




# SEN Information Report

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Local Offer Contribution: <a href="https://www.livewell.cheshirewestandchester.gov.uk">https://www.livewell.cheshirewestandchester.gov.uk</a>		
SEN Policy: <a href="https://www.hooleceprimary.co.uk/serve_file/6141999">https://www.hooleceprimary.co.uk/serve_file/6141999</a>		
Number of children receiving SEN support: 61		
<b>Who can I talk to about my child's Special Educational Needs or Disability? Who is in charge of SEND at the school?</b>		
<p>At Hoole Church of England Primary School all staff are responsible for the individual needs of children within their class. The first point of contact if you have concerns around special educational needs or disability is your child's class teacher.</p> <p>Laura Sprowson is the Special Educational Needs Co-ordinator (SENDCo).</p>		
<b>How does the school identify and assess children with Special Educational Needs?</b>		
<p>Special educational needs are identified through the gathering of evidence relating to progress, attainment, learning behaviours, social interaction and ability to access the curriculum and school life in general. The progress of all pupils is tracked and those not making expected progress are quickly identified by teachers and Senior Leaders.</p> <p>Actions are taken at the earliest opportunity to support pupils through class support or interventions in order to address any needs. If the targeted support does not have the desired outcome, following consultation between the teacher, SENDCo and parents, it may be agreed that the pupil is placed on the Special Educational Needs Register.</p> <p>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.</p> <p>Parent/carer and pupil views form an important part of the decision process.</p>		

Support is reviewed termly, through 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.

### **What provision is available to support children with Special Educational Needs?**

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.

### **How will I know my child is doing well and how will you help me support my child's learning?**

At Hoole we have continuous conversations with parents about their children. We have an 'open door' policy and are always available to talk to. If parents have concerns about their child, they should see the class teacher in the first instance.

We ensure that parents are able to contribute to their child's learning through the child profile plan and review process. Annual reviews for children with Education and Health Care Plans (EHCPs) and/or additional funding ensure parents' views are sought. Parents' evenings in Autumn, Spring and Summer Term in addition to the annual reports in Summer term also maintain close links with parents. We keep in regular contact with parents that we don't see as often via telephone or email.

We also offer a Family Learning Hub which operates in conjunction with Cheshire West and Chester's family learning team. Via the hub we run a range of courses that parents can access to support their child with English, Maths, resilience and emotional well-being and first aid to name just a few. Elaine Robertson, our learning mentor, supports the hub weekly so parents can feel reassured that well known friendly face is there should they need it.

### **How do we adapt the curriculum and learning environment for children and young people with SEND?**

Every teacher is expected to teach at a range of levels that reflect the pupils' range of interest and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something "extra" that is 'additional to or different from' the normal differentiated curriculum. Any "extra" provision or intervention is designed to overcome the barrier to their learning. At Hoole, we are able to offer support to all special educational needs and/or disabilities.

We are highly reflective and adapt to the needs of our individual children. Children's needs are assessed and addressed regularly and the curriculum is tailored to suit the needs of the individual. Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take place in and out of school. We aim to be mutually supportive.

The classrooms are adapted to meet the needs of pupils, for example, we have individual work-stations in classrooms for some pupils and we have areas outside of the classroom that children use for specific interventions or learning times.

We have areas within school where children can withdraw to, should they feel the need.

Our Teachers will use various strategies to help children with SEN join in. This might include using:

- ☐ Visual timetables
- ☐ Adaptations to the classroom environment
- ☐ Chunking tasks
- ☐ Reiterating instructions
- ☐ Writing frames
- ☐ Tablets, laptops or other alternative recording devices
- ☐ Positive behaviour rewards system
- ☐ Use of overlays
- ☐ Check-in with key adults

**What support will there be for my child's overall well-being, emotional and social development?**

- Social skills groups *e.g. to encourage eye-contact, turn taking etc.*
- Nurture groups and life skills activities.
- 1:1 Social stories.
- Monitoring at break/lunch times – lunch club.
- TA support at break and lunchtimes.
- Access arrangements in place for assessment.
- 1:1 Emotional Literacy Support (ESLA) Programme to develop, for example, self-esteem, confidence, anger management techniques.
- Individual Plan.
- Peer mentoring.

- Additional planning for transition.
- Team Teach / Safer Handling, if required.
- Forest School activities.
- DESTY island emotional resilience programme.

### **How will my child be able to communicate and contribute their views?**

Your child's views will be taken termly to contribute to their special educational needs profile document.

Pupil voice is at the heart of everything we do at Hoole Church of England Primary School and our learning mentor, Elaine Robertson is always on hand to discuss the wishes and feelings of pupils.

### **What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?**

Speech and Language Therapy (SALT)

Educational Psychologist

Child and Adolescent Mental Health Service

School Health

Occupational Therapy

Continence Team

Autism Service

Early Years Service.

Sensory Team

Behaviour Consultants.

SEN Advisory Officer.

### **How are children supported in making a positive transition to their next school or phase of education?**

If appropriate, an 'Action for Inclusion' meeting is held to ensure a smooth transition takes place.

The SENDCo 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.

School works very closely with external professionals to ensure the environment is fully prepared for child's transition.

The SENDCo ensures adequate training takes place and information is passed on to ensure children are fully supported.

During Year 6 SEND 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 SEND.

### **How is the school accessible to children with Special Educational Needs or Disabilities?**

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to. The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils. The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

The teaching and learning environment is inclusive; teachers adapt the classroom and wider school environment to meet individual pupil's needs.

### **What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others?**

The SENDCo is a Specialist Dyslexia Teacher and Assessor. We also have another experienced specialist dyslexia teacher.

We have a speech and language therapist who works with us one afternoon per week.

We have a play therapist who works with children one morning a week.

A number of members of staff have received Speech and Language training, including Stammer training, ELKLAN and Makaton Level 1 Training.

We also have two members of staff trained in Mental Health First Aid, Next Step and ELSA.

We have a number of experienced staff who have supported children with a range of additional needs from physical disability to Autism.

**Who can I contact if I need further information?**

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 (IASS) provides free and impartial advice and support for parents. You can contact IASS via:

**Email:** [iasservice@cheshirewestandchester.gov.uk](mailto:iasservice@cheshirewestandchester.gov.uk)

**Telephone:** 0300 123 7001  
**Port**

**By post:** Council Office, 4 Civic Way, Ellesmere

**Cheshire West and Chester's Local Offer:** <https://livewell.cheshirewestandchester.gov.uk/>

**How can I raise concerns if I need to and with whom?**

We always ask that you talk to us. We will always do our very best to work with you for the best interests of your child.

However, if our parents are unhappy with the provision for their children then they can refer to the Complaints Policy and procedure which can be found on our website.