

The Appleton Primary School

SEND Information Report

Academic Year: 2022-23

Appleton School Vision Statement

“At Appleton Primary School we endeavour to provide an enjoyable, enriched educational experience, relevant and meaningful for every child.”

At Appleton Primary School we value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We cherish this diversity and recognise the benefits to everyone in having an inclusive education system. At Appleton Primary School we ensure all pupils, regardless of their specific needs are supported to make the best possible progress. We believe that pupils with SEND and their parent/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parent/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

School Information:

SENDCO : Claire Spicer

Telephone: 01482 343507

email: cspicer@appleton.hull.sch.uk

Roles and Responsibilities:

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Responsible for:

- Adapting and refining lessons and learning activities to respond to strengths and needs of all pupils
- Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress within everyday teaching

If it has been agreed that a pupil requires additional SEND support the class teacher will also contribute and oversee delivery of personalised learning plans.

<p>Special Educational Needs Coordinator (SENDCO) Claire Spicer</p> <p>The Headteacher Mrs Langton</p> <p>SEN Governor Tony Garner</p>	<p>If you have concerns about your child, you should speak to your child’s class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENDCO.</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEND and developing the school’s SEND policy • Ensuring that parents are: <ul style="list-style-type: none"> o Involved in discussions to identify key strengths and areas of difficulty o Involved in planning provision to overcome barriers to learning o Regularly included in reviewing how well their child is doing o Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, including the provision made for pupils with SEND <p>Responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
<p>What kinds of Special needs are provided for in this school?</p>	
<p>Appleton Primary School currently supports children who have a range of special educational needs (SEN).The Code of Practice 2014 describes 4 broad areas of SEN:</p> <ol style="list-style-type: none"> 1. Communication and interaction, including speech, language and communication. (SLCN) and Autism Spectrum Disorder (ASD). 2. Cognition and learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SPLD) including dyslexia. 3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health. 4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI) 	

Appleton Primary School has direct experience of supporting children with all of the above, with the exception of PMLD where we invest time and training from outside agencies to support any child in our care to ensure their needs where met.

What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?

- a) Any assessments made on entry to Appleton or during the school year on a whole school basis. This may include reading tests, standardisation testing or EYFS assessments (made using the statutory EYFS assessment framework to formulate an overview of each child's strengths and weaknesses).
- b) Any targeted assessments done on pupils with suspected special education needs on entry to the school.
- c) Details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of a pupil who they suspect of having special educational needs, once the teacher has delivered personalised learning through the small steps program.
- d) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the educational psychologist, IPaSS, SENSS, CAMHs and speech and language therapy services.

SEN Support – The Graduated Response Assess, Plan, Do and Review How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

- Meetings are held each term to look at the progress of all pupils.
- Where there are concerns that a pupil is not making progress in key areas of learning, further assessments may take place and, as required there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors.
- We know how important it is to include the views of each pupil in seeking to review what is going well and how they can be supported. If appropriate your child will be invited to take part in reviews. If this is not appropriate, we will use other ways to share their successes and plan for future support.
- Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.
- Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a short term target sheet. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can contribute to support good progress. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed.
- The impact of this additional support will be reviewed regularly, at least termly and you will be updated about these during parent evening consultations.

- In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.
- If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for a Education Health Care Plan (EHCP) may be requested.
- The SENDCO will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations who can offer further support as required.
- If your child has an Education, Health and Care Plan (EHCP) a formal meeting will take place annually to review your child's progress.

Tests and Examinations: Access Arrangement

- For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.
- The SENDCO will talk to you if they feel that your child would benefit from these additional arrangements.

Curriculum and Teaching Methods (including groupings and interventions) How will teaching be adapted to meet the needs of my child?

Our teachers are able to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development.

Details of the additional support offered to your child will be included in their SEN Support Plan.

Full details of the range of additional interventions available within the school can be found on the Schools Provision Map document.

The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of pupils at the school, including pupils who require support to develop their social interaction and resilience.

Staff Expertise How skilled are staff in meeting the needs of my child?

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new and less experienced staff.

All staff have attended safeguarding training.

Appleton has an ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special education needs.

Staff will seek training from outside agencies when necessary including outreach and transitional support (see Local Offer for list of external agencies)

Staff will also attend training courses provided by the local authority

Staff can also access expertise through the Constellation MAT support system

External partnerships

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These may include:

- Educational Psychologists – **Louise Rodgers**
- Speech and Language Support Agency
- Northcott ASD Outreach team
- IPaSS – Integrated physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Kids Parents Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze/Dovehouse Bereavement Support Team
- Traveller Education Team
- Police
- Thrive
- Ganton Outreach

The full range of local support available to support your child both within and outside of school can be found in the Hull Local Offer for pupils with SEN:

[Home | Hull Local Offer \(mylocaloffer.org\)](https://mylocaloffer.org)

Transition How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by:

When joining the school in our Reception/Nursery classes:

The SENDCO and or EYFS staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented, and more detailed arrangements may be required.

EYFS staff will also make home visits.

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will make sure that all records are passed on as soon as possible

When moving between classes and phases:

An information sharing meeting will take place with the receiving teacher.

If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

When moving to secondary school:

Our SENDCO will make contact with the Year 7 leader or SENDCO once a school has been named to start planning for transition.

Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties. Your involvement in this process will be critical to supporting a successful move.

Engagement with Pupils and Families: How does the school involve children and parents in decisions about provision and support?

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.

We will ensure that parents and pupils (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required, we will agree with you the best way to share information.

We will use one-page profiles and other media to ensure that the views of all pupils are captured so that their achievements can be celebrated and needs fully understood.

For Year5 and 6 pupils with SEND, including those with EHC plans, the SENDCO will encourage parents to visit a range of secondary schools, attending open days and finding out about how each school organises SEND support.

At a whole school level, the school are also keen to support parents with pupils with SEND and take their views on how we can continue to develop a positive experience for SEND pupils at our school.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- A variety of clubs are provided after school. We aim for these to be as inclusive as possible. We provide support for children during lunchtimes by offering an indoor provision for children who find the playground overwhelming.

What support is in place for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?

At times some children may require additional support from the school 'Emotional Well-being support workers.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

- Appleton Primary School recognises that pupils with SEND are more susceptible to bullying. Behaviour and anti-bullying policies in the school take account of this

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCO, SEND Governor, Headteacher by email: admin@appleton.hull.sch.uk or by making an appointment through the school office.

This report setting out our approaches to meeting needs of pupils with SEND will be updated at least annually.

We welcome your feedback and views on how helpful this information is and recommendations about how we can make it clearer or include other information.