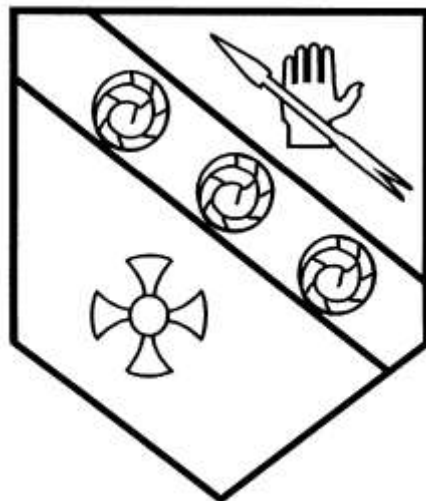


ST HILD'S COLLEGE C OF E AIDED
PRIMARY SCHOOL

SEND Information Report 2022 - 2023



“Shine Bright”

What is a Local Offer?

From September 2014, the Government has asked all Local Authorities (LAs) and schools in the UK to publish in one place and keep under review, information about the services and provision they expect to be available for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'.
<https://www.durham.gov.uk/localoffer>

The intention of the Local Offer is to improve choices for families and it is an important resource for parents/carers in understanding the range of services and provision available in the local area. At St Hild's CE Primary School, we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). Appropriate provision for children with additional needs and equality for all is extremely important to us. Our statement of equality is simple; we strive to ensure that all children achieve their best, irrespective of gender, race, need or background.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need additional SEND provision. If you require any additional information, please contact Miss Luke (SENCO/Inclusion Leader) or Mrs Ryder (Head Teacher) and we would be happy to answer any questions you may have.

What is SEND?

Special Educational Needs and/or a disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND difficulties should be seen as life-long. SEND is seen by our school as the child requiring provision that is additional to or different from the rest of the class. For example they may have additional needs due to dyslexia, coordination problems, number understanding or sensory and/or physical needs. At St Hild's, we understand that every child is unique and a carefully planned approach is needed, additional to high quality class teaching, in order for these children to achieve as well as they can.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND needs and we have a variety of key policies which directly impact upon our provision for children with SEND.

All of these policies are available on our school website including our:

- ✓ SEND and Inclusion Policy
- ✓ Admission Arrangements
- ✓ Accessibility Plan
- ✓ Anti-Bullying Policy

Printed copies of all of our school policies are available from the school office on request if required.

There are four broad areas of SEND:

- **Communication and interaction** (SLCN, ASC):
This area of need includes children with Autism Spectrum Condition and those with Speech, Language or Communication Needs
- **Cognition and Learning** (MLD, PMLD, SLD, SpLD):
This includes any children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple learning Difficulties
- **Social, Emotional and Mental Health Difficulties:**
This includes any pupils who have an emotional, social or mental health need that is affecting their ability to learn
- **Sensory and/or Physical Difficulties:**
This includes children with Hearing Impairment, Visual Impairment, Multi-sensory Impairment and physical difficulties

Who decides if my child has a SEND?

Often, children may join our school with parents/carers having a clear picture of their child's needs – parents/carers know their children best – and as a school, we see parents/carers as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would contact parents/carers at the earliest opportunity to discuss such concerns and agree a way forward. For some concerns, we may discuss the involvement of the Educational Psychology Service, the Learning Support Service, the Occupational Therapy Service, Child and Adolescent Mental Health Service or your own GP. Our School Positive Futures Worker, Siobhan, may also be able to offer additional support to families.

It is important to understand, however, that the purpose of such involvement of professionals is not to 'label' or 'diagnose' a child but to seek advice or strategies to help them to reach their full potential. For example, certain programmes, teaching strategies, resources or services may be advised in order to address the identified needs as best as possible in school. Parents/carers will be fully involved at every step and will be kept fully informed throughout this process.

There are two categories of SEND at St Hild's CE Primary School

- **A SEN Support Plan:**
Children with a SEN Support Plan are overseen by the school. Together the school and parents/carers initiate, review, amend and cease support for children whose needs are seen at a 'SEN Support Plan' level.
- **An Education, Health and Care Plan (EHCP):**
An Education, Health and Care Plan is for children and young people aged 0 – 25 who need more support than is available through SEN support. EHC plans identify educational, health, care and social needs and set out the additional support required to meet those needs. Children with an EHCP have their plans initiated and ceased by the Local Authority. They are reviewed and monitored by the school and parents/carers at least annually.

What kind of additional provision and curriculum could you offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families. We have a designated SENCO/Inclusion Leader, Miss Luke, to oversee the provision for all children with additional needs across the school. At St Hild's CE Primary School, we are all fully committed to inclusion and high quality experiences for all children. We also have teaching support available to ensure that children with additional needs are well supported in lessons.

Our curriculum is tailored to the needs of individual children in a number of ways. This could include adaptations to the use of staffing, differentiation, teaching style or resources, including the use of technology.

Some examples of additional provision which could be suitable for a child with SEND could include:

- Some individual teaching, for example, following dedicated programmes to address specific needs such as reading or spelling or using resources directed by Speech Therapists, Educational Psychologists or the Learning Support Service;
- Small group focus work to address shared needs, for example, fine and gross motor skills;
- Specialist interventions, such as NHS Occupational Therapy or NHS Speech and Language Therapy;
- Teaching Assistant support within the classroom in order for the work to be further differentiated to meet exact needs;
- Additional resources to enable better access to the curriculum, for example, seating / writing apparatus that have been suggested by professionals;
- Thorough assessments undertaken by professionals i.e. Educational Psychologists, in order to pinpoint exact areas of difficulty that are then addressed.

Through our ongoing assessments and regular communication with parents/carers, we aim to provide all children with individualised learning programmes to address their additional needs and to ensure that these needs are fully met.

What involvement can we have as parents/carers?

We very much value the contribution that parents/carers can make to their child's education and we believe that working in partnership with parents/carers and families is the key to success. In addition to our planned Parents'/Carer - Teacher Meetings every term and our termly SEN review meetings, parents/carers are always welcome to arrange additional meetings with staff at any time to find out how their child is getting on. We hold a number of family events throughout the year, including coffee afternoons and learning workshops, where parents/carers are able to speak to staff to find out more about their child's learning.

We also expect parents/carers of children with an EHCP to attend an additional child centred Annual Review. This meeting ensures that everyone who works with the child is able to contribute to the plan and allows a set of suitable agreed outcomes to be developed for the following year.

How does my child contribute to SEND provision and planning?

As with everything related to your child in our school, they have an opinion and voice that is listened to. When their SEN plans are reviewed each term, your child is asked to share their opinions about the education and support they are receiving. Where appropriate, children with an EHCP are invited to the formal annual review meeting and they are able to join in the discussion about how their learning is going. All children with SEND are supported by staff to share their views and to make their voice heard. We build effective relationships with all of our children, which means that we have regular conversations with them which enable us to build a very clear picture of what our children enjoy, what works and what they feel they need to achieve and to be successful.

How would my child be assessed and would we be informed?

In order for your child's strengths and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child joins our school, their current attainment is assessed to give us a 'baseline' from where your child's progress will be measured. Our staff then complete ongoing assessments for all children every term and these are shared with parents/carers via our online learning platforms. In addition, assessment information is shared with parents/carers at our termly Parent/Carer – Teacher Meetings and in our formal end of year written reports.

Where children have additional needs, other assessments may be needed and the outcomes of these are shared with parents/carers. Some of the assessment methods we may use could include:

- **Speech Therapy Assessments**
We work with NHS Speech Therapists and Therapy Assistants to support children with SLCN. Children who receive speech therapy through the NHS will receive reports and feedback from the NHS therapist.
- **Cognition and Learning Assessments**
Where school feel that additional input is required, assessment from the Cognition and Learning team will be sought. SEND Advisory Teachers will complete their assessments with your child in school and will produce a written report with a number of outcomes. These assessment sessions can include activities to assess your child's working memory, spatial awareness and underlying abilities. The findings of these assessments will be shared with school staff and parents/carers during a feedback meeting and parents/carers will be given a copy of the final report.
- **Educational Psychology Assessments**
Where school have specific concerns about a child, a referral to the Educational Psychologist will be made. The EP will work with your child in school and will complete a number of assessments which may include memory, understanding, reasoning, logic and other general skills assessments. As part of the assessment process, the EP will also gather the views of parents/carers then they will produce a written report with a number of outcomes. Their findings will be shared with school staff and parents/carers during a feedback meeting and parents/carers will be given a copy of the final report.
- **Occupational Therapy Assessments**
Where school have concerns in this area, a referral will be made and parents/carers are usually invited to attend an appointment with their child at Chester-Le-Street Hospital. Parents/carers are often provided with feedback during the appointment and the therapist will produce a written report with a number of outcomes. These outcomes are then shared with school staff and a follow up

meeting may take place in school if the therapist feels that school staff would benefit from additional support to implement the strategies suggested. A block of therapy sessions may also take place in school where specific, complex needs are identified and parents/carers are often invited to attend workshops and training sessions to develop their understanding of their child's difficulties. School staff receive regular training from therapists as part of our ongoing whole staff CPD.

Ongoing assessments take place in school to monitor progress in a number of areas. Where children have additional SEND needs, their academic school achievements may be assessed against the standard expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum objectives (i.e. the steps before the National Curriculum).

Aspirational targets are set for all children in school, including those with additional SEND needs, and all members of staff have high expectations to ensure that each child makes at least good progress as outlined in our statement of curriculum intent.

Will my child sit external tests, such as SATs?

As with everything related to your child in our school, the answer to this question is individual and discussions will take place with school staff and parents/carers if required. Most children do achieve well when they have been supported effectively and our staff will do everything they can to ensure that children with SEND needs are prepared fully for any tests they will take. If your child is able to access the Year 1 Phonics Screening Check, Year 2 SATs, Year 4 Multiplication Check or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts) as outlined by the DfE. However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data.

What about SEND and School Finances?

Each school in Durham receives its school budget in April, and as part of this budget there is a notional SEN amount. As such, schools are responsible for funding the first £6000 of support for each child with SEN. If a child's needs are particularly complex and cannot be met fully with this amount, schools can then apply for additional Top Up Funding from the Local Authority. Generally, this additional funding is for children with very high needs and they are often in receipt of an EHCP. In order to access these additional funds, the SENCO/Inclusion Leader is required to complete the LA SEN documentation detailing the provision the child is receiving and at what cost to the school. This information is discussed at review meetings and parents/carers are involved in this process and are invited to review the plans and support timetables with school leaders.

Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan and during the review meetings to ensure best value is achieved.

More information about SEND finances is available within the Local Authority Local Offer Website, a link to which is on our school website, under 'SEN Information Report'.

<https://www.st-hilds.durham.sch.uk/send-information-report/>

What additional pastoral care can you offer?

In order for children to achieve well, we have a strong focus upon pastoral care at St Hild's. In addition to a dedicated SENCO/Inclusion Leader who oversees SEN provision across the school, knowledgeable teaching and support staff and a committed Head Teacher, we also have our own Positive Futures Worker, Siobhan, who is available to support children and their families should issues arise.

Siobhan oversees our transition arrangements, both for our Year 6 children as they prepare for Secondary School and for children who leave and join our school at other times. Siobhan liaises with our Year 6 children and their families in order to ensure that they are fully prepared for their next stage of education. Our children move on to a number of different Secondary Schools at the end of Year 6 and we work closely with all Durham Secondary and Special Schools in order to ensure the smoothest transition possible.

Siobhan is able to attend appointments with parents/carers and she is always happy to arrange additional visits to schools with children and/or parents/carers if required.

Siobhan also liaises with parents/carers of our Year 4 and Year 5 pupils to ensure they are aware of the transition process and she offers additional advice and support as required.

Additionally, Siobhan works closely with our EYFS staff to ensure the successful transition of our 2 year old and 3 year old children when they first join our Nursery and she liaises with other schools if children leave or join us at other times.

As well as offering support with transition, Siobhan is available to work with children, parents/carers and families to address difficulties at home and at school. Siobhan has a wealth of knowledge regarding local services and activities and she undertakes direct work with children and adults at home and in school. She attends meetings and she is able to provide a wide range of support to meet the needs of our children and their families.

Appointments can be made with Siobhan by contacting the school office.

At St Hild's, we have formed close links with a number of different external partnerships. In order to access the best professional advice, we also link with Local Authority and Private providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service), School Nursing Service, Social Services and Medical Professionals. We have a large meeting space in school and we regularly hold multi-agency professional meetings in school so that parents/carers are comfortable in the school environment and the child can easily attend the meeting, if it is appropriate.

What SEND expertise do you have in St Hild's Primary School?

All staff at St Hild's CE Primary School are highly skilled and continued professional development is something that is very important to us. All staff may have training in some areas and then designated staff may have expertise in other areas. Our SENCO/Inclusion Leader, Miss Luke, has completed the National SENCO qualification. Several members of staff have Paediatric First Aid qualifications and First Aid at Work qualifications and many staff have been trained to use the defibrillator which is located in school. All members of staff at St Hild's have the Safeguarding Level 1 qualification and our Safeguarding Team have the Level 2 qualification. Our Positive Futures Worker, Siobhan, has the Level 3 Safeguarding qualification along with a number of other qualifications including Mental Health First Aider status.

As part of our ongoing programme of CPD in school, the needs of our children are evaluated annually and additional training is arranged, either for all members of staff or for individuals as appropriate. Examples of CPD that has been completed by staff recently include whole staff SEN training, ASD training and Zones of Regulation training, Sensory Smart training and De-escalation training. A number of staff have also complete the Triple A training through Durham University.

What are the Types and Levels of Need of SEND in school?

Across our school, we have a variety of children with varying types and levels of need. Below, is an overview of the types and levels of need across our school. This information was updated in September 2022.

	SPLD	MLD	SLD	ASD	PMLD	VI	HI	MSI	PD	SEMH	SLCN	NSA
	Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Autism Spectrum	Profound and Multiple learning difficulty	Visual Impairment	Hearing Impairment	Multi-Sensory Impairment	Physical Disability	Social, Emotional and Mental Health	Speech, Language and Communication Needs	No Specific Assessment
SEN	16	0	0	0	0	0	1	0	0	7	9	0
EHCP	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	16	0	0	0	0	0	1	0	0	7	9	0
%	48%	0%	0%	0%	0%	0%	3%	0%	0%	22%	27%	0%

There are currently 33 children on the SEN register. Some children are identified as having more than one need so the information presented above is based on their primary need only.

Currently, 20.6% of children in school (not including Nursery) have SEND needs. 32 children have SEN Support Plans and 0 children have an EHCP (one child in Nursery currently had a SEN Support Plan but Nursery children are not included within this percentage).

How do we evaluate the effectiveness of our provision?

Reviewing children's academic outcomes, as well as targets set on EHCP and SEN plans allows us to see how well our children achieve academically, emotionally and socially. We invite external evaluators from the Local Authority to review our provision and formally consult children and parents/carers regularly with regard to their experiences of SEND provision. We continually evaluate our provision in order to improve.

The provision of our children with SEND and other Vulnerable Groups Children with additional needs, such as Looked After Children, is closely monitored. Our SENCO/Inclusion Leader regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for all children and families. Provision, additional resources and teaching and outcomes are evaluated regularly to ensure that these vulnerable children are both happy and are making good progress.

Our SEND Governor, Katherine Longstaff, regularly monitors the effectiveness of SEND provision in school and reports to the full Governing Body.

Supporting our SEND children and other Vulnerable Groups

Children with additional needs, such as SEND or Looked After Children, are closely monitored and supported throughout their time at our school.

Our SENCO/Inclusion Leader regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Supporting families is a specific part of the SENCO/Inclusion Leader role and is also part of the role of all staff at all levels - we see supporting children through supporting families as a vital part of ensuring high quality provision.

Children who are 'Looked After' by the Local Authority (in care) are monitored closely and are supported by the SENCO/Inclusion Leader, the Head Teacher and the Positive Futures Worker. Together they liaise with Social Services and attend all 'Looked After Reviews.'

How do we enable children with SEND to engage in activities with children without SEND?

We do our best to ensure that all children can access all aspects of life at St Hild's as best as we can and we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, we adapt our provision to ensure that this is not a barrier to their inclusion. We always seek advice, resources, equipment and training when needed in order to provide quality learning experiences for all of our children. Over the last 24 months, our training has featured heavily on autism, sensory needs from OT and Speech and Language as these are prevalent aspects of SEND which we are currently supporting children with.

Compliments and complaints

Should you be happy with the provision your child receives, please let our school staff know. It is nice to know that we are making children and parents/carers happy with the support we provide! You can also respond to the Parental Questionnaires which are sent out or share your views during the termly review process.

If you are unhappy, please speak to Miss Luke (SENCO/Inclusion Leader) or Mrs Ryder (Head Teacher) as soon as a problem arises and we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of our school's complaints procedure on our school website should you feel you require it.

Who are my main points of contact if I have any questions or worries?

Miss Alison Luke	SENCO/Inclusion Leader
Mrs Alex Ryder	Head Teacher
Mrs Jen Moss	Chair of Governors

sthilds@durhamlearning.net

<http://www.st-hilds.durham.sch.uk/>

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