

# SEND INFORMATION REPORT

## MISSION STATEMENT

At Hudson Road we value each child as an individual who brings their own contribution to our school and aim to provide a happy, caring environment where children can achieve their fullest potential – both academically and personally. Our school is fully inclusive and endeavours to meet the needs of all children through a broad, balanced and creative curriculum. Our staff are committed to ensuring that all children, regardless of their specific need, make the best possible progress in school.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES LOCAL OFFER

The approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) at Hudson Road Primary School is similar to all Local Authority (LA) maintained schools in Sunderland. All schools are supported by the LA to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The SEN Code of Practice broad 'areas of need' are;

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

The Special Educational Needs of children in LA maintained schools in Sunderland are described using ranges. These describe both the level of need and the type of support required by the child.

Range 1	Range 2	Range 3	Range 4	Range 5
<ul style="list-style-type: none"> <li>• Classroom based support</li> <li>• Quality First Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• School based support</li> <li>• Small group interventions</li> <li>• 1:1 interventions</li> </ul>	<ul style="list-style-type: none"> <li>• School based support</li> <li>• Other professionals involved in targeted interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted, specialist support</li> <li>• Mainstream or in specialist resource</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted specialist support</li> <li>• Based in specialist resource</li> </ul>

## WHAT IS THE LOCAL OFFER AND SEN INFORMATION REPORT?

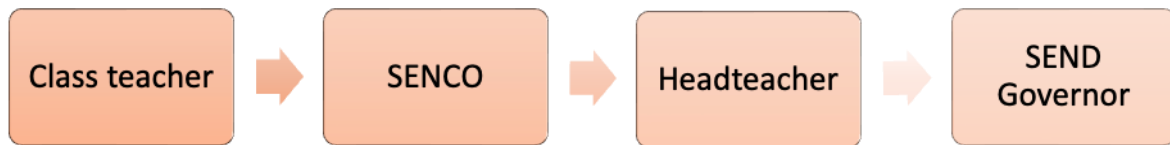
The Local Offer sets out the range of provision and services in the local area. This improves the choice and transparency for families. Further information about the Sunderland Local Offer can be accessed [here](#).

The special educational needs (SEN) information report sets out the provision and services available within the school setting, based on the Local Offer.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEN co-ordinators (SENCOs) and the SEN information report.

## WHO ARE THE BEST PEOPLE TO TALK TO AT HUDSON ROAD ABOUT SEND?



### **The Class teacher is responsible for**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need.
- Liaising with the Special Educational Needs/Disabilities Coordinators (SENCO).
- Liaising with outside agencies to develop the best support for your child.
- Writing, sharing and reviewing support plans with care givers at least once every term.
- Keeping records of your child's progress and needs.

### **The SENCO**

- Mrs Platten is the SENCO.

### **The SENCO is responsible for**

- Coordinating all the support for children with special educational needs or disabilities (SEND) within school.
- Ensuring that you are:
  - involved in supporting your child's learning.
  - kept informed about the support your child is getting.
  - involved in reviewing how they are doing.
- Liaising with people who may come into school to support your child's learning.
- Providing specialist support to other staff in the school to allow your child to achieve the best progress.
- Applying for EHCPs and additional funding for children with SEND when appropriate.
- Liaising with other settings to ensure supportive and effective transition.

All staff in school can be contacted via the school office (0191 514 3434) or the class teacher.

## WHAT IS SEN (SPECIAL EDUCATIONAL NEED)?

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability means they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## WHAT KIND OF NEEDS ARE PROVIDED FOR AT HUDSON ROAD?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder or speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties.

## HOW WILL HUDSON ROAD KNOW IF MY CHILD NEEDS EXTRA HELP?

Assessment is the process used in every classroom, for every child, to gain essential information on their abilities, progress and achievements. This includes:

- Classroom observations
- Daily marking
- Termly assessments
- End of Key Stage National assessments (Year 6)

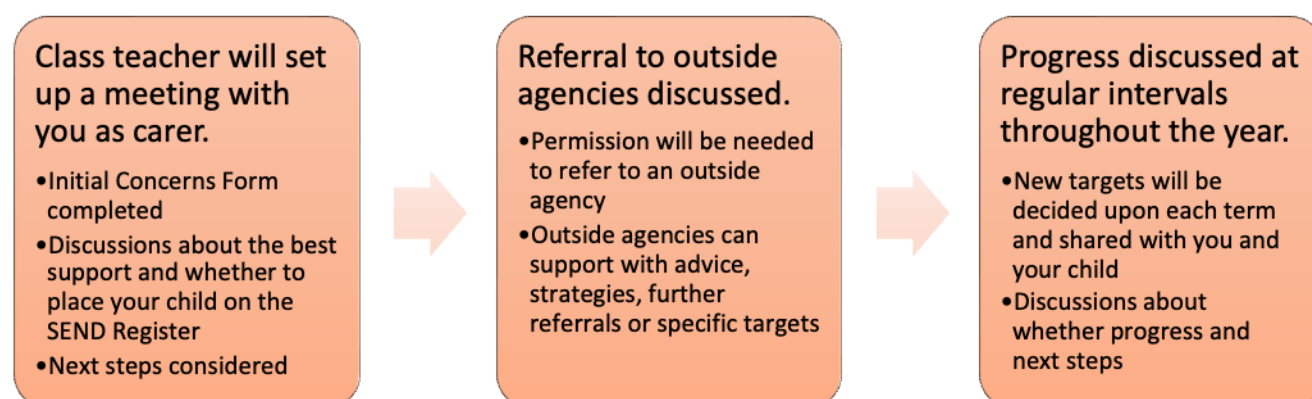
At Hudson Road these are used to determine those children whose progress may:

- Be Significantly slower than that of their peers.
- Be Slower than their own previous rate of progress.
- Be widening, or not closing, the attainment gap between them and their peers.

in any developmental areas, including social, emotional and mental health.

The SEND flowchart in the appendix highlights how this support is increased and decreased based on regular assessment and attainment. *(This gives a lot more detail and may not need to be included but equally is very clear about the process used for identification. Would you prefer it to be included or not?)*

## HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL?



If, after the above assessment, your class teacher has any concerns about your child's progress or their individual needs in the classroom, they will arrange to speak to both you and your child about next steps. At Hudson Road, we ensure your child is at the heart of all decisions about their education and involve them and yourselves throughout the process. Discussions will also include whether your child should be listed on the school's SEND register.

## Referrals to outside agencies

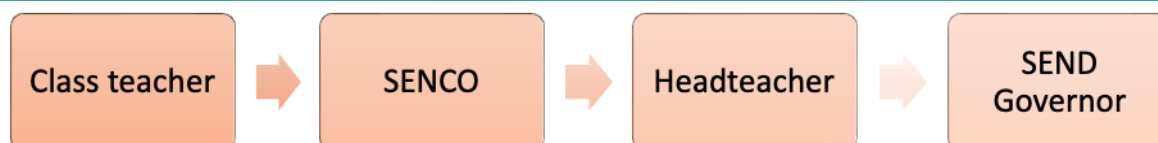
If support is needed from outside agencies, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will allow everybody to understand your child's particular needs and provide support.

A specialist professional will work with your child to understand their needs. This may take place in school or you may be asked to attend an appointment elsewhere.

The specialist professional will make recommendations as to how best to support your child including.

- target setting
- strategies to use in school/at home
- referral to other agencies
- advice to apply for an EHCP

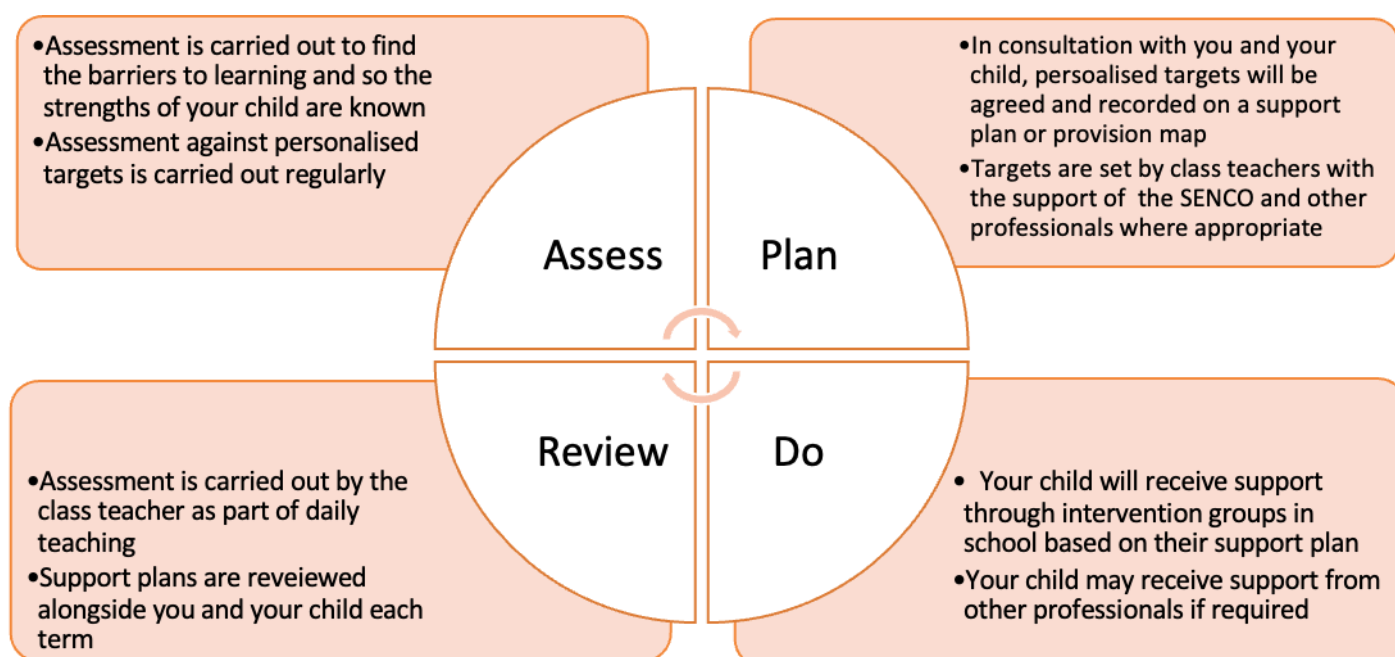
### WHAT SHOULD I DO IF I THINK MY CHILD NEEDS EXTRA HELP?

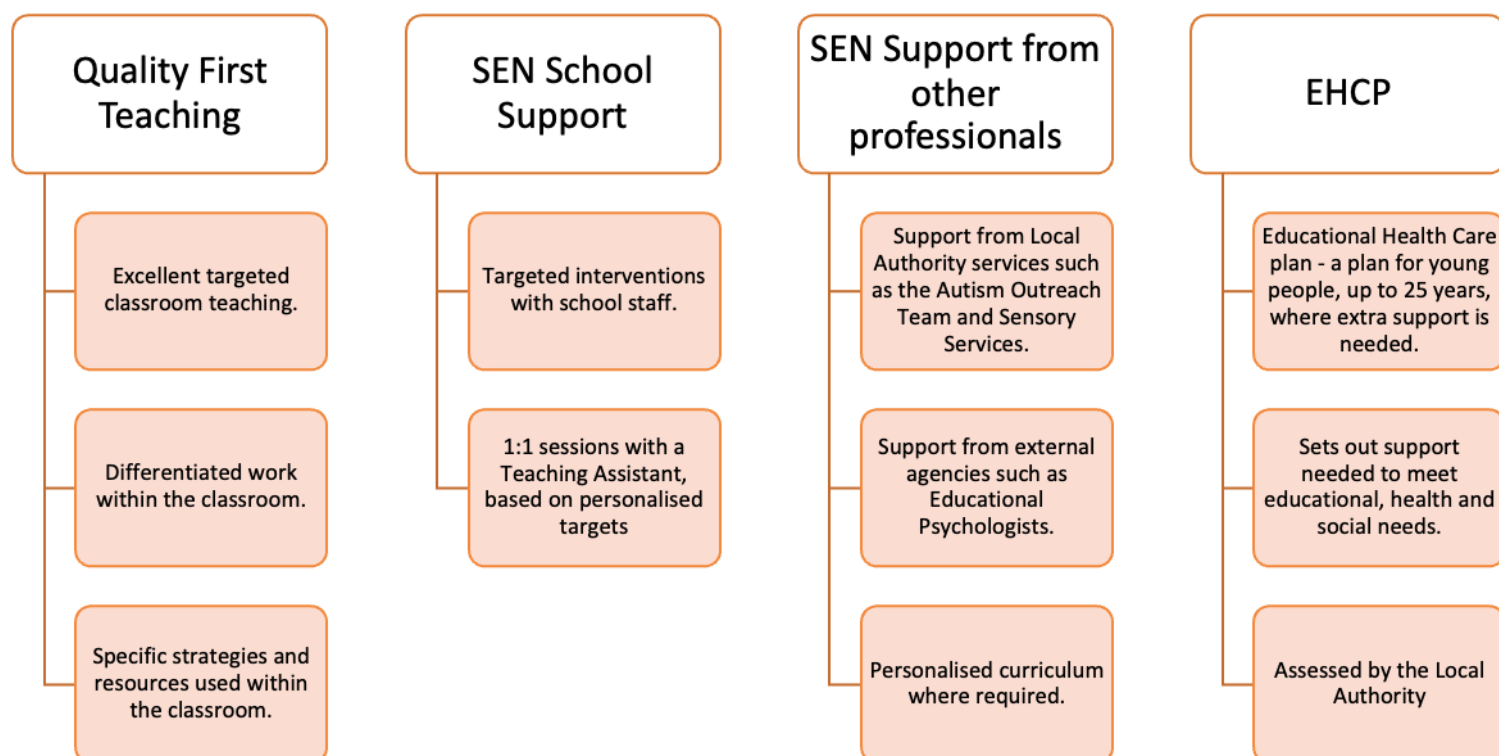


If you have any concerns about your child's development or progress either at home or in school, please speak to your child's class teacher. For further information you may make an appointment to see the SENCO by contacting the school office.

### WHAT WILL HAPPEN NEXT TO SUPPORT MY CHILD WITH SEND?

When a child is identified as having a special educational need, action is taken to remove the barriers to their learning using the graduated response (detailed below).





### QUALITY FIRST TEACHING

At Hudson Road excellent targeted classroom teaching is used to allow all children to reach their full potential, including those children at Range 1 or above. Quality first teaching includes

- The highest expectations
- Differentiated curriculum by grouping, 1:1 work, teaching style and content of the lessons etc.
- Varied teaching strategies including longer processing times, pre teaching, reading aloud etc.
- Using recommended resources, such as coloured overlays, visual timetables, larger font etc.
- Adapting staffing including class teacher and teaching assistants (TA)

### SEN SCHOOL SUPPORT

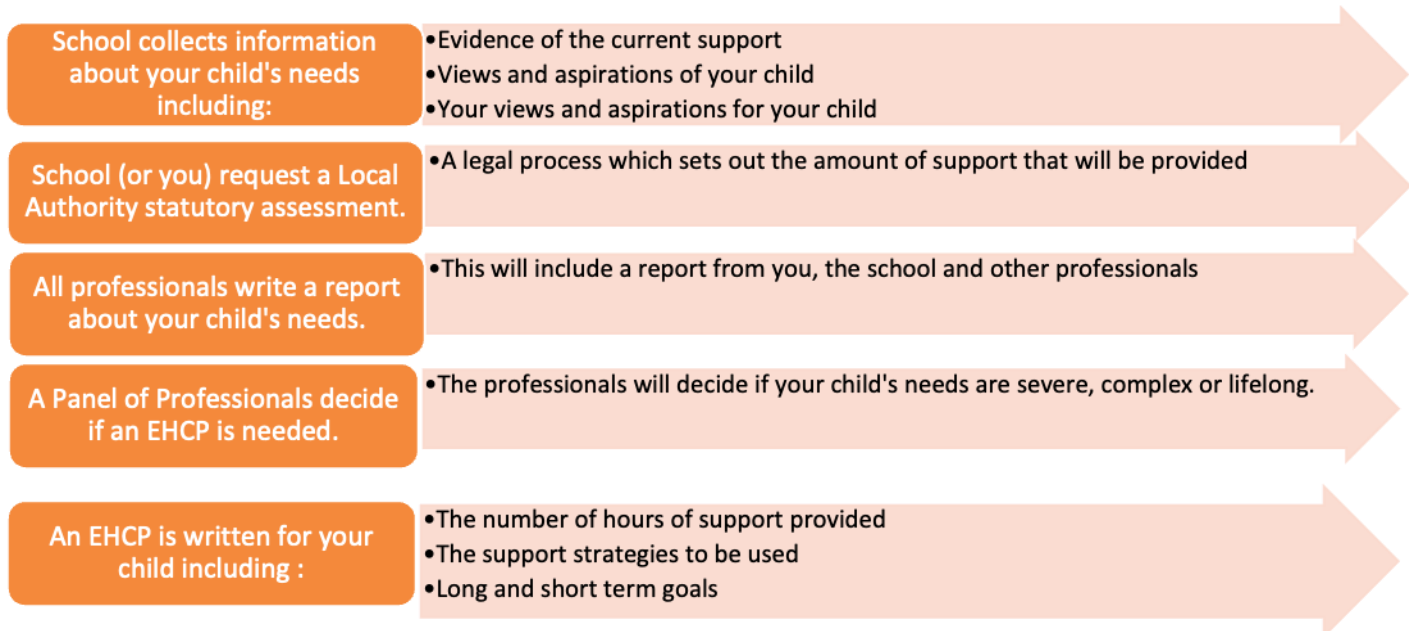
Children who are Range 1 or above may require specialist group interventions. These are run by school staff and support the learning in the classroom. At Hudson Road these include sessions on Talk Boost, Early Talk Boost, Emotional Literacy as well as targeted speech and language activities. These interventions run alongside the curriculum being taught within the classroom.

### SEN SUPPORT FROM OTHER PROFESSIONALS

Children who are Range 3 or above may need extra specialist support from another professional. This may be from Local Authority services such as the Autism Outreach Team or Sensory Services or from outside agencies such as the Educational Psychology Service (EPS). These children may also require a different, personalised curriculum to allow them to make progress.

## EHCP

An Education, Health and Care (EHC) plan is for children and young people aged up to 25 with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. If your child has been identified by the school and other professionals as needing a particularly high level of support an EHC plan can be applied for. For your child, the process would look like this:



If the Panel of Professionals does not think your child needs an EHCP they will ask the school to continue with the current support in place for your child. They will also set up a meeting in school to ensure a plan is in place that allows your child to make progress and reach their full potential.

### WHAT TRAINING HAVE STAFF AT HUDSON ROAD HAD TO BE ABLE TO SUPPORT YOUR CHILD?

All teachers are teachers of SEND and have regular training sessions through staff meetings and training days.

The SENCO mentors class teachers to help them to support those children within their class.

Whole staff training on specific SEND issues including emotional and attachment difficulties, Speech and Language and ASD strategies.

Specific training by other agencies and professionals for teachers and teaching assistants to support individuals in their class.

Outreach support and advice from outside agencies.

Training and qualifications relevant to the needs of children within school including Team Teach, Talk Boost and de-escalation strategies.

### WHICH OTHER PROFESSIONALS SUPPORT CHILDREN AT HUDSON ROAD?

- Teaching Assistants working with small groups or individual children.
- Autism Outreach Team
- Behaviour Support Team
- Educational Psychology Service
- Early Help
- Additional Speech and Language Therapy
- School Nurse / Community Health Visiting Team
- Occupational Therapy
- Physiotherapy
- CAMHs / CYPS
- Language and Learning Partnership

## HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD?

As part of the graduated response (Assess, Plan, Do, Review), the progress of children with SEND is regularly monitored and assessed. Targets on support plans and provision maps are agreed upon between you, your child and the class teacher. Progress against these individualised targets is reviewed and discussed with you and your child at least three times a year. For those children with an EHCP, progress is also formally reviewed at an Annual Review meeting. This will take place with you and all professionals involved with your child's development.

In monitoring children's progress, we are also able to evaluate the effectiveness of the provision available for your child and others within the school. Effectiveness of provision is overseen by the SENCOs and measured through:-

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Discussions with you and your child
- Holding annual review meetings for those children with EHC plans

## HOW IS HUDSON ROAD ACCESSIBLE TO ALL CHILDREN?

The building is accessible with ramps situated at all main entrances.

The school is one level with easy access and double doors.

There is a disabled toilet, shower area and changing facility with a hoist.

We ensure, wherever possible, that equipment used is accessible to all children.

After school clubs and extra curricular activities are accessible to all children, including those with SEND.

For children who require additional support with diet, eating and self care, support is available from trained staff.

Plans are put in place, through discussion with you and your child, so that all children can access appropriate school trips and visits.

## HOW DO WE SUPPORT YOUR CHILD'S EMOTIONAL AND SOCIAL DEVELOPMENT AT HUDSON ROAD?

At Hudson Road we hope that all our children will feel happy and safe within our school and wider community. All staff, therefore, continually monitor the emotional, mental and social development of all of our children. If we have any concerns we can provide the following support:

- Support from trained staff (including Emotional Literacy, Fun Friends, Friends for Life and Adult Resilience)
- Referrals to CAMHS (Child and Adolescent Mental Health Services)
- Referrals to CYPS (Child and Young People's Services)
- Zero tolerance towards bullying as an Anti-Bullying school.
- Robust safeguarding, pastoral care and disciplinary policies.



## HOW WILL YOU BE CONSULTED ABOUT THE EDUCATION OF YOUR CHILD?

SENCO and class teachers available for meetings	Professionals from outside agencies available for meetings	Support plan reviews every term	Annual reports and whole school parent consultations
Initial concern meetings with class teachers	Home school contact books where required	Permission sought for any referrals to outside agencies	Your views and opinions sought at every step

For further support from specific agencies, professionals and services visit the Sunderland Information point [here](#).

## HOW WILL HUDSON ROAD HELP YOUR CHILD TO TRANSITION TO AND WITHIN OUR SCHOOL AND LATER TO A NEW SCHOOL?

At Hudson Road our main priority is to ensure your child is happy at school and feels safe and secure. As such we make clear plans for transitions to our school, between classes and eventually through to new schools. We also provide children with preparation for adulthood targets throughout their education to support children's transitions into the wider world beyond education.

### Transition into Hudson Road

- Our SENCO will contact the SENCO at your child's current school
- Visits arranged, where possible, to allow your child to meet key staff and form relationships
- Meetings with you, your child and key staff to discuss the provision required
- All records passed on from the current school
- Support services and other agencies notified if necessary

### Transition between classes

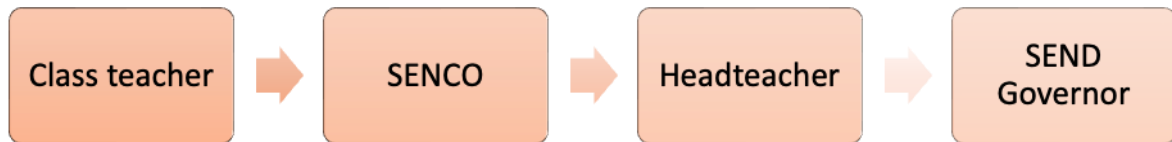
- Planning meetings between current and new class teachers
- Discussions of support and targets
- One page profile shared with new staff including your child's views, aspirations, hobbies and interests
- Visits by staff to current class and by your child to their new class to help build new relationships
- Meetings with you, your child and key staff
- Individualised transition books created and sent home where appropriate

### Transitions to a new school (Including in year 6)

- Meeting between Hudson Road SENCO and the SENCO from the new school to discuss support needed by your child.
- Visits arranged, where possible, for both your child to visit the new school and staff to visit your child at Hudson Road to help to build new relationships.
- In Year 6 the new SENCO is invited to the SEND review in the summer term alongside the current class teacher and yourself.
- All records passed on to the new school.



## HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?



At Hudson Road we work in partnership with you and your child to ensure that they feel safe and happy and can succeed. You will be involved in every part of your child's journey and your views and opinions will be considered at all times. If you do have any concerns about your child within our school or the progress that they are making, please speak to your child's class teacher or SENCO. You can also discuss your concerns with Mrs Westgate, the headteacher or Mrs Briggs, the SEND governor by contacting the school office (0191 5143434) and booking an appointment.

## Identification of Special Educational Needs

**Does a child in my class have SEND? Do they need to be put on the register, be given extra support in school or get extra support from outside agencies?**

Inclusion of all children in Quality First Teaching (QFT).

There are concerns that a child has SEND due to assessments, progress or classroom observations. Discussions with parents and **Initial Concerns form** completed and shared with SENCO.

Progress is made.

Reasonable adjustments are made to the learning environment and **recorded on daily classroom planning. One page profile** to be created and placed in planning folder.



A child or young person has SEN if they have a learning difficulty or disability which calls for educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.

(SEN Code of Practice)

**Range 1 - Placed on SEN Register**

### Areas of Need

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

Small group or 1:1, 6 week interventions planned in line with the child's individual needs and recorded on a **provision map**. This document to be kept in classroom planning folder. Baselines and impact recorded.

Progress is made.

Collect evidence of any progress or concerns - classroom observations, tracking data, samples of work etc. - and store in classroom planning folder.

**Range 2 - Remain on SEN Register**

Support plan created alongside parents and child.

**Range 3 - Remain on SEN Register**

Progress is made.

Meet with parents and SENCO to discuss next steps and possible referral to outside agencies. Referrals will be made alongside SENCO and copies of referral forms to be placed in central filing cabinet.

Support plans reviewed at least every term and progress monitored throughout.

**Any child working a year or more behind their peers, should have a personalised curriculum.**

Discuss concerns with SENCO with a view to beginning the process towards EHCP.