

Huntley C of E Primary School SEN Information Report

February 2023

Please find below further information of how we support children with special educational needs and disabilities (SEND) in our school. Please also read our Local Offer and SEND Policy for further information.

Please feel free to discuss this further with our school SENDCo, Miss Dawson or Head Teacher Mrs Curtis.

How does the school know/identify that children have special educational needs (SEN)? What are the first steps taken if SEN has been identified?

At Huntley C of E Primary School we follow the Assess, Plan, Do, Review cycle. This enables us to quickly identify any areas of support needed and to assess the impact of this support.

Initial assessments are made by the class teacher to identify any areas of difficulty that your child may be experiencing. The teacher will then initially trial some in-class support and strategies such as adapting teaching/lessons. The teacher will also discuss strategies with the SENCo and together they will closely monitor the progress of your child.

If the Class Teacher and SENCo feel more specific, targeted support is needed for your child then other support strategies and researched interventions may be used.

Class Teachers and the SENDCo will meet with parents and carers throughout this process in order to discuss your child's needs. These meetings will also establish appropriate and challenging targets for your child.

If despite the extra support, we feel your child is still experiencing difficulties then it may be the case that your child has a special educational need. At this point your child will be given an individual plan. This will ensure your child is monitored closely and receives appropriate on-going additional support. This may also involve liaising with some of the other professionals.

A small minority of children will have complex SEN, needing significantly higher levels of support. If this happens, our SENDCo, in consultation with parents and other professionals may request the Local Authority to undertake a full assessment of the child's needs. If the Local Authority is in agreement, they will draw up an Education Health and Care Plan (EHCP) for the child. The EHCP will ensure additional support for your child will be reviewed annually.

If a child joins our school with special educational needs, then we will discuss this with parents/ carers and the previous setting as part of the child's transition.

What should parents/carers do if they think their child has SEN? How can they raise concerns?

Our school has an open-door policy and encourages parents/ carers to raise any issues immediately. Please speak to your child's teacher and we can plan the next course of action from there.

How will our school include parents/ carers and students in planning support?

Parents and carers are invited in to school for SEN meetings to discuss their child's progress, three times a year in longer meetings. Informal updates and information from both home/ school is shared on a regular basis in order to fully support the child.

Children are involved in their target setting, progress and planning at levels appropriate to their age and maturity.

Pupil voice questionnaires are also carried out regularly in order to understand the children's experiences of school.

How will our school teach and support children with SEN?

At Huntley C of E Primary school, we are inclusive, nurturing and welcoming to all pupils, parents and carers alike. All children with special educational needs or disabilities (SEND) are fully valued, respected and equal members of our school.

We strongly hold the ethos that all teachers are teachers of SEND and as such, all teachers work closely with the SENDCo to effectively support all pupils.

All pupils have the entitlement to a broad, balanced and relevant curriculum, of which all pupils with SEND are an important part of and are fully included in. With advice from and support of the SENDCo, teachers match the learning to the needs of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Access to the wider curriculum

Pupils with SEND work alongside their peers in all aspects of school life. Independence is encouraged and developed throughout the school day. All children at our school are encouraged to take part in extra-curricular clubs, music lessons, sporting events, educational visits and residential trips. The participation of pupils with SEND in these extra-curricular activities is monitored closely.

What are all Gloucestershire schools expected to provide from their allocated SEND budget? Please see budget information on SENDIASS website. [SENDIASS Funding Information](#)

What provision will my child receive? How will the progress be monitored?

The SENCo will work closely with the class teacher to plan and oversee appropriate provision for your child. Your child's targets will be shared with parents during the meetings detailed above. This will involve sharing your child's My Plan/ My Plan+/ EHCP.

Support may be planned within the classroom and provided by the class teacher or teaching assistant for support during lessons. Sometimes small group or individual interventions will be put in place, these groups will be led by either your child's teacher or a teaching assistant.

Teacher's are responsible for writing their pupils' My Plans and My Plan+, which is overseen by the SENCo. This information is shared with all staff

working with the child, so that they are fully informed of how best to support them.

The SENCo will ensure that information from a child's Educational and Health Care Plan (EHCP) is shared and understood by all teachers and staff supporting the child. Formal reviews for children with an EHCP are held yearly with teaching staff, SENCo, parents/ carers and other professionals, as well as the three parent/carers meetings detailed previously.

The head teacher carries out regular tracking of all pupils' progress. Formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made.

SEN provision is formally reviewed three times a year, when the SENCo meets with class teachers and teaching assistants. However, provision and progress are continually monitored.

Who oversees the SEND provision at Huntley School and what is the role of the SEN Governors?

The Headteacher is responsible for the overall management of the school's SEND provision. The SENCo and Head work in close consultation with the SEND Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENCo and Head to determine and implement the policy, establish the approach to the school's provision for children with SEND and to report to parents.

Staff expertise.

As a small school, our training is primarily needs led. The school staff have completed training in whole school approaches to supporting learners with SEND, Autism and Autism Spectrum Disorders, speech and language and many other areas of SEND support. The SENCo at Huntley has completed the NASENCo award necessary for SENCos. She carries out regular training and is a part of local SENCo cluster meetings to ensure that the school is kept up to date with current SEND issues, provision and best practice.

What support/ intervention programmes does our school run for children with SEND?

Every teacher is equipped with information for how best to support children with a range of additional needs across the curriculum. Along with this, other more specific strategies/ interventions can be found below.

Provision to support children with autism/ autism spectrum disorders:

- Visual timetable
- Social stories
- Black sheep resources-primarily linked to feeling and social work
- Task cards to break down instructions into clear sequenced steps to develop independence
- Small social group work
- Comic Strip Conversations
- Zones of Regulation
- Language for Thinking/ Reading Between the Lines
- We have support from the Educational Psychologists and the advisory teaching services, communication and interaction team. They work with the child, parents and staff to offer individual advice.
- All our staff have up to date autism training.

Provision for children with Moderate Learning Difficulties

- Close in-lesson support from the class teacher/ teaching assistant. Additional support depends on individual needs but may include the following for different areas of learning:
- Materials to support phonics/ word reading: phonics intervention strategies following our phonics scheme Unlocking Letters and Sounds, Project X books to develop reading fluency and comprehension, Nesy to support word reading, Precision Teaching.
- Materials to support comprehension: Project X books for comprehension, Language for Thinking, Reading Between the Lines.
- Materials to support spelling: Nesy for spelling, Precision Teaching, Hornets/ Wasps, SNIP spelling.
- Materials to support numeracy: Numicon, place value interventions, number bonds, times tables interventions.
- Materials to support motor skills: Letter Join handwriting support resources, Fizzy.

Provision for children with speech, language and communication needs

Materials include:

- Speech and language materials. We work with a child's speech therapist and use materials they provide to support individuals. We will also make referrals, in discussion with parents/ carers if it is felt that a child needs more specialised intervention from the Speech and Language team.
- Language Builders.
- Black sheep resources- particularly in supporting expressive language
- Language for thinking- a programme to support comprehension skills and understanding of vocabulary.
- Word banks and other vocabulary support.
- Word finding activities and prompt mats
- Visual timetables and other aids
- Social language support groups

Provision for children with Social, Emotional and Mental Health needs

We work closely with all staff and parents to ensure a consistent approach to any behavioural issues. We put in place behavioural support methods dependant on the child's individual needs. We are also able to call in support from the Advisory Teaching Service Social, Emotional and Mental Health team or other behavioural specialists/ teachers from special schools. We have resources in school to support children with emotional difficulties and again can involve appropriate external agencies.

Some strategies/ interventions used in school include:

- Feelings check-ins
- Zones of Regulation
- Breathing strategies

Which other services do we use to provide for and support our pupils/students?

We ask for the expert advice from other professionals, specific health services, organisations and specialist teachers. This will be carefully discussed and explained with the parents/carers beforehand so that they fully understand the nature of the support and feel that it is appropriate for their child. These services may include: Educational Psychology, Speech and Language therapy, Physio therapy, the Advisory Teaching Service etc.

How do we arrange and support a transfer to another school/educational establishment?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be put in place for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher. In the summer term we hold transition meetings. These meetings involve your child's current class teacher, their next class teacher and parents/ carers. This ensures all information and My Plans/ My Plan+ is shared ahead of time in order to be able to continue fully supporting a child with SEND from the start of the next academic year.

In year 6, the SENCo and class teacher will attend transition meetings with the secondary school. Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead. All children will attend secondary transfer days and when appropriate your child will visit their new school on several occasions. Staff from the new school will visit your child in this school.

Before a child with SEND joins our school, meetings are held with parents/ carers to understand how we can best support your child.

Children starting with us for Reception are also invited in for our 'Rising Fives' sessions in the summer term prior to their start date.

What special arrangements are made during formal assessments?

Where appropriate the SENCo will work with the class teacher to ensure that barriers to assessment are reduced. In the case of KS2 SATs, the school can apply for various arrangements to be put in place to ensure that every child has a fair chance of accessing the tests.

Important policies/ links including our schools SEN policy

[SEND Policy](#)

[Local Offer](#)

[Offer of Early Help](#)

[Accessibility Policy](#)

[Anti-bullying Policy](#)

These policies and further information about our SEND support can also be found on our school's website.

Who can you contact for more information?

Please get in contact with your child's class teacher in the first instance.

Other useful contacts are:

SENDCo: Abby Dawson adawson@huntley.gloucs.sch.uk

Head teacher and Safeguarding Lead: Ella Curtis

head@huntley.gloucs.sch.uk

SEND Governor: Amy Cholefko acholefko.gov@huntley.gloucs.sch.uk

Arrangements for handling complaints

The school deals with any complaints from parents/ carers by calling a meeting with the Head teacher and all concerned parties. (Please refer to our 'Complaints Policy' for further details).