with SEND assessed and reviewed to ensure they are making progress?</p>	<ul style="list-style-type: none"> Every teacher closely tracks the additional provision for their children. The SENCO takes responsibility for monitoring the success of provision maps. Provision maps are used consistently and effectively throughout school. All teachers keep an SEND file for their class. This file will contain all key documents in relation to any child with an additional need. The SENCO keeps all personal files and information for every child with SEND in a locked, secure room. Children are assessed half termly through teacher's judgements to ensure they are making the expected level of progress. As a school, we use the graduated approach to interventions as outlined below: <div data-bbox="398 638 683 1013"> </div> <p><u>Assess</u> The teacher, with support from the SENCO, carries out an analysis of the child's needs drawing on teacher assessment, previous progress and attainment as well as any views or concerns from parents.</p> <p><u>Plan</u> The teacher and the SENCO, in discussion with the parents, outline any adjustments and interventions to the curriculum as well as the expected impact on progress. From the information gathered in the assessment phase, interventions to meet the child's needs are written on a provision map. Targets are set on an Additional Action Plan or IEP (for children with an EHCP)</p> <p><u>Do</u> Interventions are carried out by teaching staff as well as small group and 1-1 interventions with support staff. The class teacher is responsible for the implementation and monitoring of the interventions and the analysis of the impact of the interventions. External professionals may be involved to assist in certain interventions.</p> <p><u>Review</u> Each half term <u>At least each term</u>, provision maps and interventions are reviewed and the impact of the intervention monitored. In discussions with the class teacher and SENCo, it is then decided what support that child will need next.</p>
<p>How do we support children with SEND in the transition</p>	<ul style="list-style-type: none"> To prepare each child for their next year group, a transition plan is put in place in the Summer term. The child is able to spend <u>at least two afternoons</u> an afternoon each week in their new classroom as well as additional time if needed. The child has a transition book with

<p>between year groups and from Year 6 to Year 7?</p>	<p>key photos of their new teacher, classroom as well as the outline of the school day that the child can use as reference during the summer term and the summer holidays.</p> <ul style="list-style-type: none"> • <u>Teachers meet to discuss the needs of all children with SEND leaving their class and LSA's also meet to ensure key information is passed on about the individual needs of children.</u> • When children are leaving the school in Year 6, the class teachers have 1-1 meetings with each secondary school to discuss the individual needs of the children. The SENCO liaises with the Inclusion Manager/SENCO of the local feeder secondary schools to pass on the necessary information. For pupils with an EHCP, the school's SENCO arranges a meeting with the Inclusion manager/SENCO from the chosen secondary school, the class teacher, the parents and the child during the summer term prior to transition. • Where children are transitioning to specialist provision, <u>children have an EHCP or SEND needs that require additional transition</u>, the SENCO as well as key support staff, visit the setting as well as supporting the child during transition sessions.
<p>How we approach the teaching of children with SEND and ensure reasonable adjustments are made?</p>	<ul style="list-style-type: none"> • At Hoyle Court Primary School, all children will be offered a broad and balanced curriculum that offers wider-curriculum experiences, including the National Curriculum. We provide opportunities for everyone to achieve and succeed. We provide quality first teaching strategies which are personalised and differentiated for each child. Every teacher rigorously plans and takes into account the wide range of abilities, aptitudes and interests of the children. The severity of the child's needs are assessed using The Bradford Matrix of Needs descriptors. • <u>Quality First Teaching</u> - The class teacher is responsible for planning differentiated, engaging lessons and provision which meet the needs of all pupils. The teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. This 'quality-first teaching' approach is continually monitored by the individual subject leaders and the leadership team of the school, through lesson observation, planning and book scrutiny, and also termly pupil progress reviews, in which the Senior Leadership Team meets with each member of staff to regularly and carefully review the progress made by each pupil, and the quality of teaching provided for all pupils. This ensures we can identify early any pupil who may be at risk of underachievement and / or social exclusion. The SENCo also provides termly SEND reviews with each class teacher. The review discusses every child in class and provides support and an overview of the needs that may be presenting. It is an opportunity to ensure that no child is left behind and that a holistic approach is consistently taken to meeting the needs of all children. These termly reviews link to an additional action plan or IEP and ensures that the review process for SEND children is rigorous and tracked. • <u>Below Age Related Expectations</u> • If a child continues to perform at below age related expectations despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress. An additional action plan is written by the class teacher for the child. This sets out the learning or behavioural targets (usually up to 3/4) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The

targets are discussed with the child in age-appropriate language. This will also be shared with parents. Progress towards each target is discussed at termly meetings with parents, or by request at other times through discussions with the class teacher or SENCO. At below age-related expectation, the SENCO may seek external advice through Educational Psychology or specialist teaching hubs provided by the Local Authority.

- **SEND Support**

If a child continues to not make adequate progress at SEND Support, the SENCO will ask for additional support from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse and specialist teachers from the Social, Communication, Interaction and Learning (SCIL) Team. With their help, strategies which are **additional to or different from** those identified as below age related expectations, will form the basis of future Additional Action plans.

At SEND Support, parents play a particularly important role. Their permission is essential when asking for specialist help or applying for further SEND funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO. At the Additional Action review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

- **Request for EHCP (Education Health Care Plan)**

A referral for an EHCP will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an EHCP will combine information from a variety of sources including but not limited to: Parents, Teachers, SENCO, Social Care and Health Professionals.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education Health Care Plan (EHCP)

“The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.” (SEND Code of Practice, 2015).

	<p>An EHCP is a legally binding document which sets out the provision the child must receive to meet their needs. The LA (Local Authority) provides the school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. IEPs are used to set targets each term based on the yearly targets as outlined in the EHCP. Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from the LA or the medical services.</p> <p>Education Health Care Plans are reviewed formally on an annual basis where all parties involved discuss the plan and make necessary amendments.</p> <p>Where a child at SEND Support requires interim additional support, an application for a My Support Plan can be submitted. A My Support Plan application leads to the production of a clear plan of what needs to happen to improve outcomes for the young person and allows school to put in place additional provision.</p>
How do we ensure children with SEND can access the same curriculum and additional learning opportunities as children without SEND?	<ul style="list-style-type: none"> At Hoyle Court, we ensure reasonable adjustments are made so that all children are fully included in all aspects of school life including extra-curricular activities and school trips. All children are able to take part in after school clubs provided either by the school or from external providers. During a residential trip, the appropriate level of support is planned for. Parents are involved with decisions regarding school trips and residential trips and are involved in helping to prepare their children for a trip or residential trip. The class teacher uses differentiation when teaching so all children can access the learning at their personal level and pace.
What training do staff receive to support children with SEND?	<ul style="list-style-type: none"> Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA, Medical Services or bespoke training providers. The school governors are also informed of courses on disability and SEND issues and are invited to attend. Where specialist training is required, the SENCO ensures that the relevant staff are fully trained to meet the needs of the individual. The SENCO regularly attends courses on SEND issues run by the LA. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect children with SEND. The SENCO attends Local Authority network meetings to discuss specific areas of need as well as an update from the Principal Educational Psychologist regarding local SEND developments around accessing further support and training. The SENCO meets regularly with the senior leadership team to discuss and updates or developments around SEND.
How do we evaluate the effectiveness of the provision made	<p>Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:</p> <ul style="list-style-type: none"> ongoing teacher and LSA observations of the child in the daily classroom setting differentiated short-term planning by the class teacher to meet the child's needs

for children with SEND?	<ul style="list-style-type: none"> records and evidence of the child's work showing progress towards curriculum objectives records and evidence of the child's progress towards improving behaviour discussion at an appropriate level with the child about their progress discussion with parents about the child's progress at termly meetings and parent's evenings discussion with outside agencies about the child's progress <p>The success of the policy will result in the needs of all children with SEND being met by:</p> <ul style="list-style-type: none"> having the systems in place to identify children with SEND as early as possible. making use of good practice in planning for, teaching and assessing children with SEND . regularly reviewing of the child's progress against targets set. providing additional intervention if progress is not adequate. receiving appropriate funding from the LA to support the child's needs at EHCP level. considering the wishes of the child at an appropriate level. having a positive and effective partnership with parents.
How do we support the social, emotional and mental health(SEMH) development of our children with SEND?	<p>At Hoyle Court Primary School, all staff are responsible for the wellbeing of all our children, including those with SEND. At times, children may require further social, emotional and mental health (SEMH) support. To ensure the additional social, emotional and mental health needs of our children are met, we have a pupil/parent support manager who:</p> <ul style="list-style-type: none"> Works 1 – 1 with children Provides pastoral support Takes small groups of children for nurture interventions. Is available for 1 – 1 sessions as and when is needed. Is a trained Mental Health Champion and Mental Health First Aider Has achieved the Carnegie School of Excellence Mental Health award for the school <p>A Mental Health Champions is trained to provide support for children dealing with low level mental health or emotional wellbeing difficulties. If we felt children required additional support after meeting a Mental Health Champion, further support would be sought.</p>
How does the school involve outside agencies and specialist services to help meet the needs of children with SEND?	<p>For those children with EHCPs the involvement of outside agencies is specified on the EHCP. These may include:</p> <ul style="list-style-type: none"> a specialist teacher in the identified area of need a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist an Educational Psychologist <p>Children without additional funding may also receive input from:</p> <ul style="list-style-type: none"> the Educational Psychology Service

	<ul style="list-style-type: none"> ▪ Our specialist link teacher from the Social, Communication, Interaction and Learning (SCIL) Team which allows to specialist teachers across the four areas of need. Our specialist teacher, Alison Copley, is linked directly with our school. She provides staff training, 1-1 support and resources to help identify individual needs as well as ensure the correct provision is in place within school. Regular meetings are scheduled in each term. ▪ The Emotional Educational Wellbeing practitioners (Part of the Educational Psychology Team) ▪ Medical services, including CAMHS ▪ Children's Services, especially for Looked After children <p>The SENCO shares information about pupils with SEND with</p> <ul style="list-style-type: none"> ▪ class teachers and LSAs ▪ the Senior Management and Leadership Team ▪ designated safeguarding leaders ▪ the school's Pastoral Support ▪ Outside professionals who are involved in the Child's EHCP/ AAP.
How accessible is the school for children with varying needs?	<p>At Hoyle Court Primary School, we ensure we meet the requirements of the Disability Discrimination Act (1995) and the Equality Act (2010). Our equality policy and accessibility plan ensure the requirements are outlined and fulfilled. We make sure that:</p> <ul style="list-style-type: none"> • All pupils are able to access and be part of Hoyle Court Primary School, regardless of disability. • The school building is on one level and is fully access for children who may have physical needs. • Reasonable adjustments are made through the use of staffing or resources are put in place to ensure the specific needs of a child are met.

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