



## **SEND Information**

**Francis Askew Primary Academy**

**North Road**

**Hull**

**HU4 6JQ**

Date updated: Sept 2019

Date of next review: Sept 2020

## **What is the SEND Local Offer?**

The government has listened to what parents say about their experience of services and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

*"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".*

*"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".*

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

## **Francis Askew Primary School's SEND Local Offer**

Our school ensures that all pupils, regardless of their specific needs, make the best possible progress in school. We develop practices and seek support from a variety of sources so that we can be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in our school wherever possible, where families want this to happen.

### **Our definition of 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

## **Definition of Disability**

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The following points aim to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for children with special educational needs at Francis Askew Primary School.

### **1. Which types of special educational need do we provide provision for?**

Francis Askew Primary currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:-

- Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
- Social, mental and emotional health (SEMH), including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder as well as other issues that are rooted in mental health.
- 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).

The school has direct experience of supporting children with all of the above, with the exception of PMLD. A particular strength in the school is our current support and provision provided for children with ASD. We currently have 14 teaching assistants across the school that now hold a Level 2 qualification in supporting children with Autism. We also have three trained ELSAs (Emotional Literacy Support Assistant), supporting children with social, emotional and mental health needs across the school. We have recently had many members of staff (both teaching assistants and teachers) complete a Level 2 in Children and Adolescents Mental Health- with the every-increasing number of children finding within the SEMH category, this training was required to keep our staff well-informed in supporting those needs.

### **2. How do we identify and assess pupils with SEND?**

The school uses assessments made on entry to the school or during the school year on a whole school basis in order to identify pupils who may have special educational needs. This may include reading/maths tests, standardised testing such as SATs, or EYFS areas of development. Class teachers may also raise concerns with the SENCo regarding the performance of pupils who they suspect may have special educational needs. Pupils may also be assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

### 3. How do we support pupils with SEND?

For every pupil receiving SEN support, a system of 'assess, plan do, review' is used to ensure the best possible provision is provided for the child. This involves assessing the child's need, planning the best support, carrying out that planned support and then reviewing its successfulness.

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This is reviewed regularly by class teachers in collaboration with parents, the SENCo and the pupils themselves.

Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms and more regularly, using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

All pupils at Francis Askew receive Quality First Teaching. This means that:

- The teacher has the highest possible expectations for all pupils in their class.
- All teaching is based on building on pupils already know, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with pupils as part of normal working practice.
- Different ways of teaching are in place so that all pupils are fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support pupils to learn.
- The teacher will have carefully checked on the pupils' progress and will decide which pupils have gaps in their understanding/learning and need some extra support to help them make the best possible progress. Sometimes it may be decided that pupils need support via a specific intervention or support programme. This may include:
  - (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
  - (ii) Small group support, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
  - (iii) One to one support, where there may be a targeted support in their area of need.
  - (iv) Nurture group support – a small group which provides tailored teaching to children with particularly complex needs.

Other interventions provided include:-

- Specific intervention programmes in English and Mathematics
- Programmes relating to speech and language development
- Social skills groups
- ELSA programmes
- Intervention aimed at supporting physical development e.g. fine motor skills to aid writing and gross motor skills to aid general movement.

Lunch time clubs are offered covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage. For some pupils, in a small number of cases, it may be necessary to

provide supervision during unstructured times. This may involve pupils being supported by an adult (usually a lunchtime supervisor or teaching assistant) or lunchtime 'Buddy' (a year 6 pupil).

#### **4. Contact details of the SEN Co-ordinator.**

SENCo name: Mrs Jenna Thompson

Contact Telephone number: 01482 509627

Email: [jthompson@francisaskewprimary.org](mailto:jthompson@francisaskewprimary.org)

#### **5. Expertise and training of staff in relation to children with special educational needs**

There is regular training for staff in order to meet specific needs. Strong links have been made with outside agencies to support children further, for example, with the autism outreach team. Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies). Future training is based upon both staff requirements and the needs of the children in the school. We currently have 14 teaching assistants across the school that now hold a Level 2 qualification in supporting children with Autism. Due to an increasing need in the school, there are three trained ELSAs (Emotional Literacy Support Assistants) who work with children from EYFS through KS1 and KS2 as well as having over 20 members of staff trained in a Level 2 qualification in supporting Children and Adolescents Mental Health. The support they provide is bespoke and individual to each child and focus' on improving and supporting the emotional wellbeing of the pupil.

#### **6. Equipment and facilities to support children and young people with special educational needs.**

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

#### **7. Working with parents and carers to support pupils with Special Educational Needs.**

Parents/carers are involved at each stage of the 'assess, plan, do and review' process. Parents/carers are invited to discuss with the SENCo (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision. Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Talking to the class teacher informally.
- b) Parents Evenings when advice and support in helping their child at home can also be given.
- c) Formal review their child's progress with the SENCo (and/or class teacher).

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

## **8. Involving young people with special educational needs in making decisions about their education.**

The child/young person is involved (as is appropriate) at every stage of the 'assess, plan, do review' process.

At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable pupils to feel that they have more control over decisions about their support.

Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties. The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

The child/young person is able to discuss any aspect of their provision in a number of ways:-

- a) Informally with their class teacher informally on a regular basis.
- b) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
- c) A child/young person may contribute to this meeting either by attending in person or by providing written input.

## **9. What can parents/carers do if they have concerns regarding their child's support?**

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## **10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAMHS for Mental Health Needs
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice. A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

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

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals. Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

## **11. The contact details of support services for the parents of pupils with special educational needs.**

All contact details are available in the links provided in the Hull Authority Local Offer.

## **12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that

suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent. All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

Transition packages are planned carefully for children with special educational needs and are tailored to individual pupil needs. This may involve:-

- Attending the new setting before the start date to meet staff and pupils.
- Creating visual resources to help children understand e.g. social stories.
- Liaising closely with staff within the new setting
- Sharing information and documentation regarding the child.

Where transition is happening within the same setting e.g. between key stages, the following systems are in place to ensure this process best meets the needs of the child:-

- Close liaison between staff members
- Transfer of relevant documentation
- Preparation of social stories and visual supports when necessary
- Transition days – time for the pupils to gradually be introduced to the new teacher or year group.

### **13. Information on where the local authority's offer is published.**

Hull's Local Offer can be found under the following link:-

[HTTPS://www.connecttosupport.org/hulllocaloffer](https://www.connecttosupport.org/hulllocaloffer)