



Hoyland Common Primary School

SEND Information Report

2023-2024



Hoyland Common Primary School is a fully inclusive 3-11 primary academy. We believe that all children are entitled to an appropriate broad and balanced education. To this end we try to give our children, including those with SEND, the skills that will enable them to be fully included in the life of school. It is our belief that the inclusion of SEND children brings benefits to everyone, as all children can learn from one another and all are valued, regardless of ability or disability.

The named SENCO is Mrs Jane Robinson

The SEND Administrator is Dale Haslam

Please contact them through the office on 01226 369640 or via the email hcps.sen@hcacademytrust.education

INTEGRATION

We aim, through inclusion, to promote respect and understanding for all pupils regardless of ability or disability. We expect that all our children will benefit from a policy of inclusion; that children will realise that there are others with special needs different to their own and that these children are equal members of our school community. Conversely we consider it important that all our pupils (including those with special educational needs) feel themselves to be equal members of our school. To this end, we promote considering other children as role models. We encourage all the children to have high aspirations for themselves and to have pride in their achievements. This is reinforced by private recognition and public celebration of achievements. Integration is achieved practically by differentiation in the classroom, by specific arrangements for individual children at playtimes, mealtimes and when moving around school. There is a whole school response towards some children when this is considered appropriate.

CURRICULUM

We aim to enable all of our children to have access to as broad and balanced a curriculum as possible. Work in all subject areas is differentiated to enable all children to succeed and make progress from their own starting point. Children and adults alike value each other, whatever their abilities or disabilities.

AREAS OF NEED

Below is a list of the main broad areas of need that we are able to provide for:

Broad Areas of Need:	Relating to difficulties with:
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.



Autistic Spectrum Disorder	Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).
Specific Learning Difficulties	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Sensory and or Physical Difficulties	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
Social Emotional Mental Health Difficulties	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

POLICIES FOR IDENTIFYING CHILDREN WITH SEND AND ASSESSING THEIR NEEDS

- Special Educational Needs Policy
- Safeguarding and Child Protection Policy
- E-safety Policy
- Accessibility Plan
- Equal Opportunities and Diversity Policy and Objectives
- Medical Conditions in School Policy
- Intimate Care Policy
- Behaviour Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Admission Policy
- Attendance Policy

ARRANGEMENTS FOR CONSULTING WITH PARENTS OF CHILDREN WITH SEND AND INVOLVING THEM IN THEIR CHILD'S EDUCATION

At Hoyland Common Primary School we:

- Hold statutory annual review meetings for those students with an Education Health Care Plan (EHCP)
- Hold SEND review meetings 3 x per year for children identified as SEN Support and with EHCPs
- Attend meetings with transition schools to further address the needs of pupils with SEND
- Attend and lead Team around the Child/Multi-agency meeting as appropriate
- Communication systems are put in place where necessary to support home-school communication for children with additional needs.

ARRANGEMENTS FOR CONSULTING WITH YOUNG PEOPLE WITH SEN AND INVOLVING THEM IN THEIR EDUCATION

At Hoyland Common Primary School we promote pupil voice in decision making around the support and education of our children. At an age-appropriate level we will include the child in planning, monitoring and reviewing their educational provide including:

- Discussions around individual targets
- Discussions around use of additional support and resources
- Include the child in discussions with outside agencies as appropriate including: Hearing/Visual Loss Service, Educational Psychology, Occupational Therapy, CAMHS, etc
- Discussions with the SENCo
- Attending Support Plan and Education, Health and Care Plan meetings as appropriate.



ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN'S PROGRESS TOWARDS OUTCOMES

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the SENCo and the class teachers. For children with SEND, progress is monitored in relation to their additional needs.

The school adopts the levels of intervention as described in the SEND Code of Practice, 2015. The Code of Practice advocates a graduated response to meeting pupils' needs. When children are identified as having SEND, the school will intervene through intervention. This will primarily be through a tiered approach.

Tier 1: Quality first teaching in English and Maths lessons.

Tier 2: Small group support for those pupils who require additional support.

Tier 3: Focused, individualised programmes for pupils working well below age expectation.

Tier 2 Intervention:

Intervention is characterised by support that is different from or additional to the curriculum. Tier 2 intervention can be triggered through concern, supplemented by evidence that, despite receiving quality first teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing Reading, Writing or Mathematics skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- The child is working below age related expectations.

SEN SUPPORT PLANS

If the school decides, after consultation with parents, that a pupil requires further support in addition to good quality first teaching and interventions to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Parents will be closely informed of the action and results. At this stage there may also be involvement of external services. External support services will advise on targets and provide specialist input to the support process. The circumstance under which we would begin a Support Plan are:

- Making little or no progress in specific areas over a long period
- Continuing to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continuing to experience difficulty in developing Literacy/Maths skills
- Emotional/behavioural difficulties that substantially impede their learning
- Sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved.

EDUCATION HEALTH AND CARE PLANS

“Needs Led Not Diagnosis Led”

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, school or the child’s parents can consider requesting an Education, Health and Care Needs Assessment.

An Education, Health and Care Plan will normally be provided where the Local Authority considers the pupil requires provision beyond what the school can currently offer. However, the school recognises that a request for assessment does not necessarily lead to an Education, Health and Care Plan or increase in financial provision.

THE APPROACH TO TEACHING CHILDREN WITH SEND

All pupils should have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Planning will mean that pupils with SEND will be able to study the full National Curriculum in order to achieve this the teacher may need to prepare additional support including specific resources, prior intervention and adult guidance as appropriate. School uses the EEF Supporting SEND in the Mainstream Classroom and recommended strategies to support children with SEND. Specific adaptations are made for curriculum subjects to remove barriers for learning where necessary



EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN AND YOUNG PEOPLE WITH SEND

A programme of professional development/staff training will be organised in relation to different SEND need types, to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made.

Senior Leaders aim to empower staff so that there is a good level of understanding related to individual children as well as general needs and conditions.

Senior Leaders monitor the effectiveness of the SEND provision through:

- regular meetings with class teachers
- learning walks
- regular reviews of intervention programs
- annual review meetings for children with EHC Plan
- monitoring of the APDR process
- update meetings with support staff
- analysis of progress against baselines
- regular update of the SEND Policy

OPPORTUNITIES TO ENGAGE IN PERSONAL DEVELOPMENT ACTIVITIES

Hoyland Common Primary School believes in equal opportunities for all children. In order for children with SEND to be able to access extra-curricular activities extra adult supervision where necessary, amendment of resources and appropriate adaptations will be made.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

Hoyland Common Primary provides a 'bespoke' approach to providing social and emotional support for children with SEND.

This has been done through practice such as:

- one to one work with the Learning Mentor
- CPD and implementation of the whole school approach to mental health in consultation with Compass Be
- Implementation of the behaviour policy, which is the responsibility of all staff
- attending Team Around the Child and other multi-agency meetings
- following safeguarding and child protection procedures
- adapting a clear line of communication and reporting between all staff and the Senior Leadership Team

See our school SEMH offer for further information.



HOW THE SCHOOL INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS

Hoyland Common Primary School has a good network of support from outside services including:

- Educational Psychology Service
- Compass Be
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Social Care
- Visual Impairment Service
- Hearing Impairment Service
- Speech and Language Therapy
- ASDAT Team
- Family Centres
- CAMHs
- Berneslai Homes

Families are encouraged to access Special Educational Needs and Disabilities, Information, Advice and Support Service (SENDIASS) for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so.

For general enquires they can be contacted by:

- tel: (01226) 787234
- email: sendiass@barnsley.gov.uk

You can also refer yourself or your child via this website link: [About SENDIASS \(barnsley.gov.uk\)](https://www.barnsley.gov.uk/about-sendiass)

COMPLAINTS

Hoyland Common Primary School has a complaints procedure for all to follow.

- Parents of SEND children are free to contact the SENCO whenever there is a concern and meet to resolve any issues as quickly as possible
- Formal meetings will take place where appropriate
- Where appropriate an action plan may be put in place and shared with all staff

All complaints will be dealt with thereafter by the Head of School through the complaints procedure of the school. The chair of governors may be involved if necessary.

