



Purwell Primary School

2024- 2025

Special Educational Needs & Disabilities (SEND) Information Report (School Offer)

Introduction

At Purwell Primary School, we value all members of our school community. We are an inclusive school and work hard to meet the needs of all children.

We believe that in an atmosphere which values the ideas and achievements of all the children and adults, and respects the efforts and contributions made by everyone, children will develop the confidence, maturity and love of learning which will prepare them for a successful and satisfying adulthood. An adult life which they will have both the ability and enthusiasm to make a positive contribution to their community.

All children at our school have an equal right to learn and are entitled to a broad, balanced and differentiated curriculum which is relevant to their needs. We are committed to:

- providing a caring environment, within which all pupils can learn and develop to their full potential;
- valuing the contributions and achievements of all pupils;
- involving all staff in responding to the needs of all children.

Our provision has been produced in line with Hertfordshire County Council's Local Offer (which can be accessed from www.hertfordshire.gov.uk/local-offer).

Further information can be found in the accessibility policy on the school's website.

SEN coffee mornings take place each term and are advertised on the school newsletter.

In the first instance, the report was produced by the SENCo, however, staff, parents and governors have all been asked for their contributions, via meetings and coffee mornings. **We welcome your comments on our report**, so please do contact us:

Special Educational Needs Coordinator (SENCo) - Mrs Sharon Mullan - smullan@purwell.herts.sch.uk

SEN Governor - Mrs Haslam

The kinds of Special Needs for which provision is made at Purwell Primary School

In the 'Special Educational Needs and Disability Code of Practise: 0-25 years' (DfE, 2015), Special Education Needs (SEN) are defined as:

"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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school".*

The SEN Code of Practice describes the 4 broad 'areas of need' as:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health,
- Sensory and Physical Needs.

Identification of pupils with SEN

At parent teacher consultations and/or through our 'open door' policy, we will update you about your child's progress and welcome any information/ questions from yourselves. At this point, we will let you know if we feel that your child may have an area of difficulty or may be experiencing a barrier to their learning. We welcome and encourage a two-way dialogue between parents and school as this is paramount to supporting the child holistically. As a school, we have agreed that a child will be added to the SEN register if they have a diagnosis or are under the care of a professional team either for support/ treatment or assessment. Children may be placed on a monitoring or intervention list if they are being assessed or receiving support within school but do not meet the criteria to be placed on the main SEN register. Children will not necessarily remain on the SEN register. They may be removed if needs are no longer present.

To identify and support pupils with SEN, we have a staged approach at our school:

1. High Quality Teaching (Universal)

High Quality Teaching...

- is differentiated and personalised to meet the individual needs of most children and young people;
- involves identifying pupils with SEN at the earliest possible point;
- seeks to engage and support the learning of all children and young people;

- builds on pupil's prior learning and responds appropriately to the 'pupil voice';
- involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression.

2. Additional School Intervention and Support (Targeted)

If children are still not progressing at the same rate as their peers or not achieving an age-appropriate level, additional intervention and support are provided. This process is usually coordinated by the SENCO, working alongside other school staff. Interventions at this stage will be additional to those provided through classroom support. To support this process, we may wish to ask for support from other agencies to help with assessment and intervention for pupils at this stage.

3. High Need (Specialist)

This is generally categorised by the SENCO requesting the involvement of relevant external services for a more detailed assessment and development of intervention programmes. This level of intervention is for pupils with more complex and/or enduring difficulties, whose progress is considered insufficient, despite carefully planned interventions at the previous levels.

4. Education and Health Care Plan (EHCP)

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Assessment of pupils with SEN

Assessment is an on-going process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group. Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers;
- Matches or is better than the previous rate of progress;
- Ensures that a child has full access to the curriculum in line with their peers;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvement in a child's behaviour, allowing them to be receptive to learning.

If we find that a child is not making adequate progress, we use the graduated approach (Assess, Plan, Do, Review) to assessing, identifying and providing for pupils with SEN. We will invite parents (and pupil) in to meet with the teacher (and SENCO where appropriate). At this point, we will write a personalised SEN plan. This is a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEN. These working documents and are reviewed termly, to ensure the effectiveness of the provision for each pupil. Parent's are invited to meet with school staff to review support on a termly basis. Teacher's will often review support more regularly than this.

The targets created during these sessions are small steps to overcome the identified barriers to learning and these incorporate areas that the school, parents and child will all work on together, to help the pupil achieve their end goals.

Learning Plans are part of the 'Additional School Intervention and Support' stage of identification.

Involving children in the decision making:

At Purwell, we recognise the importance of pupil voice. We use a range of tools to support children to express their views to help us tailor their support. When making a range of referrals, pupils are supported to complete a short questionnaire designed to capture their feelings about school, their support and themselves. Other tools include, but are not limited to, a range of Helen Sanderson resources, network hand, reflection logs and energy accounting.

We are committed to equipping children with the skills and information to help them recognise and talk about their own needs and the needs of others and to recognise the principles of equity and equality. These concepts are taught regularly in assemblies along with a range of other topics including neurodiversity. We believe this contributes to a culture of tolerance and compassion.

Provision

The **Class Teacher** has responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work / activities for their pupils;
- Ensure that support is available for all children;
- Differentiate the curriculum to take account of different learning styles, interests, abilities;
- Ensure that all children can be included in tasks and activities;
- Monitor individual progress;
- Celebrate achievement;
- Identify those children who require additional or different support in order to make progress and alert SENCO to these pupils;
- Are a key part of the target setting and assessment process when additional needs are identified.

As part of 'quality first teaching', all teachers use a range of inclusive strategies that allow children with a range of needs to access the curriculum:

- Speech and Language: learning / talk partners in lessons to discuss ideas and tasks, pictures and gestures to support understanding;
- Physical needs: using ergonomic pencil grips for handwriting difficulties, 'move and sit' cushions for posture support when writing;
- Emotional support: visual timetables of what will happen that day, 'first...next...' for individual pupils.

Once children are identified as having an additional need, we have teachers and learning assistants that have specialisms and expertise in differing areas, providing support for a range of need, such as:

- Autistic Spectrum Disorders;
- Social skills programmes / support to enhance self-esteem;
- Speech and Language: 1:1 or small group support using resources from the Children's Speech and Language Therapy service, pre-learning groups that include word and mind maps to prepare children for new topics and vocabulary;
- Social, Emotional and Mental Health support including Zones of Regulation resources provided by experienced Learning Support Assistant.
- Specific Learning interventions are delivered by Learning Support Assistants.

For pupils with physical needs, we have a range of ways in which the school environment has been made accessible (our Accessibility Plan can be found on our website):

- We have a stair lift from the dining hall to the main school hall;
- There is wheelchair access from the field into the back of the KS2 classrooms;
- We have a disabled toilet situated at the centre of the school;
- Resources will be acquired at the time for children, as the need arises, so that we can obtain the most up to date equipment and any new building work will be carried out in line with the Disability and Equality Act.

Where a child has a physical need, an accessibility plan will be created and will be reviewed by the Governing Body, annually.

We also specific interventions available in school for differing needs:

Social Skills programmes/support including strategies to enhance self-esteem

- School LSAs are trained for this and support a child on the frequency of need, as a group or individually using the Talkabout series or Lego therapy;
- Advice from Educational Psychology service;

Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)

- All classrooms are dyslexic friendly;

- Touch typing and dictation skills taught as appropriate;
- Pre-taught vocabulary and word mats.

Strategies/programmes to support speech and language

- Wellcomm package used to assess and support Speech & language;
- Attention Autism and Intensive Interaction delivered within classes where needed;
- SENCo trained in ELKLAN.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

Interventions designed using resources from relevant services and referrals made as required.

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Support from mentoring professional / School LSAs;
- Zones of Regulation teaching and check-ins within class and through pastoral sessions;
- Individual self-regulation risk reduction plans;
- Visual timetables (personalised where required);
- Emotional Based School Avoidance (EBSA) guidance and intervention;
- Investigative toolkit including anxiety mapping, Zones of Regulation mapping, use of strengths and difficulties questionnaire, roots and fruits to help understand behaviour;
- Referrals to Hitchin Primary Outreach Support Service;
- Referral to Family Support Worker Service;
- Support to refer to the School Nursing Team;
- Known adult for the child to speak to;
- Home-School communication book;
- Meet and greet at beginning and end of school day;
- Sensory checklists completed when needed;
- Access to sensory circuits;
- Sensory toolkits including ear defenders/ wobble cushions/ chew tools/ school provided fidgets
- 'Open Door' policy;
- Open Day;
- Parent Consultations;
- Annual reports.

Strategies to support/develop literacy inc. Reading

- Daily/ guided reading for those children requiring further support;
- Extra Phonics sessions when needed;
- 1:1 tuition, as required, for targeted children;
- Regular benchmarking to monitor progress and assess reading levels;
- LSA 15-minute daily sessions for individuals, or groups, with regard to Learning SEN plans targets;
- Small group support in class, as required;
- Intervention reading in school in each class;
- Colourful Semantics resources in classrooms if needed;
- Triple Take, Whizzy's Words and other interventions from the Specific Learning Difficulties Team (SPLD) as required;
- Daily readers;
- Parents invited to class every other week in KS1 and EYFS to read with their child;
- Handwriting interventions;
- Fine motor skills interventions.

Strategies to support/develop numeracy

- Weekly practice of times tables and mental maths;
- 1:1 Tuition, as required, for targeted children;
- LSA 15-minute daily sessions for individuals, or groups, with regards to Learning Plans or class targets;
- Year 6 Boosters;
- Small group support in class, as required;
- UCAN maths intervention provided by the Specific Learning Difficulties Base (SPLD).

Strategies/support to develop independent learning

- Building Learning Power: Work for 10 minutes independently before asking for help;
- Use of visual timetables;
- Use of Learning Intentions and success criteria;
- Resources available for children to use and help themselves to;
- Intervention marking;
- Lolly sticks to pull out name rather than hands up;

- Peer Marking;
- Table prompts;
- Now and Next visual supports;
- Workstations or start/finish trays;
- Allocated seating plans;
- Personalised reward charts.

As well as supporting pupils with learning needs, we also have children that have medical needs. Therefore, we have a number of **Medical Interventions** in place:

- Individual Health Care Plans: These are completed by parents to explain how we meet the individual needs of their children and are updated annually as a matter of routine. If anything changes, parents inform the school and records are changed. These are often written with the support of the school nurse;
- Allergy / key medical information is shared with ALL staff;
- Early Years staff are Paediatric first aid trained;
- Numerous members of staff throughout the school, are first aid trained;
- Specialised training is provided to all staff working directly with pupils that have significant medical needs and need specialist support;
- Medicines are administered by trained staff where necessary and when medicine paperwork has been completed.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services. This is triggered when:

- A child continues to not make adequate progress;
- A child continues working at levels substantially below that of children of a similar age, even when teaching approaches have been targeted on an identified area of weakness;
- A child continues to have difficulty in developing Literacy and Numeracy skills;
- A child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour programme;
- A child has sensory or physical needs and require additional specialist equipment or regular advice/visits from a specialist service;
- A child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

- A child's learning needs are manifesting themselves either in a more complex or a more specific way, as they move through the school.
- Despite personalised interventions, difficulties are not being overcome.
- Referral to the SPLD base if within school interventions and support has not brought about improvements.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services will follow a decision taken jointly by school staff, in consultation with a child's parents. In seeking the support of external services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

Educational external services that we have access to are:

- Educational Psychologist (EP)
- Speech & Language support (SALT)
- Specific Learning Difficulties (SpLD) Base
- Woolgrove school Outreach
- Specialist Advisory Teachers
- Hitchin Primary Outreach Support Service (HPOSS)
- NESSie Therapeutic services
- Hitchin Partnership/ DSPL training opportunities for parents/ carers
- Young Carers
- Family Support Workers
- Social Workers

Provision that we can access for Health are:

- School Nurse
- Children's wellbeing practitioner service
- Occupational Therapy
- Physiotherapy
- Single Point of Access (SPA)
- PALMS

We regularly signpost parents/ carers to a range of community services including:

- Angels support group (Hitchin)
- ADDvance
- The Butterfly Room
- SPACE for Neurodiversity

Statutory Assessment: Education, Health Care Plan (EHCP)

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already in place, a statutory assessment will be considered. The EHC plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a statutory assessment is required, the school, in consultation with the child, parents and outside agencies, will submit an application to the Hertfordshire County Council.

If you are considering applying for an EHCP, please speak to the school SENCo first who will be happy to share further information with you about the process and requirements.

For further information on EHCP's please see www.hertfordshire.gov.uk/local-offer

Transition between Education Phases

When children move from one childcare setting to another, it can be a very exciting time in their life. Whether this be moving from preschool to school or from primary to secondary school. Although for some, this transition can be daunting and can be a huge step for them. Therefore, to minimise the stress to children with SEN, we work very closely with our feeder preschools and local secondary schools.

If your child is moving to another school/ Secondary transition for Y6

- We will contact the SENCo and ensure that they know about the provision for your child;
- All records for your child will be passed on;
- Transition visits will be set up;
- When transitioning to secondary school the new staff will also visit Purwell to meet the children.

When moving classes

- Information will be passed to the new class teacher during planned transition and pupil progress meetings;
- Transition morning will be held, where your child will spend time with their new teacher;
- Separately timetabled sessions will be built in, if required;
- If your child has a 1:1 adult working with them, we try to keep that continuity.

Transitions between KS1 & KS2

- The Year 2 and Year 3 teachers work closely together on a transition project for the last few weeks of the summer term;
- Moderation of work between the Year 2 & Year 3 teachers happens on a half termly basis.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern, the process outlined in our 'Complaints Procedure' should be followed and can be found on our website:

www.purwell.herts.sch.uk

Glossary

DfE Department for Education
KS1 key stage 1
KS2 key stage 2