

Sunning Hill Primary School

Special Educational Needs and Disability (SEND) Information Report for Parents

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the SENCO and/or a member of SLT may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue you may also wish to speak to your doctor or health visitor. Referrals to other agencies may be made to identify the best way forward to support your child.

What is the school ethos/approach to teaching learners with SEND?

At Sunning Hill Primary School, we believe in participation for all. We strive to create an inclusive culture in our school, with the intention to be responsive to the diversity of children's backgrounds, experiences, interests, knowledge and skills.

Our aim is to support all pupils in making good progress as soon as they start with us. We aim to ensure a fully inclusive curriculum, with support and challenge to enable all pupils to achieve highly and make good progress in all areas. Pupil progress is tracked very carefully on entry to Nursery and Reception and high expectations for progress are set for all pupils. Early identification of any additional needs ensures that appropriate support and interventions are put in place, so that all learners are able to access education.

Where possible, we aim to ensure that disabled pupils can fully participate in education and are treated equally to other pupils.

How will school know if my child needs extra help?

Teachers continually monitor and assess children's learning and development. This is done through formal and informal assessments of your child. Regular assessments give information about academic, social and developmental needs. In addition to this, other professionals working for different agencies may have identified your child's needs before your child has entered the school setting. Also, transition information is shared between schools and other professionals e.g. Nursery, Speech and Language Therapy Service (SALT) for children moving into/ between schools.

How will I know how my child is doing in school?

Parents are kept well-informed about their child's progress. Parents are invited to attend parents' meetings in the autumn and spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Individual Provision Maps are written for children who have special educational needs. Parents may also request information at any time regarding the progress of their child. Children with an EHCP (Education, Health & Care Plan) will have an annual Person Centred Review meeting where parents will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term goals.

What support will there be for my child's overall well-being?

The school monitors pupils' well-being carefully and we aim to support pupils and their families in the best interests of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil.

The school supports individuals and groups of pupils in a range of ways, including the following:

- pastoral groups
- peer buddy system
- Positive behaviour rewards system
- Target groups with school staff/external agencies
- Therapy sessions

Sunning Hill Primary School also arranges workshops for parents to help them to support their child in various ways and these have included Mental well-being, E-Safety and phonics, in addition to curriculum areas and Family Learning activities.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Parents of children with special educational needs or disability are fully involved in reviewing the progress towards agreed targets and in setting new targets. They are also kept informed of the provision for their child at school and staff are always happy to provide guidance to parents about strategies that they can implement at home to support their child.

How does the school involve children and young people in their education and in the decision making process?

All children are involved in setting their own targets for development, where this is appropriate. Children are involved when reviewing their Provision Map and their ideas and aims are taken into consideration when any new plans are written. The school's culture supports pupils in sharing any concerns and in discussing their wishes to support pupils in their development/ learning.

The EHCP process will involve children in planning the provision that best suits their needs. Children will be involved in setting and reviewing their own targets and will contribute to Person Centred Reviews, playing a much greater role in personalising their provision where appropriate.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Sunning Hill Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we discuss progress and next steps. If a learner has an EHCP the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors.

How does Sunning Hill Primary School accommodate children with physical disabilities?

Sunning Hill Primary School makes all reasonable adjustments to ensure that all pupils can participate fully in education. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- A differentiated curriculum
- A range of support staff
- Interactive ICT equipment
- Specific equipment sourced from occupational therapy or other agencies
- Close liaison with outside agencies
- Close liaison with parents.

Sunning Hill School is a Victorian building and as such presents a number of difficulties for physical access. The school is on three floors with additional mezzanine levels and the site slopes making the front elevation higher than the rear. The ground floor is accessible in parts but there are steps down to the main dining hall. There is a disabled toilet in one of the ground floor classrooms and in the nursery provision for two year olds, but no shower facilities. The school has considered adding a lift but this would impact on corridor areas and fire escapes. An external lift has also been considered but this would only provide access to certain levels.

(For further information refer to Accessibility Plan found on the website).

Who, outside of school, can I turn to for advice and support?

The following services may be able to offer support and advice for parents:

Independent Advisory Service (IAS)
Educational Psychologist
Ladywood Outreach Service
School Nurse/ Health Visitor
Social Care
Community Paediatrician
Speech and Language Therapy Service
Occupational Therapy
Physiotherapy

Other agencies are also available when referrals are made or advice sought e.g. Sensory Support service.

Where can I find information about Local Authority provision for children and young people with SEND?

The Local Offer is available on Bolton Council's Website which is accessible via the following link:

<https://www.bolton.gov.uk/sendlocaloffer/>

How should complaints regarding SEND provision be made and how will they be dealt with?

All complaints are dealt with in line with the school's Complaint Procedure which is available on the website or by contacting the School Business Manager. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher, as outlined in the Complaints Procedure.

How do I get a copy of the school SEND policy?

The school SEND policy is available in the SEND section of the school website. A copy is also available from the school office on request.

Who do I contact for further information?

Mrs Deborah Torpey is the school SENCO. If you would like to discuss any area of concern with Mrs Torpey, please contact the school office to arrange an appointment (01204 333588).

Details of Provision on Offer at Sunning Hill to Support Pupils

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How are pupils with SEND identified at Sunning Hill Primary School?	<ul style="list-style-type: none"> Formative teacher assessment within class Use of summative assessments Monitoring of progress made across a range of subjects Support from external agencies, such as Ladywood and Educational Psychology Service (EP) 	<ul style="list-style-type: none"> Information from parents Information from class teacher and intervention group leaders Information from Speech & Language therapists following referrals in or out of school Formative assessment of communication development Ladywood Outreach monitoring and assessment EP Assessment 	<ul style="list-style-type: none"> Information from parents Feedback from class teacher Monitoring of progress in related areas in EYFS Observation in class, playtimes, lunchtimes Behaviour logs, changes in attitude Stirling questionnaire Possible specialist involvement – EP, Nurture Group, CAHMs, Aspire 	<ul style="list-style-type: none"> Information from parents/health visitors/school nurse Age-related checks e.g. vision/hearing Observations in P.E. at playtimes If appropriate assessments from specialist agencies, i.e., Occupational therapy, Physiotherapy, teachers for visually or auditory impaired children
How is a child / young person who has SEND assessed?	<ul style="list-style-type: none"> Diagnostic tests linked to specific areas of concern (in-house) Assessment by external professionals Pupil Progress meetings Assessment by class teacher Support staff feedback 	<ul style="list-style-type: none"> Assessments by Speech & Language Therapists referred by school Ladywood Outreach Health – i.e., school nursing Class teacher assessments Support staff feedback 	<ul style="list-style-type: none"> Concerns raised by class teacher or parent if additional strategies are needed to support the pupil 	<ul style="list-style-type: none"> Additional support or advice needed to assist pupil to access full curriculum in school.
Type of SEND provision made throughout Sunning Hill Primary School	<ul style="list-style-type: none"> 1:1 support Small group interventions 1:1 session 	<ul style="list-style-type: none"> Speech and Language programs ELKLAN Talking partners Kagan strategies and collaborative learning Time to Talk 	<ul style="list-style-type: none"> Nurture CAMHS Behaviour chart and individual rewards Behaviour support Now and next cards, visual timetables 	<ul style="list-style-type: none"> Sensory support service 1:1 sessions Dough Gym Occupational Therapy Physiotherapy

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<p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 1 Universal Provision</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes In-class targeted teacher support In-class targeted TA support Increased visual aids/modelling etc Visual timetables Use of writing frames Access to ICT Access to intervention groups Access to homework clubs Access to on-line activities Individual or group reading Parent workshops & Family Learning</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words Increased visual aids, modelling etc Visual timetables Use of symbols Structured school and class routines ELKLAN strategies Communication Friendly Spaces Support for language development at home</p>	<p>Whole school behaviour policy Safeguarding policy Whole school rules Whole school rewards and sanctions systems Class rewards and sanctions Extra-curricular clubs Circle Time/Class Assembly Clubs PSHE focus work</p>	<p>Flexible teaching arrangements Staff aware of implications of physical impairment Class seating plans carefully considered Writing aids Pencil grips Brain gym Support from community nurses and external agencies Allergy training/plans</p>
<p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 2 Targeted Group Interventions</p>	<p>Group teacher input Group teaching assistant input Additional individual reading support Additional guided reading sessions Gifted and talented sessions 1:1 sessions Additional feedback sessions Peer coaching/mentoring Targeted group maths support Targeted group writing support Additional phonics support</p>	<p>In-class group support for speech and language ICT – Packages</p>	<p>Pastoral groups for self-esteem and social skills Group activities e.g. social skills In-class support for developing behaviour targets, access or safety Additional group support Provision maps Behaviour Symbols Triple P Early Help Assessment form</p>	<p>Additional keyboard skills training Additional fine motor skills practice Fine/gross motor intervention groups In class support for supporting access, safety</p>

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<p>How is the curriculum and / or school environment adapted for pupils?</p> <p>Wave 3 Targeted 1:1 or Small Group Interventions</p>	<p>Small group or 1:1 literacy and/or numeracy support Daily individual reading support Daily maths support Individual/small group phonics support Basic skills groups Advice from external agencies Early Help Assessment form</p>	<p>In-house Speech and Language support S&L support from TA S&L support from teacher EAL support from TA EAL support from teacher Advice from EP/specialist teacher Targeted parent workshops Early Help Assessment form</p>	<p>Small group or 1:1 social skills Individual counselling Individual mentoring or support Individual reward system Social skills training Anger management interventions Peer mentoring Advice from EP/specialist teacher Pastoral support plan Parent behaviour groups Early Help Assessment form</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc Occupational Therapy programmes Access to iPads Use of appropriate resources e.g. hearing aids/lamps Advice from EP/specialist teacher Early Help Assessment form</p>
<p>How does Sunning Hill Primary School evaluate the effectiveness of the provision?</p>	<p>Progress tracked each half term in core subjects Pupil Progress meetings Provision Mapping Lesson observation SENCO monitoring</p>	<p>Speech and Language assessments completed Speech and Language Therapy reports, monitoring visits if appropriate</p>	<p>Provision Maps reviewed and updated regularly V-Monitoring</p>	<p>Regular visits from external agencies to monitor progress.</p>
<p>How does Sunning Hill ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and after school clubs)?</p>	<p>All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development.</p>		<p>Transition Pre teaching Any additional needs or considerations included in risk assessments Additional staffing ratios where needed Individual behaviour strategies/plans as appropriate</p>	<p>Any additional needs or considerations included in risk assessments Additional staffing ratios where needed</p>
<p>What specialist skills/expertise do school staff have?</p>		<p>Staff Trained in ELKLAN strategies Sign along Speech and Language Therapist</p>	<p>Behaviour Support Service</p>	<p>Staff trained to adapt written work for visual impaired children</p>

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What training are the staff teaching and supporting pupils with SEND having/recently had?	Educational Psychologist/ Ladywood Outreach discussions with class teachers to support and implement strategies Access Strategies training Working Memory training	Staff trained in ELKLAN strategies Teaching assistants trained by S&L therapists to deliver specific programmes	Behaviour Support discussions with class teachers to support and implement strategies. Internal training within staff meetings Whole school behaviour management training	Teachers given advice and recommendations from Sensory Support Services to work with children
What external specialist services are accessed by Sunning Hill Primary School to meet the needs of pupils and support their families?	Qualified SENCO			
	Educational Psychologist Ladywood Outreach Nurture group and Parent Partnership Social Care	Speech and Language therapists	Nurture Healthy Schools Team School Nurse CAMHs Family Worker Health Visitor Social Care Aspire Behaviour Support	Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Community Nurses
How is equipment and facilities to support pupils secured?	Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils.			
How are pupils with SEND supported during transition?	<p>Where appropriate, prior to starting at Sunning Hill the team meets with staff from feeder nurseries so that children can make the best start at school. Children in the Early Years are invited to stay and play sessions so that they are more confident on entry. Where a child presents with any additional needs, these will be discussed in more detail. A meeting may be arranged with parents prior to starting school to identify any additional provision and to discuss any specific concerns.</p> <p>When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Children with SEND will visit their new class several times during the summer term. Progress data and other information is passed on and teachers are able to access any information from previous years.</p> <p>Year 6 pupils will have additional transition days to their High School in liaison with Ladywood Outreach Service, where appropriate. Assessment documents and other necessary paperwork will be transferred with meetings with High School SENCOs and staff. Transition paperwork will be completed by class teachers for transition to High School.</p>			

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How are pupils with SEND supported in preparing for adulthood, independent living and the next phase of their education, training or employment?	<p>High quality Maths Curriculum</p> <p>Nurture Groups</p> <p>Additional transition days to High School</p> <p>Meeting with High School teachers</p> <p>All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing.</p>			