



Hannah More Primary School

Our School's Local Offer for Special Educational Needs and Disability

This is our Special Educational Needs and Disability Information Report. It gives information about the help and support we offer for children with a special educational need or disability.

1. What are Special Educational Needs (SEN)?

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her that is additional or extra to what you would expect to be provided for an average pupil.
- SEN are categorised into one of four categories:
 - **Cognition and Learning (C&L)**- these include moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia and dyscalculia.
 - **Communication and Interaction (C&I)**-this area of need includes pupils with speech and language difficulties and Autistic Spectrum Condition (ASC).
 - **Social, Emotional and Mental Health Needs (SEMH)**- this includes pupils with attachment disorders, behavioural difficulties, ADHD, selective mutism and specific mental health difficulties such as self-harm and body dysmorphia.
 - **Sensory and/or Physical Needs (S&PD)**- this includes hearing and vision impairment, sensory processing and physical difficulties from congenital conditions, injury or disease.
- All pupils identified as having SEN will have a primary category of need. Some may also have secondary or more areas of need.

2. How does Hannah More Primary know if children need extra help and what should I do if I think my child may have special educational needs?

- All children's progress and attainment are scrutinised as part of the school's assessment policy. This happens every half term and where there are concerns regarding a child's progress or attainment, there are discussions involving the class teacher, Inclusion Lead and other members of the Senior Leadership Team. Extra help is then planned accordingly.
- Where children transfer to Hannah More Primary from other settings, we obtain the records from their previous setting which gives us information about a child's needs. Where there are identified special needs or a disability, there may also be a handover meeting between the child's previous educational setting and Hannah More.
- If you have any concerns about your child's development, please ask to speak with your child's

class teacher. The class teacher will then discuss with you how to follow up on these concerns, and this may then include a meeting with the SENCo or Inclusion Lead.

3. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Children's learning is continually being assessed by their class teacher. The class teacher will note where children have made progress and now have mastered an area of learning, and will plan for their next steps according to areas where further teaching and support is needed.
- Progress is tracked throughout the school, and at termly pupil progress meetings, every child is discussed and the priorities for their next steps are decided.
- Progress and levels of attainment are discussed at meetings for parents twice a year (Learning Review Meetings). In addition, we encourage parents/carers to make an appointment with their child's class teacher or the SENCo if you would like to discuss your child's needs at any time.
- At any meeting with you, we can suggest ways to support your child's learning at home. You will also receive routine information via your class teacher or the school newsletters which will suggest learning activities that you can do at home. We also from time to time hold workshops for parents in school that will focus on a particular area of learning, how we teach it, and how you can support at home.

4. How will the school staff support my child?

- Hannah More Primary is an inclusive school that aims to provide for all pupils. As part of this teachers provide 'Quality First Teaching' to all pupils, adapting and providing for the needs of all learners.
- Your child's class teacher will be differentiating the work in class to adapt to your child's academic level, and any learning needs that your child has.
- Any additional needs a child has are shared between all staff as appropriate. This means that staff can respond and support your child to help them progress to their full potential.
- At the regular review meetings that we have in school (as identified above), staff work to identify any barriers a child has with their learning, and then we plan support to help children overcome these. This may involve a particular intervention programme, extra support in class from the class teacher or LSA, particular strategies or resources to use in class, more regular meetings or a home-school book to increase communication between home and school.

5. How will the curriculum be matched to my child's needs?

- We ensure that all children receive at least good teaching, and part of this is ensuring that the curriculum is adapted according to individual needs. This will include matching the level of work correctly and providing any extra support your child needs to be able to access this – for example specific resources, adaptations to the classroom or adult support.
- Our curriculum is adapted to cater for the particular needs of the children at Hannah More. This

means that we strive to make the curriculum relevant and matched to the needs of all the children. In order to be fully inclusive, there may be specific planned learning opportunities designed to meet the particular needs of groups or individuals.

- All Children identified as having SEN have an individual Pupil Profile outlining their needs and how they are best met. This document is shared with all adults working with the pupil in question.
- Some pupils with a higher level of SEN need who require significant adaptations will have a 'Bristol Support Plan'. This plan is drawn up with advice from outside professionals and outlines, in detail, the provision required to meet that child's need.
- A very small number of pupils, with profound needs may have an Education and Healthcare Plan (EHCP) which is drawn up by the local authority.

6. How is the decision made about the type and how much support my child will receive?

- The SENCo will be responsible for deciding on what type of support your child will receive. This decision will be made in consultation with your child's class teacher and other members of staff.
- The type of support will be influenced by the resources we have available at school. We review the intervention programmes we offer based on analysis of how effective they are proving to be. We also look at national research to inform our decisions about the type of support we provide.
- The level of support your child will receive will be decided based on your child's needs, resources available, and ensuring that we are fair in balancing the level of support for all children with SEN.

7. How are parents and carers involved at Hannah More?

- We believe a close working relationship with parents and carers is vital in helping to give all children the best support possible.
- As well as regular Parents' Evenings, if your child has a Bristol Support Plan, you will be invited to attend meetings 3 times a year, including an Annual Review, to discuss the particular targets and provisions planned for your child.
- If the school or parents feel that referring to a specialist service would be helpful, this will be discussed with you, and any referrals will be with your consent. When outside agencies come in to school, you will be informed by the services involved or by the school when the visits are going to take place.
- If there are a number of people working to support your child, including professionals from other outside agencies, we hold meetings with all concerned to discuss progress, share information and plan for children's needs. We encourage parent participation in this process.

8. How are pupils involved at Hannah More?

- We believe that including the views of pupils is an essential part of providing the best support and ensuring good progress.
- Pupils are involved in creating their Pupil Profiles right from Reception and are encouraged to take ownership of these. Pupils with communication difficulties are provided with alternative ways to communicate their ideas such as adult observation or through pictures.
- When Annual Reviews are held, pupil opinions are always sought and taken into consideration. Older pupils are given the opportunity to attend the review or part of the review if they wish.

9. What funding is available to meet the needs of my child's additional needs?

- The school receives money for SEND in its budget each year. Where we calculate that we need to spend more than £6,000 per child on their individual needs, we can apply for 'Top Up' funding from the Local Authority to help support additional needs.

10. How will my child be included in activities outside the classroom including trips?

- We aim to include pupils in all activities wherever possible, providing necessary adaptations to achieve this. We act on advice of Occupational and Physio therapists to make PE lessons as accessible as possible.
- For break times, additional adults are provided to help pupils access the playground where appropriate. A quieter space is also provided for pupils who may find the playground too challenging.
- We are fully inclusive in our approach to school trips. We aim for every child to access all out of school visits. We make adaptations to make this possible, including providing a higher staff:pupil ratio in order to support children with special educational needs.
- Individual risk assessments are carried out where necessary in order to ensure that health and safety needs for all are being met.
- We offer a range of after school clubs, a Breakfast Club and many holiday clubs. We aim to be fully inclusive of children with additional needs, and where possible make adaptations to the activities/environment to achieve this. Risk assessments and consultations with parents are made for children where needed.

11. What support will there be for my child's overall wellbeing?

- We place our core values of Nurture, Openness, Determination, Respect and Enjoyment at the heart of all we do. This is reflected in how our curriculum is taught, and the children are encouraged to develop these values in all that they do.
- We have a Nurture Team led by the school's Inclusion Lead which aims to support children in

terms of their emotional and social skills. The Nurture Team offers individual support programmes, group support, and works to support the work in the classes.

- We have a Nurture Room which is a class made up of children in different year groups who come together for afternoon sessions. This focus is on developing the emotional and social skills that are necessary in order to be able to learn effectively. The class has no more than 8 pupils, and is made up of children who show a high level of need for support in this area. Children attend the Nurture Room typically for 2-3 terms, and then transition back to their mainstream class.
- Where children have medical needs, we have health plans which are drawn up by the appropriate health services, and these are shared with the child's class teacher, LSA and playground/lunchtime supervisors.
- All of our LSAs and Lunchtime supervisors are First Aid trained, and we have a First Aid room where all medications and First Aid equipment is held securely.

12. What expertise and specialist services are available at or accessed by the school?

- In school, staff receive regular training on a range of areas of SEN. Training focuses on specific areas of need at the time depending on the needs of the current cohort.
- Where a teacher is receiving a pupil with a need they have little experience of, support is provided in-house by the Inclusion team and/or by outside agencies to ensure the teacher has the necessary knowledge and skills to effectively support that child.
- Within the Inclusion Team there is a range of expertise. This includes a Reading recovery teacher, a Specialist Speech and Language LSA, trained to run a number of language interventions and support pupils with ASC and a Nurture Lead trained to support pupils with attachment and behavioural difficulties.
- In addition, we liaise with a range of external specialist support services who regularly visit school to support our children who have additional needs. These include:
 - School Nursing Service
 - Paediatricians
 - Speech Therapy services
 - Educational Psychology
 - Occupational Therapy Service
 - Bristol Autism Team (BAT)
 - Child and Adolescent Mental Health Services (CAMHS)
 - Sensory Support Team – including Hearing and Visual Support
 - North Star Outreach- Behavioural Support Team
 - SENCAT- Learning Support Team

13. How accessible is the school?

- The school has ramps and lifts to access the upper 2 floors in order to aid adults or children with a physical disability.
- The Sensory Support Service gives advice on adaptations needed to make the environment suitable for children with visual or hearing impairments and the school ensures that these recommendations are followed.
- The school purchases any specialist equipment needed as advised by specialist support services – for example Occupational Therapy, or Physiotherapy services.

14. How will Hannah More Primary support my child when they join the school, and how will they support any transfer to a different setting?

- We encourage parents and children to visit the school before they join us. Where children have additional needs, we welcome and encourage further visits.
- When children transfer to us from another setting, we will, whenever possible, visit them at their current setting. We also attend Annual Reviews or transition meetings with parents and the child's current setting to share information and help to plan for provision at Hannah More Primary.
- When children with SEND transfer to a new school, typically when moving to Year 7 and secondary education, we invite the new school to the Annual Review for pupils with Bristol Support Plans or EHCPs.
- When parents are deciding on a new school, the SENCo or Inclusion Lead can support in organising visits and accompanying parents where needed.
- When children transfer to a new school, we liaise with the relevant staff at the new school to ensure that the child's needs are understood. We pass on any paperwork to the new school.

15. Who can I contact for further information?

- The Inclusion Lead, Claire Reed, or the Special Educational Needs Coordinator, Carrie Williams can be contacted via the school office (0117 9039936) for any further information and to discuss how your child's needs could be met at Hannah More Primary School.