Special Educational Needs and Disabilities - Provision at Hamer

What is Hamer's definition of SEND?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.



What are the four categories of SEND?

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and physical

How do we identify SEND at Hamer?

1. Children enter school with identified SEND.
2. Parents raise concerns that lead to identification of additional needs
3. Class teacher raises concerns that lead to identification of additional needs
4. Through termly pupil progress meetings

When concerns are raised about a child's progress diagnostic assessments, observations and work scrutinies are carried out to identify the child's barriers. Strategies are suggested to help overcome these barriers. Further conversations with parents and class teacher takes place and a decision is made about next steps. This could be to continue to monitor progress, to refer to an outside agency for further support and/or to add to the school SEND list as SEN K.

We have a **GRADUATED ASSESS/ PLAN /DO /REVIEW** approach. Children can move on and off the SEND list. If their needs are not being met at SEN K we can request a statutory assessment for an Educational, Health and Care Plan (EHCP).

Overview of Children on Hamer's Graduated Response Spring 2023

	SEN K	EHCP	Number on SEN register	*Communication & Interaction*	*Cognition & Learning*	*Social, Emotional & Mental Health*	*Sensory &/or Physical*
FS1*	8	0	8	*7*	*1*		
FS2	4	1	5	*4*	*1*		
Year1	5	3	8	*7*	*1*		
Year2	7	2	9	*8*			*1*
Year3	4	1	5	*5*			
Year4	6	2	8	*5*	*2*	*1*	
Year5	3	2	5	*5*			
Year6	9	1	10	*4*	*4*		*2*
TOTAL	45	12	58	*45*	*9*	*1*	*3*

SEN provision Education and Health Care Plan

16% of school identified as SEND.

Do you know who the children in your class are?

What are their main areas of need?

What is in place to support them?

Children on the SEND list will may have the following documentation to support staff to meet their needs:

- Positive handling plan
- All About Me
- Personal Emergency Evacuation Plan
- Personal Care Plans
- Personal timetables

Whole school strategies that support all children including those identified as having SEND

- Non-teaching SENDCO
- Regular pupil progress meetings which include assessment lead, class teacher, unit lead and SENDCo
- An inclusive curriculum
- Unit provision maps – deployment of teaching assistants to support 1:1 and in small groups
- SEND TA's for additional support for the most needy learners (those with EHCP)
- Use of WellComm across school to identify and support speech and language issues
- Staff CPD includes inclusive classroom practice e.g. Walk thru's, National College training etc
- Dyslexic friendly approaches (document in SEND folder on O drive for reference)
- ELKLAN trained staff – to be rolled out
- ASC friendly strategies being adopted from EYFS
- Pastoral team who monitor:
  Attendance
  Behaviour
  Progress/ attainment
  Safeguarding
  And provide support to class teacher in these areas.

Key agencies we refer to/ receive support from are:

- Speech and Language
- Rochdale Additional Needs Service (RANS)
  - Talk to Learn
  - TASC
- Social Communication Team
- School Health
- Occupational Therapy
- CAMHS
- The Educational Psychology Service

Support for Parents:

Parents are kept informed of their child's progress through out the year. We have an open door policy and regular contact with parents of children with SEND. An example of meetings that take place are:

- Informal chats with teacher/ TA/ SENDCO at drop off or pick up
- Termly parent meetings/ report – SENDCO present if requested
- Termly contact with SENDCo if child is on the SEND list.
- Annual Review if their child has an EHCP
- Additional meetings with SENDCO to discuss specific issue requested by either parent or school.
- Meetings with SENDCO and professionals from other agencies following a referral e.g. EP, SALT, RANS.
- Following COVID we are now beginning to reintroduce parent workshops e.g. current ELKLAN speech and language group for EYFS parents.