

# Howley Grange Primary School

## SEND Information Report

### January 2024

A paper copy of this information is available from the school office

#### **Introduction**

This report is published in compliance with

- SEND Code of Practice 2015
- Children and Families Act 2014 (section 69 (2))
- Regulation 51 and Schedule 1 SEND regulations 2014

Howley Grange Primary School recognises that the well-being of our pupils is of key importance. As an inclusive school we aspire to meet the needs of all pupils and value the benefits of working closely with parents, carers and children.

#### **Definitions**

The SEND Code of Practice 2015 defines that where a child has a learning difficulty or disability for which special educational provision is put in place then they are identified as having special educational needs.

“A child of compulsory school age or 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”

**Disability** is also defined in the Equality Act 2010 as being

“...a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.”

This can include the sensory impairments of sight and hearing. It may also include long term health conditions such as asthma, diabetes and cancer.

Where a child or young person has an overlap with a disability and a special educational need then they will also be covered by the SEN definition.

#### **The type of SEND provision made at Howley Grange**

We support a range of special educational needs. These needs fall within the four broad areas of need identified in the SEND Code of Practice.

Areas of Need with examples:

Communication and Interaction	Speech Language and Communication Needs (SLCN) Autistic Spectrum Disorder
Cognition and Learning	Specific Learning Difficulty (SpLD)-Dyslexia, Dyspraxia, Dyscalculia
Social, Emotional and Mental Health Needs	Attachment Disorder
Sensory and/or Physical Needs	Visual impairment (VI) Hearing impairment (HI) Physical Impairment Sensory Processing Disorder

	Some pupils may have identified needs that may be in more than one category. This includes pupils with an Autistic Spectrum Disorder or Down’s Syndrome diagnosis.
<b>How we identify and assess pupils with SEND</b>	<p>Teachers will use observations and assessments to determine where there is a special educational need. Evidence may be drawn from a number of sources and may include</p> <ul style="list-style-type: none"> <li>• Performance against national expectations</li> <li>• Pupil progress</li> <li>• Standardised testing</li> <li>• Knowledge checks</li> <li>• Response to interventions to address gaps</li> <li>• Specialist agency assessments</li> <li>• Information from previous school where a special education need has been identified and special educational needs support (SENS) has been put in place.</li> <li>• Impact of any disability on educational performance</li> <li>• Information from parents</li> <li>• For some of our pupils we use the DAPA (Dudley Attainment and Progress Assessment) tool to measure and evidence small step progress.</li> </ul>
<b>How we safeguard children with SEND</b>	<p>We recognise that children with additional needs may be more vulnerable to abuse. Difficulties may include understanding what is abuse and communicating any abuse or concerns.</p> <p>Staff receive regular and compliant safeguarding training. We have a number of identified Designated Safeguarding Leads (DSL) in school. Relevant policies include the SEND Policy and the Safeguarding Policy.</p>
<b>How we make provision for all pupils with SEND</b>	<p>Our provision is underpinned by a graduated approach, as identified in the SEND Code of Practice (2015)</p> <p>All teachers are teachers of pupils with SEND. High quality teaching is at the heart of our provision. This will include differentiation and reasonable adjustments for individual pupils where this is required.</p> <p style="text-align: center;">↓</p> <p><b>Special Educational Needs Support</b>-At this point pupil’s name will be added to the school’s SEND register which is co-ordinated by the school’s SENCO.</p> <p>SENCO involvement where any concerns persist. Any concerns will be shared with parents/carers. The class teacher and SENCO will work together to identify the nature of any special educational need and any intervention support necessary to address barriers to learning. At this point school will put in place targeted support to meet the individual needs of the learner. This may be an intervention to support better progress and/or any necessary reasonable adjustments.</p> <p style="text-align: center;">↓</p> <p>Seeking specialist assessment and/or advice for those pupils with a higher level of need.</p> <p style="text-align: center;">↓</p>

	<p>Where needs cannot be met within the school’s notional budget it may be necessary to make a request for statutory assessment (Education and Health Care Needs Assessment). This may result in the issue of an Education and Health Care Plan. Parents have the legal right to make their own request for a statutory assessment of their child’s needs. The application is made to the local authority in which the individual resides and the decision to issue an EHCP is made by the local authority.</p>
<p><b>How we evaluate the effectiveness of provision for pupil with SEND</b></p>	<ul style="list-style-type: none"> <li>• Following consultation with parents, pupils and teaching staff Individual education plans (IEPs) are put in place. The attainment, progress and impact of such support will be reviewed at appropriate intervals and any necessary adjustments made. This is then shared with parents/carers and the pupil.</li> <li>• For pupils who receive specialist assessment from the Learning Support Service monitoring of these targets is scheduled for approximately every six months. There will usually be a review meeting with the specialist teacher, parents/carers and the SENCO to discuss impact, next steps and provision.</li> <li>• Provision is also monitored and supported by Autism Outreach Service, Speech and Language Therapy Service, Visual Impairment Service and other agencies, as necessary.</li> <li>• The SENCO, Senior Leadership team and SEND Governor meet to review the quality of the school’s provision as part of our school improvement.</li> </ul>
<p><b>The arrangements for assessing and reviewing progress</b></p>	<p>In line with the SEND Code of Practice (2015) we follow the Assess, Plan, Do, Review cycle.</p> <p style="text-align: center;"><b>Assess</b></p> <p style="text-align: center;">Consultation with all parties including pupil, parent/carer/teaching staff/SENCO/specialist advice (as appropriate) Assessment of need</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>Plan</b></p> <p style="text-align: center;">Measurable targets put in place and shared with parents Intervention and support put in place with an appropriate start, finish and review date</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>Do</b></p> <p style="text-align: center;">Class teacher retains responsibility for the pupil both in the classroom and any interventions that may take place. Interventions may be provided by teaching staff, teaching assistants, SENCO or specialist agencies</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>Review</b></p> <p style="text-align: center;">These are reviewed at least three times a year with all relevant parties contributing Where an EHCP is in place an Annual Review meeting is held where the needs, outcomes and provision are reviewed.</p>

	<p>Short term targets are reviewed termly, as detailed above.</p> <p>When each cycle is completed and the impact reviewed the decision is then made as to whether the special educational need persists or whether it is appropriate to remove the pupil from the SEND register. It may also be appropriate at this stage to make a referral for specialist assessment of need or an Education and Health Care Needs Assessment (EHCNA).</p>
<p><b>The approach to teaching pupils with SEND</b></p>	<p>All teachers are teachers of pupils with SEND. High quality teaching is at the heart of our provision. This will include differentiation and adjustments for individual pupils where this is required. Teachers retain responsibility for all pupil in their class, regardless of the level of need. This includes any targeted interventions or provision that may take place outside the classroom.</p> <p>Most of the support put in place will be in the classroom. This may involve the use of specialised resources or equipment, any necessary reasonable adjustments or a higher level of support. Any additional intervention work is delivered by appropriately trained staff. Where possible we will endeavour to ensure that pupils do not miss the same lessons each week and catch up any learning that may have taken place in the classroom.</p> <p>The school SENCO co-ordinates and supports staff in the implementation of the school's SEND provision.</p>
<p><b>How the curriculum/learning environment for SEND pupils is adapted</b></p>	<p>Pupils have access to a broad and balanced curriculum. Any reasonable adjustments made to facilitate access to the curriculum will be informed by any advice from the SENCO or specialist agencies.</p> <p>These adjustments may involve</p> <ul style="list-style-type: none"> <li>• The use of assistive technology</li> <li>• Augmentative communication such as the use of visual prompts</li> <li>• Furniture and seating</li> <li>• Use of an engagement curriculum</li> <li>• Personalised learning</li> <li>• Level of support from staff</li> </ul> <p>In school we have a Care Room and a lift to facilitate access to the physical environment. There is also allocated disabled parking on the main school car park.</p>
<p><b>Additional support for learning available to pupils with SEND</b></p>	<p>Any involvement from external agencies will always be agreed by parents and any outcomes shared with them. Outcomes will also be shared with any relevant parties.</p> <p>The Local Offer details the provision from the different agencies. The agencies we currently work with include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy Service</li> <li>• Dudley Educational Psychology Service</li> <li>• Educational Psychology for Everyone (EPE)</li> <li>• Dudley Learning Support Service</li> <li>• Autism Outreach Service</li> <li>• Sycamore Outreach Service</li> <li>• Visual Impairment Service</li> </ul>

	<ul style="list-style-type: none"> <li>• Hearing Impairment Service</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Occupational Therapy Service (OT)</li> </ul>
<b>Support for learning available to pupils with SEND should the school close unexpectedly or they are required to stay at home due to restrictions.</b>	Teachers will liaise with the SENCO and other colleagues to ensure pupils are supported during the period of remote learning. This support may be individualised and may include weekly phone calls and access to personalised learning packs informed by their learning style and any targets.
<b>How pupils with SEND are supported to enable their engagement in all school activities.</b>	Reasonable adjustments are put in place to facilitate participation and access to all opportunities. This includes any school clubs or trips.
<b>Support available for pupils with social, emotional and mental health needs.</b>	<p>Miss Russell has completed the Youth Mental Health First Aider training.</p> <p>Mrs Truman-Brown has completed the Senior Mental Health Training and is the school's Mental Health lead.</p> <p>We recognise that not all behaviours are an indicator of a special educational need. Some life events such as a bereavement or change in family circumstances can have a significant impact on an individual's wellbeing.</p> <p>Where necessary assessments will be undertaken to identify if there are underlying needs. This may involve the involvement of health professionals, CAMHS, Educational Psychology or the Sycamore Outreach Service. Following this, appropriate support and provision will be actioned.</p> <p>It may also be necessary for a multi-agency approach to be actioned through the Early Help process.</p>
<b>The SEND Co-Ordinator's name and contact details</b>	Miss Clare Russell 01384 685101 SEN@howley.dudley.sch.uk
<b>Staff expertise, their SEND training and how specialist support is secured</b>	<p>This happens in a number of ways. The SENCO has many years' experience of supporting pupils with a range of SEND needs. She has completed the Post- Graduate certificate National Award for Co-ordination of Special Educational Needs.</p> <p>We also access relevant training and advice from external agencies, as appropriate.</p>
<b>Information on equipment and resources for pupils with SEND and how this is secured</b>	<ul style="list-style-type: none"> <li>• Resources are allocated by need.</li> <li>• Staff support is mapped on our provision map.</li> </ul> <p>For pupils at SENS level equipment and resources are provided from our notional budget. Top up funding, as part of an EHCP, will be used to support any equipment or resources needed.</p>
<b>The arrangements for consulting parents of pupils with SEND and for involving them in their education</b>	<ul style="list-style-type: none"> <li>• Pupil progress is regularly monitored. Where there are any initial concerns teaching staff action appropriate differentiation and keep a record of this provision.</li> <li>• Where concerns persist the "Cause for Concern" is completed and discussed with the SENCO and parents.</li> <li>• This is monitored for six weeks and then the decision is made as to whether to continue at this level or that it is</li> </ul>

	<p>appropriate for the Assess, Plan, Do, Review process will begin and the pupil's name will be added to the school's SEND register and parents are formally notified of this.</p>
<p><b>Governing body arrangements for pupil or parent complaints concerning the school's provision</b></p>	<p>We aim to support you and your child by working in partnership. It is important to us that you feel supported and part of the process. Any complaints should be made by following the school's complaints policy. This can be found on the school's website and details school procedures and Local Authority contacts should parents/carers feel that issues remain unresolved.</p>
<p><b>How the governing body involves other bodies (Health, social care, LA support services and voluntary organisations) in meeting the needs of pupils with SEND.</b></p>	<p>We work closely with a range of providers to access specialist support. There are clear procedures in place to secure such provision. We commission some support such as Dudley Learning Support Service. We also access some support from health care professionals and social care professionals.</p>
<p><b>Contact details of support services for parents.</b></p>	<p>Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)</p> <p><b>Dudley</b> (formerly known as Dudley Parent Partnership) Address: Trafalger House 47-49 Kings House Dudley DY2 8PS Telephone: 01384 236677 Email: <a href="mailto:parent.cs@dudley.gov.uk">parent.cs@dudley.gov.uk</a> Website: <a href="http://www.dudley.gov.uk/dpp">www.dudley.gov.uk/dpp</a></p> <p><b>Sandwell</b> <a href="http://www.sandwellsendiass.co.uk">www.sandwellsendiass.co.uk</a> <b>Birmingham</b> <a href="http://www.birmingham.gov.uk/info/50258/sendiaass">www.birmingham.gov.uk/info/50258/sendiaass</a></p>
<p><b>Transition arrangements for pupils with SEND</b></p>	<p>Pupils who transfer into Howley Grange either from a preschool, nursery or home will be supported. Foundation Stage teachers hold individual pupil meetings with parents/carers in the summer term. Any need for additional support will be passed on to the SENCO. The SENCO and classteacher will also liaise with, and possibly visit, the setting to gather information around the child. Settings usually provide information to the school.</p> <p>At the end of each year the transition into new academic year groups is carefully managed. The transition is matched to the needs of the individual. Meetings are held between teaching staff and the SENCO to share key information.</p> <p>We will work with other education providers when a pupil is moving on or joining from another school. This includes liaison through teacher meetings with the secondary school SENCO, sharing of information (with consent), and opportunities to access managed visits to the new setting or provision. Some pupils may be supported by agencies such as the Autism Outreach Service. All pupils have the opportunity to visit secondary schools as part of the year 5 and 6 curriculum (in accordance with any national restrictions which may be in place).</p> <p>Where Annual Reviews are held for pupils with an EHCP the suitability of current or future provision is explored in. Where a request is being made for a move to specialist provision then there is Educational Psychology involvement to support this request. This is then shared with the relevant local authority.</p>

<b>Link to local offers</b>	Dudley <a href="https://www.dudley.gov.uk/residents/dudleys-local-offer/">https://www.dudley.gov.uk/residents/dudleys-local-offer/</a> Sandwell <a href="https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page">https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page</a> Birmingham <a href="https://www.localofferbirmingham.co.uk/">https://www.localofferbirmingham.co.uk/</a>
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**Clare Russell January 2024**

**Review date January 2025**