



Pearl Hyde Community Primary School

Dorchester Way, Coventry, CV2 2NB

Telephone: 02476 610165

Special Educational Needs Information Report September 2016 -17

General Statement

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SENd), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SENd system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

Replacing statements with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.

Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

The local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SENd and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SENd as well as the options available to support families who need additional help to care for their child.

The local offer provides parents/carers with information about how to access services in their area and what they can expect from those services. With regard to Education, it will inform parents/carers and

	young people how schools and colleges will support them and what they can expect across local settings.
Our school	Pearl Hyde Community Primary School is an inclusive mainstream school serving 310 children. We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality first teaching is essential; however for some children there are occasions when further additional support may be needed to help them achieve and progress.
Who should I contact if I want to find out more about how the school supports pupils with SEND?	Mrs O'Hara Leads Inclusion for the school. Mr Killick Y5/6 Standards Leader, Mrs O'Toole Y3/4 Standards Leader, Mrs Briggs Y1/2 Standards Leader and Mrs Black EYFS Standards Leader co-ordinate and plan for any additional provision, outside agency support and team support within their phases.
What kinds of SEND do you make provision for at this school?	Typically, children with SEND in our school have difficulties in the following areas; speech and language SPL, some aspects of learning in the curriculum MLD, social or emotional development BESD, specific learning difficulties SPLD and physical development. There are many terms relating to Inclusion that are abbreviated which can lead to some confusion. Below is a glossary of the most commonly used terms; ADD Attention Deficit Disorder ADHD Attention Deficit and Hyperactivity Disorder ASD Autism Spectrum Disorder BESD Behavioural Emotional and Social Difficulties CAF Common Assessment Framework CIASS Communication and Interaction Support Service CAMHS Child and Adolescent Mental Health Service COP Code of Practice CP Child Protection EAL English as an Additional Language EHCP Education Health and Care Plan EP Educational Psychologist FSM Free School Meals G&T Gifted and Talented PM provision Mapping IEP Individual Education Plan IPMHS Integrated Primary Mental Health Service KS Key Stage LA Local Authority LAWSS Learning and Well-being Support Service LAC Looked After Child MLD Moderate Learning Difficulty NC National Curriculum OT Occupational Therapist RSA Request for Statutory Assessment SaLT Speech and Language Therapy SPLD Specific Learning Difficulty SLCN Speech Language and Communication Needs SEN Special Educational Needs SEND Special Educational Needs and Disability SENCO Special Educational Needs Co-ordinator

	<p>INCo Inclusion Co-ordinator VI Visual Impairment</p>
<p>Where can I find information about the school SEND policy?</p>	<p>Our SEND policy will give you detailed information about how we make provision, monitor and assess all pupils with SEND. Please ask at the school office for a copy of the school's policy or click here to view our policy If you wish to discuss our SEND Policy or find out more information of the provision that we provide please feel free to contact our INCo</p>
<p>How do you know if a pupil has SEND?</p>	<p>Pearl Hyde Community Primary school has a whole school approach to supporting children with SEND. Every teacher is responsible and accountable for all pupils within their class. There are two ways to identify pupils: 1. Open Door Policy Parents can approach teachers, Standards Leaders or INCo at any time to raise concerns about their child. 2. Pupil Progress Meetings These take place every term with the Headteacher, Deputy Head, and class teacher. At these meetings teachers discuss any concerns they have and to create an action plan which includes strategies for the class teacher to use, provision and resources that can be used with the class teacher and the teaching assistant. The Standards Leaders, in consultation with the INCo as necessary, support staff in their phases to plan activities such as small group work or special programmes to help the child. If these activities do not help the children make progress there may be other programmes or temporary additional support available and/or for advice or assessment from an external specialist service. As soon as your child SEND has been identified we will contact you to arrange a meeting to discuss plans to support your child and to help them to make better progress.</p>
<p>How will I know if my child is receiving SEN support? How can I find out more about what my child is learning at the moment? How will I be involved with planning for and supporting my child's learning? Who will help me to support him / her at home?</p>	<p>If your child's class teacher is concerned about their progress in any area of the curriculum they will arrange to meet with you to discuss their concerns and any next steps that can be taken in school or at home. As soon as your child's SEND is identified the class teacher and possibly the Standards leader or the INCo will contact you to arrange a meeting to discuss your child's Provision Map These meetings will take place three times a year in the Autumn, Spring and Summer term. These meetings provide you with an awareness and opportunity to become involved in your child's targets. The school is very happy to discuss and contribute any ideas which we think could be beneficial at home. There are also various training schemes available through the local authority or from parent groups that can help you support your child's learning at home. You can also speak to your child's class teacher, Standards Leader or the INCo through our open door policy.</p>
<p>How is my child involved in his / her own learning and decisions made about his / her education?</p>	<p>We are very keen for your child to have the greatest possible control of their own learning. When planning, setting and reviewing targets, the class teacher, at time supported by the Standards Leader, will always hold discussions with your child, taking into consideration their thoughts and feelings about their learning.</p>

<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p>	<p>All the class teachers and teaching assistants have the highest expectations for your child and all the children in their class. Teachers plan creative and interactive lessons that support all children's learning styles. Lessons, where possible, are tailored to the interests of the children. All teaching is about building on the knowledge that your child has, on what they can do and can understand. Your child's teacher and teaching assistant will put in place specific strategies, which may have been suggested by the INCo or from an outside agency, to enable your child to access all the learning tasks.</p>
<p>How do you make sure that the SEN support is helping pupils make good progress? How will I know that my child is making progress? How do you check and review the progress made by pupils with SEND? How will I be involved in those reviews? Who else will be there?</p>	<p>At Pearl Hyde Community Primary School your child's progress is continually monitored by their class teacher. His / her progress is reviewed formally every term against the revised assessment process and attainment stages are given, where appropriate, in reading, writing and numeracy. Your child's progress and stage of learning will be reported to you at the end of the year in your child's Annual Report. You will also be invited to a provision map review meeting each term with your child's teacher where you will have the opportunity to discuss your child's progress. As a school we use Sheffield STAT online to track all children's progress. We will discuss your child's progress with you at parent consultations and then children's final assessments will be sent home at the end of each year.</p>
<p>How does your school support pupils' emotional and social development?</p>	<p>Within our Personal, Social, Health and Education Curriculum the children take part in a variety of activities that look at supporting the children in emotional and social situations. The children may also take part in small group work to identify different feelings that occur in different social situations. At lunchtimes we operate a 'Pit Stop' System where children can go if they need support. We also have Playground Leaders who are active in their support of their peers. For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service, CAMHS, REACH and the Learning and Behaviour Support Service. Our Learning mentor plays an important role in school supporting children with emotional and social difficulties.</p>
<p>Who else provides services in school for children with SEND?</p>	<p>At Pearl Hyde there are a range of Outside Agencies who work with our children. These include:</p> <ul style="list-style-type: none"> • Learning and Behaviour Support Service, • Communication and Interaction Support Service, • Speech and Language Therapy Service, • Occupational Health Service, • Educational Psychologist • School Nurse • Sensory Support Service • REACH Service • Relate Time For you Confidential Counselling Service • CAMHS • Minority Group Support Service
<p>What social, before and</p>	<p>At the start of every new term your child will be given a new clubs letter.</p>

<p>after school and other activities are available for pupils with SEN? How can my child and I find out about these activities?</p>	<p>You will also find information about clubs each week on the Newsletter.</p> <p>If you have any questions about clubs that your child is interested in please talk to the INCo or the office staff.</p> <p>We also have a before and after school club, KIDZ ALOUD, which operates on the school site. If you would like your child to attend the club for both or one of the daily sessions please ask at the school office for an information leaflet.</p>
<p>How will you help my child make successfully move into the next class or secondary school or other move or transition?</p>	<p>As a school, we monitor the transition between year groups very closely. Class teachers meet on a regular basis, both formally and informally, to discuss ideas and share good practise regarding children in different year groups.</p> <p>When looking at children with SEND, teachers hold transition meetings and share the Provision Map in place to ensure that your child's needs continue to be met in the next year group.</p> <p>If your child is in Year 6 we also work closely with secondary schools to ensure that our children are fully prepared for the next step in their learning careers. Y5/6 Standards Leader and class teachers will meet with your child's new school to discuss your child's needs and the provision which is currently put into place. All the children in Year 6 have the opportunity to visit their new secondary school, if appropriate children with SEND have the chance to make more visits to their secondary school.</p> <p>In the Summer term, all children have the opportunity to spend time with their new class. If necessary teachers and teaching assistants will visit your child in their class.</p> <p>Transition meetings are held between current and new staff to pass on information about all the children in the class and in particular children with SEND.</p>
<p>Who should I contact to find out about other support for parents and families of children with SEND? Where can I find out about other services that might be available for our family and my child?</p>	<p>If you require support please contact: Parent Partnership Service Limbrick Wood Centre Thomas Naul Croft Tile Hill Coventry CV4 9QX. Telephone: 02476694307 Email: parental.partnership@coventry.gov.uk Coventry Family Information Service: http://coventry.fsd.org.uk/kb5/coventry/fsd/home.page</p> <p>Click here for a link to the Coventry Local Offer website, which contains information about the different services that our school has access to.</p>
<p>How is Pearl Hyde accessible to children with SEND? What happens if my child needs specialist equipment or other facilities?</p>	<p>Pearl Hyde is a single level building with ramp access into the school where needed. We ensure that equipment used is accessible to all children regardless of their needs. Before and After school provision is accessible to all children including those with SEND.</p> <p>Extra-curricular activities are accessible for children with SEND.</p> <p>The school will work closely with other agencies involved in the care of your child in order to determine whether or not any additional equipment or facilities are required for them.</p>

Who should I contact if I'm not happy with my child's learning and / or progress?

At Pearl Hyde, we would hope that your first point of call would always be your child's class teacher. However, it is also possible to make an appointment with the INCo if you have concerns around your child's SENd. If your concern is still not resolved, you can then arrange a meeting with the head teacher, who will advise you of any further steps that you may wish to take.