



SEN/D Information Report

Policy Approved	January 2021
Review Date	January 2022
Responsible Staff	L Sprowson
Governor	A Roberts

<p>What kinds of SEN/D are provided for at Hoole CofE Primary School?</p>	<ul style="list-style-type: none"> • Hoole CofE Primary School is a mainstream primary school that is fully inclusive. Our Vision is for all children to “let their light shine”, including those with special needs in communication and interaction, cognition and learning, those with social, emotional and mental health needs and sensory or physical difficulties. • The Learning Mentor may be assigned to your child to support their well-being e.g. through an Emotional Literacy Programme (ELSA). • School may discuss a referral to an appropriate outside agency to support your child and family <i>e.g. CAMHs</i>. 			
<p>Who is our SENDCo (Special Educational Needs and Disability Coordinator)</p>	<ul style="list-style-type: none"> • Our SENDCo is Miss L Sprowson. • You can contact her on 01244 323 890 or senco@hooleceprimary.cheshire.sch.uk • Our SEND governor is Dr A Roberts. 			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical</p>
<p>What specialist services and expertise are available at or accessed by Hoole CE Primary school?</p>	<ul style="list-style-type: none"> • Additional adult support in class to facilitate access to curriculum (TA supports with breaking down language barriers to facilitate access). • The specialist advice of a Speech and Language Therapist who works with children receiving an EHCP/statement. • Close liaison with Speech and Language Therapist, for identified children, to enable staff to deliver individual Speech and Language 	<ul style="list-style-type: none"> • The SEN/DCo is able to advise staff on strategies and to carry out more detailed assessments where children are not making expected progress. • TA’s are trained in interventions such as FFT Wave 3 / 1st Class Number. • Specialist teacher support, as appropriate. • Additional support accessed from Educational Psychology where appropriate. 	<ul style="list-style-type: none"> • Staff, including Middays, have had training for de-escalation techniques. • Several staff have had “Safer Handling” training. • The school work closely with outside agencies, sometimes via the TAF process, to support children and families. • The school accesses specialist support e.g. from CAMHS. 	<ul style="list-style-type: none"> • The school has a good working relationship with multi-agencies <i>e.g. Occupational Therapists, Educational Psychologists, Autism Service.</i>

	<p>programmes.</p> <ul style="list-style-type: none"> • The expert knowledge and advice of the Autism Team. 		<ul style="list-style-type: none"> • Access to Learning Mentor support, including ELSA Programme. 	
<p>What training are the staff supporting children and young people with SEND had or are having at Hoole CE Primary School?</p>	<ul style="list-style-type: none"> • Teaching staff, including TAs and Learning Support Assistants (LSA) support have accessed training e.g. in the Behaviour pathway, Autism & ADHD awareness, positive language for handling behaviour, dyslexia etc... • Identified TAs have received training in Speech Therapy e.g. Well Comm, Elkan and sign language. • Identified teachers, TA and LSA staff have had "Team Teach", training in de-escalation strategies, safer handling training, ELSA Programme. • Staff members have further individual training planned, through the Appraisal Process. • Staff follow the key advice / recommendations from external agencies e.g. Speech and Language, Autism Service, School Health, Educational Psychologist etc... This is monitored by the SEN/D Co. 			
<p>How will my child be included in activities outside the classroom, including school trips at Hoole CE Primary School?</p>	<ul style="list-style-type: none"> • The school effectively uses our resources of TA's to help support and enable children to access Educational visits, including residential trips – this includes pre-visits where appropriate. • We believe these are a valuable and essential part of the curriculum and ALL children will be fully included, with the exception of circumstances where certain trips or activities would put the pupil or others at risk. • In exceptional circumstances, possibly in Medical cases, a parent may be asked to attend a residential to ensure a child is able to access safely the visit. 			
<p>How accessible is the school environment at Hoole CE Primary School?</p>	<ul style="list-style-type: none"> • Please refer to the school accessibility policy and/or audit – available from the school office and on the school website. • The teaching and learning environment is inclusive; teachers adapt the classroom and wider school environment to meet individual pupil's needs. 			
<p>How will the school prepare and support my child when joining Hoole CE</p>	<ul style="list-style-type: none"> • If appropriate, an Action for Inclusion meeting is held to ensure a smooth transition takes place. • The SEN/D Co and Class Teachers liaise closely with the establishment the child is transferring to or from. • Key information is shared between institutions / services / outside agencies to ensure the highest standard of provision is in place. 			

<p>Primary School or transferring to a new school?</p>	<ul style="list-style-type: none"> • School works very closely with external professionals to ensure the environment is fully prepared for child's transition. • The SEN/D Co ensures adequate training takes place and information is passed on to ensure children are fully supported. • During Year 6 SEN/D Review meetings, the transition to High School is discussed and planned for. Additional visits for pupils, parents and staff may be arranged and/or programmes of support. • Other professionals may be involved Year 5 transition reviews, when appropriate, to complete an audit of the environment and begin transition arrangements in plenty of time. • Additional transition time / visits are accommodated for all children with SEN/D. 			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical</p>
<p>How are the Hoole CE Primary School's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • In class support to aid delivery of targets. • Speech and Language support / interventions – group / 1:1. • Social skills groups. • Additional planning for transition. • Access arrangements for ALL assessments. • Use of ICT. • Visual timetable. • Now and Next Boards. • Social Stories. 	<ul style="list-style-type: none"> • In class TA literacy and numeracy support. • Catch up Programmes. • Intervention groups – to ensure expected progress is made. • Differentiated resources – <i>word banks, spelling lists etc...</i> • 1:1 precision teaching. • Small group English programmes; <i>e.g. FFT Wave 3, Narrative Therapy.</i> • Small group Maths Interventions – <i>Numicom, FFT Wave 3, Springboards</i> • Access arrangements for ALL assessments. 	<ul style="list-style-type: none"> • Social skills groups <i>e.g. to encourage eye-contact, turn taking etc...</i> • Nurture groups and life skills activities. • 1:1 Social stories. • Monitoring at break/lunch times – SEND lunchtime games. • TA support at break and lunchtimes. • Access arrangements in place for assessment. • 1:1 Emotional Literacy Support (ESLA) Programme <i>e.g. self-esteem, confidence, anger management techniques etc...</i> • Individual Plan. 	<ul style="list-style-type: none"> • Co-ordination groups (Physical co-ordination activities are done in small groups). • Keyboard skills training. • Handwriting / fine motor programmes. • Visual / Auditory Perception / Memory group activities. • Test access arrangements. • TAs to monitor safety and give discreet support to enable key children to be as independent as possible. • Individual Speech and

		<ul style="list-style-type: none"> • Additional planning for transition. • Coloured visual aids / interactive boards linked to laptops /background suited to cohort. 	<ul style="list-style-type: none"> • Peer mentoring. • Additional planning for transition. • Team Teach / Safer Handling, if required. • Forest School activities. 	<p>Language therapy by TAs.</p> <ul style="list-style-type: none"> • Specialist seating / chairs, ICT etc... • Additional planning for transition.
<p>How is the decision made about how much / what support my child will receive?</p>	<ul style="list-style-type: none"> • Our primary aim is to ensure children are able to access the curriculum as independently as possible and to develop key self-help strategies for learning / socialising. The decisions about the type, duration and frequency of support are based on the pupil's individual needs. • Parental/carer and pupil views form an important part of the decision process. • Support is reviewed termly, through SEN/D Reviews / Disadvantaged Group meetings and Pupil Progress Meetings. Decisions are based on progress and the level of need and can be linked to areas other than attainment. • The school adheres to the 'graduated response' to SEN/D and, in some cases, guidance on progress will be sought from appropriate outside agencies. 			
<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • As well as formalised opportunities outlined above, key staff will liaise with parents as appropriate and parents are encouraged to always discuss any queries or concerns with school staff. 			
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, liaise with the Class Teacher. They will liaise with the SENDCo who will then contact other agencies, if necessary. • Information, Advice and Support Service (previously known as Parent Partnership): Email: iasservice@cheshirewestandchester.gov.uk Telephone: 0300 123 7001 By post: Council Office, 4 Civic Way, Ellesmere Port <ul style="list-style-type: none"> • Cheshire West and Chester's Local Offer: https://livewell.cheshirewestandchester.gov.uk/ 			