



Pearl Hyde Primary School

SEN Information Report 2023/24





SEND Information Report

Our Special Educational Needs and Disabilities Information Report.

What we can offer to the children at Pearl Hyde Community Primary School

Meet the Team

Contact Us

What is the SEND Information Report about?

SEND provision at Pearl Hyde Primary School

My Child's Progress

Partnership with Parents

Outside Agency Work!

Miss! Miss! What does this mean?





We are an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2014. [Click here for more information.](#)

We ensure that all of our children are included in all aspects of learning and school life from the Reception Year all the way to Year Six.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the School Inclusion Register using Edukey. Our school's definition of SEN is

“Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies”.

The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs.

This SEN Information Report describes the provision we offer and the support available.





We would like you to get in touch!

Do you have suggestions about how we can improve our service to you?

Is there a topic you would like to know more about?

Can you recommend places where you take your child with SEND that you have enjoyed?

For example; dentists, opticians, restaurants, play areas etc

Please contact: inclusion@pearlhyde.co.uk

To see parent's suggestions – [click here](#)





Teachers

Our Inclusion Team

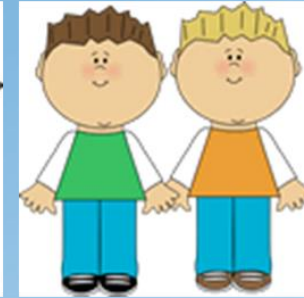
Headteacher

External Agencies

SEN Governor

Contact Us





Parent's Suggestions!





Our Assistant Head and Inclusion Leader – Miss Rebecca Edwards **(Special Educational Needs Co-ordinator)** **Assistant SENCo – Miss Shannon Power**

The key responsibilities of the Inclusion team may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising teaching and support staff on SEND support
- liaising with parents / carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents / carer are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date





Our Headteacher – Mrs Claire Denton

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

They will give responsibility to the Inclusion Lead and Class Teachers but is still responsible for ensuring that your child's needs are met.

They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Alongside the Governing Body and in conjunction with the Inclusion Lead the Headteacher has responsibility for allocating the SEN budget.

If you would like to contact the Headteacher please either email

headteacher@pearlhyde.coventry.sch.uk or phone the school office on 024 76610165





Class Teachers:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- If a teacher has ongoing concerns about a child's progress, they will liaise with the Inclusion team who will offer advice and support.
- If the Inclusion team and Class Teacher feel that SEN support is required, this will be discussed with parents / carers and the child will be placed on the school's SEN Support Register.
- The class teacher is the first point of contact for parents / carers who may have concerns / questions about their child's progress.

If you would like to contact your child's class teacher, please phone or email the school office inclusion@pearlhyde.co.uk





Our SEND Governor – Mr Andy Howard

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

Alongside the Headteacher has responsibility for allocating the SEN budget.

If you would like to contact our SEND Governor please contact the school office on 024 76610165



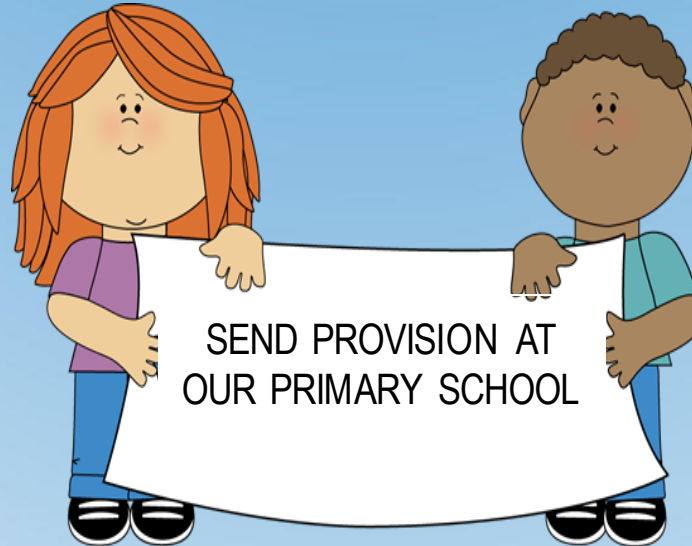


Do children with SEND come to Pearl Hyde?

How will I know if my child is receiving SEN support? Will I receive information about this support?

What process does the school follow once SEN has been identified?

What kinds of SEND does the school make provision for?



How are children with SEND supported in school?

What do I do if I think my child needs additional support / referral / diagnosis?

How do you help class teachers to support children with SEND?

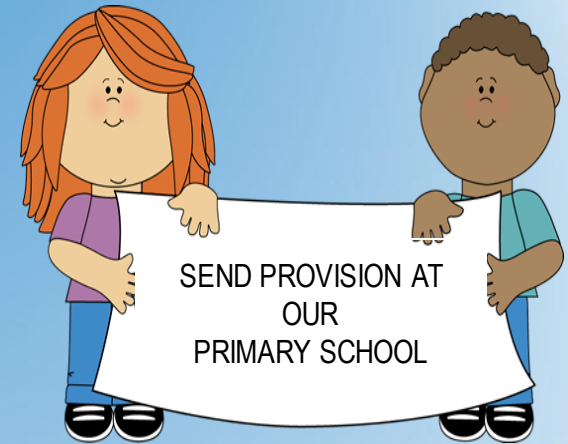
How does the school know if a child has SEN?

How does the school support emotional and social development?





Do children with SEND
(Special Educational Needs and
Disabilities) come to our School?



We are a mainstream school and the majority of our pupils are expected to reach the learning goals for their age. There is a proportion of children in each year group who do have special educational needs and / or disabilities.

We identify a child as having SEND if they receive additional support which is different from everyday practice and / or receive support from outside agencies.





External Agencies

We work very closely with a number of external agencies and professionals.
The people we work with most often are:

EYSS–Early Years Support Service

SEMHL –Social Emotional Mental Health and Learning (Previously LAWSS)

EPS – Educational Psychology Service

Complex Communication and ASD (Formerly CIASS)

SLT – Speech and Language Therapy

OT / PT – Occupational Therapy / Physiotherapy

CAMHS – Children and Adolescent Mental Health Service

SENDIASS – Special Educational Needs and Disability Information Advice and Support Service

The Sensory and Physical Support Service

Vibes

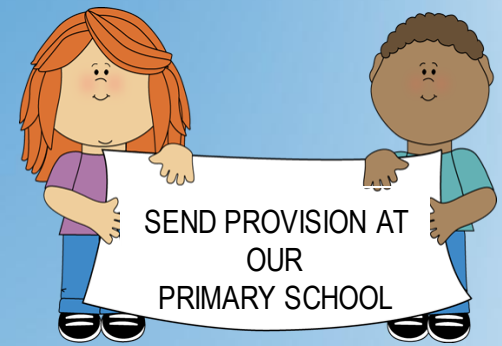
Relate

Please click on the above for more information or [click here for more external agencies](#)





How does the school know if a child has SEN
(Special Educational Needs)?



Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the Inclusion Lead as soon as they have concerns about any of their pupils. The Inclusion Lead may then suggest activities such as small group work or special programmes to help the child.

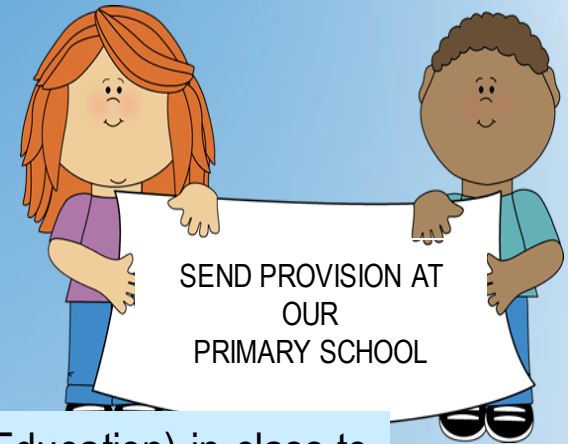
Examples of such groups in school are Ready to Progress in maths, Social Nurture Groups, Precision Teaching, Read Write Inc/Fresh Start and fast Track, Fluency and the SNIP program (Spelling). If the child continues to have difficulties, the Inclusion Lead and Class Teacher would suggest additional support and / or assessment.

At this point, the child may be placed on the Inclusion Register after consultation with parents / carers.





How does the school support pupils' social, mental and emotional health and development?



Each class teacher teaches PSHE (Personal, Social and Health Education) in class to give children time to consider, reflect and discuss a range of issues and topics so that they develop knowledge and skills to live happy and healthy lives.

We also have Playground Leaders and a buddy system at playtimes for those children who may feel lonely at times and for new children starting at school.

We have a Learning Mentor who can see individual children or work with small groups of children. This work can focus on specific issues or concerns or can be in place to develop friendship and communication skills.

For children with specific social, mental or emotional health difficulties we work with the EPS (Educational Psychologist Service), SEMHL (Social, Emotional, Mental Health and Learning Support Service), CAMHS (Children and Adolescent Mental Health Service).

We also offer a counselling service, (Relate-Time for You) for those children who need emotional support through difficult situations.





What process does the school follow once SEN has been identified?

Step 1: Class Teacher, Inclusion Lead and Parents / Carers make the joint decision to place the child on the SEN Support Register.

Step 2: Individual targets and strategies / interventions are identified and put into place.

Step 3: These are reviewed at termly meetings with parents / carers, following the SEN Code of Practice 2014 format of Assess, Plan, Do and Review. External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. For more information on the above (EHC's) please [click here](#).

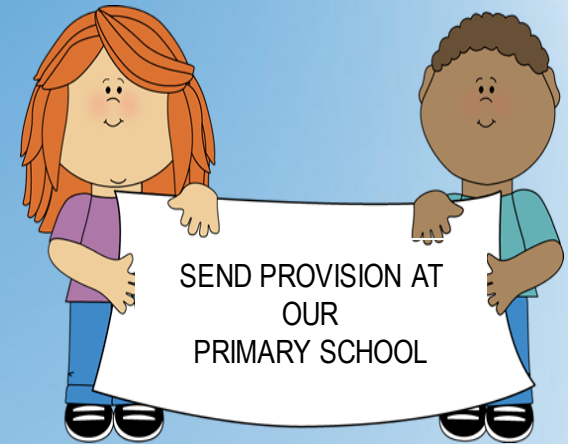
Some children may remain on Step 3 for a significant period of time, as this continues to remain appropriate in meeting their needs.

The Inclusion Register is a working document and children will move on and off the register dependent on their needs at any given time after consultation with parents / carers. All of this is completed using the Edukey program.





What kinds of SEND does the school make provision for?



Children with SEND in our school may have difficulties in one or more the following main areas of SEND:

- Communication and Interaction (e.g. Speech and Language, ASD)
- Cognition and Learning (e.g. Dyslexia, GLD)
- Social, Mental and Emotional Wellbeing (e.g. Attachment disorder, ASD, Anxiety)
- Sensory and / or Physical Difficulties (e.g. Visual / Hearing impairment, mobility difficulties)



How are children with SEND supported?

Our teachers have the highest possible expectations for your child and all the pupils in their class. All teaching is based on building on what your child already knows, can do and understands. Each teacher will adapt the teaching and learning in their classrooms meaning that all children can succeed together.

This may include 1:1 or small group interventions outside of the classroom, more practical learning, providing different resources adapted for your child or producing and delivering targeted work as specified on a Provision plan.

Each teacher will put specific strategies in place, suggested by the Inclusion Team or outside agencies, to enable your child to have access to the learning task or activity. As a school, we provide staff with training on areas of SEND that will support the children in their care.

Edukey

As a school, we have purchased a SEND program called Edukey. This allows all teaching and support staff to access the targets and reports for the children in their classes. They can also use it to update and change targets and interventions regularly. The inclusion lead and assistant SENCo can monitor, evaluate and update the progress, interventions and provision maps weekly, adding in any reports from outside agencies and any decisions made during meetings with parents.

This system enables efficiency and effectiveness for all pupils and staff, as well as providing targeted and swift responses to any need.





Who should I contact if I am concerned with my child's progress?



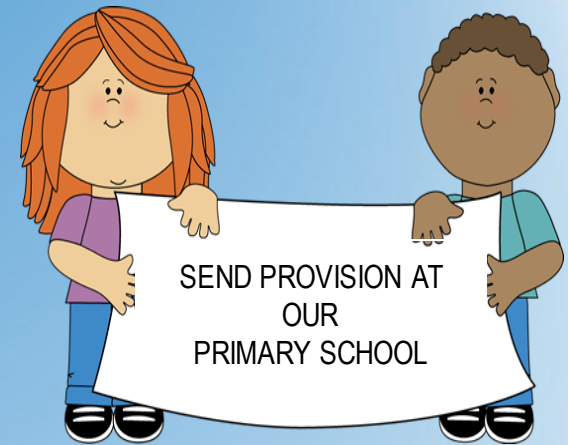
How do you make sure that the SEN support is helping my child make progress?

How will you support my child when they move to a new class or school?





How will I know if my child is receiving SEN support?



Class teachers will discuss pupils progress at regular parents evenings and in their yearly written reports. Class Teachers will differentiate work and teaching within the class to meet the needs of individual children. If children continue to have difficulties, the Inclusion Lead and Class Teacher would suggest additional support and / or assessment. At this point, you will be invited in to school to discuss your child's needs, at which point the child may be placed on the SEN Support Register. If your child is placed on the SEN Support Register, there will be regular meetings to discuss individual targets, strategies and progress.





How will I be involved in reviewing my child's work and progress?



We enjoy sharing your child's progress with you! We aim to share lots of information with you throughout the year so that you know how much progress is being made.

There are parent's evenings throughout the year so that you have the opportunity to speak to your child's class teacher about strengths and any areas of difficulty. We also produce and share annual reports to explain whether your child is working within, above or below the expected level for their age in each area of learning.

You can also speak to the class teacher at any time of the year to share any worries and concerns and to ask questions. Please contact the school office to arrange a meeting with your child's class teacher.

If your child has SEN, you can also contact the Inclusion Lead. [Click here for contact details.](#)





How do you make sure that the SEN support is helping my child make progress?



We have established assessment and tracking processes at our school using Edukey, our SEND platform. This information helps teachers to plan next steps for their teaching and over time these assessments help us to track the progress of each child. Interventions are monitored to ensure that they are effective. Different strategies are trialled to find what works best for each individual child.

Progress is reviewed and shared with parents / carers on a regular basis.





How will you support my child when they move to a new class or school?



We are very aware that moving to a new class or school is a time of worry and anxiety for all children and their families.

If your child has SEND, we will discuss transition arrangements with you during the Summer term. All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of term. Some children may benefit from extra transition support and this will be based on individual needs. For example spending extra time with their new teacher, additional classroom visits and supportive information to take home for the Summer Holidays. Staff will have transition meetings with the next class teacher to ensure appropriate information is shared about each individual child and more detailed information about children with SEND. Any targets, assessments and other relevant information is passed on to the next teacher.

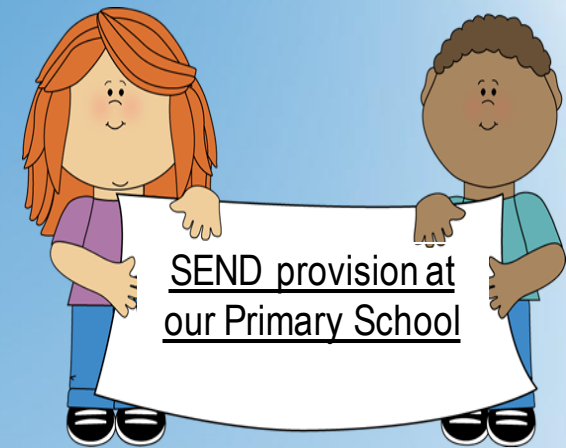
Where transition is to a new school, transition meetings are put in place with the new school and information regarding the child's individual needs are shared. Visits to the new school are put in place where possible and appropriate.

For transition to secondary school, the Inclusion team will meet with the secondary school Inclusion Lead to discuss the child's individual needs and transitional arrangements will be made based on the level of need.





How do you help class teachers to support children with SEND?



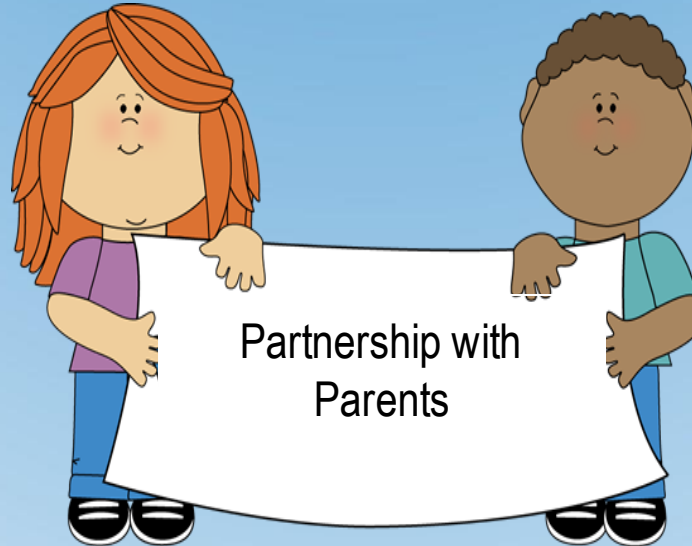
The whole school attends training on various SEND issues throughout the year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the school's approach for children with SEND.

Teachers and support staff attend training run by outside agencies that are relevant to the needs of the children they are working with at the time. These courses may be run by outside agencies – such as SEMHL, EPS or medical or health training to support staff in implementing care plans.

The Inclusion team works very closely with specialists who provide advice and direct support regularly.



What extra curricular activities are available for pupils with SEND?



How can I support my child at home?

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

How can I keep in touch with my child's teacher more regularly?

How will my child be involved in their own learning?





How can I keep in touch with my child's teacher?



Sometimes a child may have a range of difficulties, leading to many worries and concerns, not only for your child but for you as well.

In some instances individual arrangements are made in addition to the termly meetings to ensure a child's needs are met.

To contact your child's teacher, please email or phone the school office.

Alternatively, you can email the Inclusion team directly – inclusion@pearlhyde.co.uk

See our contacts page for details.





What extra curricular activities
are available for pupils with
SEND?



We are an inclusive school, and as such, all of our extra curricular activities and clubs are available to all children.
Please apply for these clubs in the regular manner.





How can I support my child at home?



Your child's class teacher will send homework tasks home where appropriate. These tasks will include a range of activities, building on what your child already knows, consolidating previous knowledge and providing challenge where appropriate. As discussed in your child's SEN review meetings, there may be particular ways that you can support your child at home and these will be shared with you, we will also share any strategies suggested by outside agencies so that you can use these at home.

As an inclusive school we also run workshops / information sessions for parents on a wide range of subjects.





How will my child be involved in their own learning?



We try to involve the children in their own learning as much as possible. Children's opinions about their learning and what works well for them are sought before SEN / EHC review meetings in school. Their views are included, where appropriate, in the planning and target setting process. Teachers listen and respond regularly to children's opinions through an informal or more structured approach where appropriate.

We use an adaptive teaching approach across the whole school, which means that strategies are put in place in whole class teaching in order for all children to succeed.



What happens if my child needs specialist SEND equipment or other facilities?

What other services are available for my child with SEND?

Who should I contact to find out about other support and services?





Who should I contact to find out about other support and services?



There are a number of other support services available for families of children with SEN and disabilities.

Please contact our SENCO for further information.

SENDIASS– This service can share information and signpost and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings, information and support sessions. ([**Click here**](#))

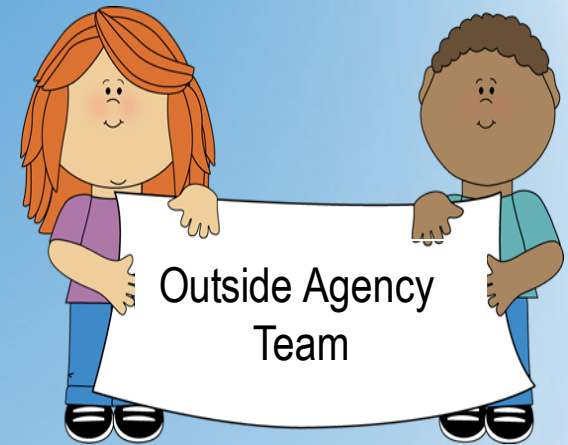
Short breaks – This service provides activities, games and trips for children with SEN and disabilities which are free of charge. ([**Click here**](#))

The Local Authority also has a Local Offer website and information about services that may be available to you. ([**Click here**](#))





What happens if my child needs specialist SEND equipment or other facilities?



Our Inclusion team works very closely with specialist agencies and services who loan or supply specialist equipment to support a learning difficulty, for example OT (Occupational Therapy) may loan resources and equipment to improve posture and writing etc. The Sensory and Physical Support Service look at specific needs and may loan IT equipment to support where necessary.

The Local Authority will provide specialist equipment such as wheelchairs, standing frames and so on when they are prescribed by a health professional.

If auxiliary aids or equipment or any other useful resources are necessary to facilitate learning then these will be provided.





What other services are available for children with SEND?



There are a range of services available to children with SEND and their families. Examples of these services include the following:

Time 4 U

If children have suffered a bereavement or there has been a family breakdown, children can be referred to this service.

Sensory Support

Support provided for children with hearing or vision difficulties.

Family Hub – Moat House

This is a support process to help families where there are difficulties and involves a multi agency approach.

CAMHS

Children and Adolescent Mental Health Service to support children who have difficulties emotionally or socially.

Complex Communication

The Communication and Interaction (including autism) Support Service offer advice and support to school.

EPS

The Educational Psychology Service provide specialist support guidance and assessment for children.

Vibes

Courses are available for children in KS2 for anger management anxiety management and confidence.

Shortbreaks

This service can provide activities and short breaks for children with SEN or a disability.

Relate

Relate is a counselling service for children and families. We can refer children and families to this service.

SLT

We have access to Speech and Language Therapy services and can refer children for assessment and support.

Nurse

We have a school nurse who supports families with a range of issues including dietary advice and bedtime routines. We can make referral to school nursing for you

OT/Physiotherapy

We can refer to Occupational Therapy and your Doctor can refer to Physiotherapy if a child is having difficulty with fine or gross motor skills.





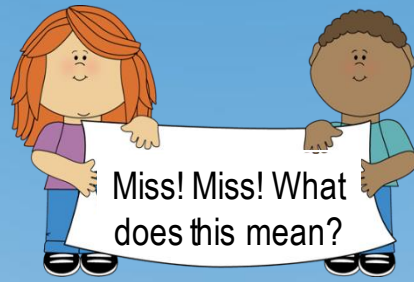
Who can I contact to find out about other support for children with SEND and their families?



There are a range of services available to families of children with SEND.

SENDIASS are also able to offer independent advice and support. [Click here for more details.](#)





Inclusion Lead
Inclusion Leader

SEND
Special
Educational Needs
and Disabilities

SLT or SALT
Speech and
Language
Therapy/Therapist

SLD
Specific Learning
Difficulty

VI
Visual Impairment

HI
Hearing
Impairment

ADHD
Attention Deficit
Hyperactivity
Disorder

AS
Asperger
Syndrome

ASC
Autistic Spectrum
Disorder

CAMHS
Child and
Adolescent Mental
Health Service

EHCP
Education, Health
and Care Plan

EP/EPS
Educational
Psychologist /
Services

GLD
Global Learning
Delay

SENDIASS
Special Educational
Needs Information
and Advice Support
Service

PM
Provision Map

LAWSS
Learning and
Wellbeing Support
Service

OT/PT
Occupational/
Physio Therapy

Complex
Communication
Support for children
with Social
Communication
Difficulties





SEND Information Report

Our Special Educational Needs and Disability Information Report.

What we can offer to the children at Pearl Hyde Community primary School

Meet the Team

Contact Us

What is the SEND Information Report about?

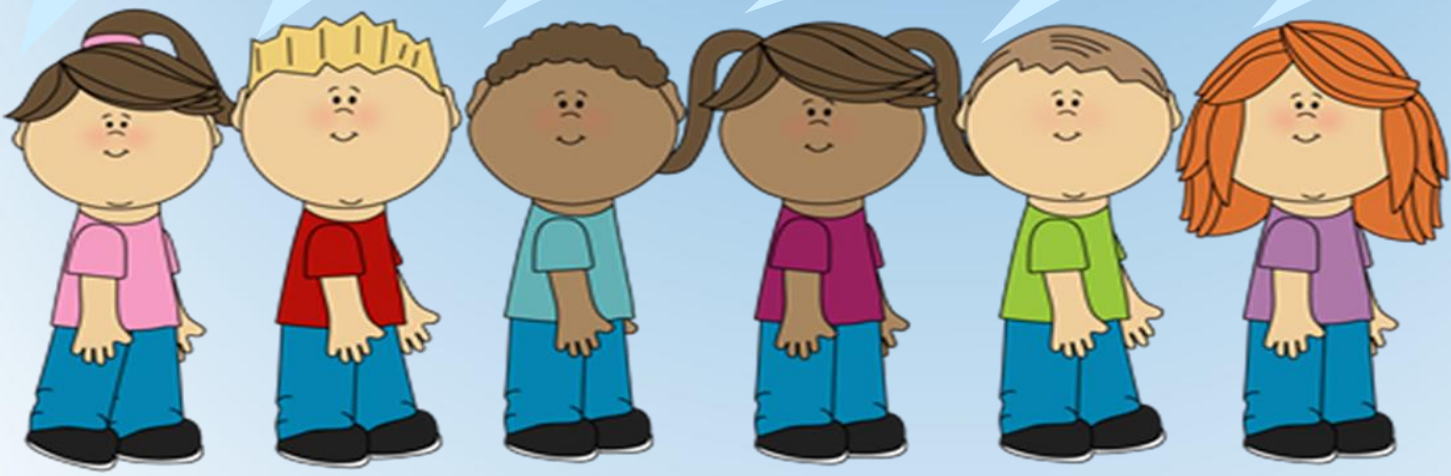
SEND provision at our Primary School

My Child's Progress

Partnership with Parents

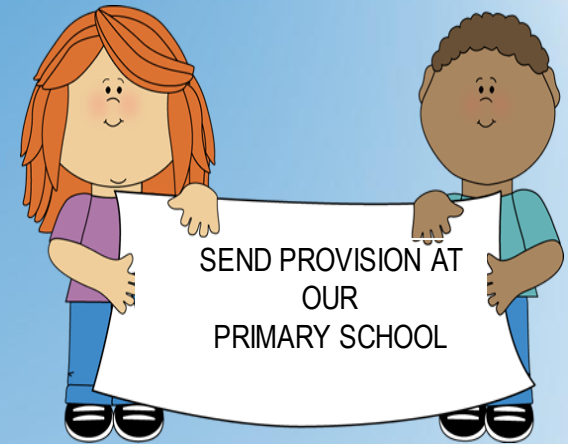
Outside Agency Work!

Miss! Miss! What does this mean?





What do I do if I think my child needs additional support/ referral/ diagnosis?

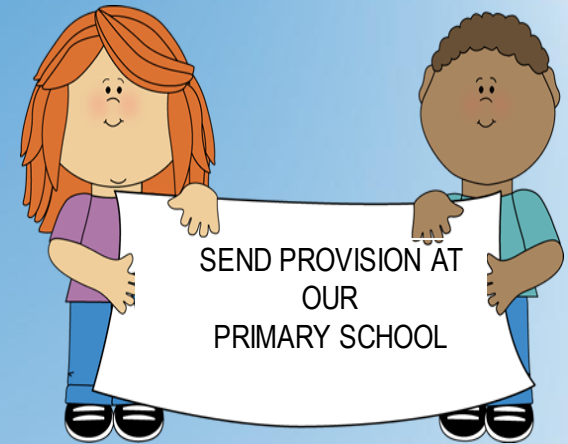


If you are concerned about your child, your first point of contact should always be your child's class teacher. Within school, the class teacher knows your child the best. The class teacher will then liaise with the Inclusion team if they feel that additional support would be of benefit. You can contact the Inclusion Lead on inclusion@pearlhyde.coventry.sch.uk or SENDIASS if you need further advice or support. SENDIASS is an advisory service for parents of children with SEN.





Who should I contact if I am concerned about my child's progress?



If you are concerned about your child, your first point of contact should always be your child's class teacher. Within school, the class teacher knows your child the best. The class teacher will then liaise with the Inclusion Lead if they feel that additional support would be of benefit. You can contact the Inclusion Lead on inclusion@pearlhyde.co.uk or Parent Partnership if you need further advice or support. Parent Partnership is an advisory service for parents of children with SEND.



Contact us

School Office: 024 76610165

Email: admin@pearlhyde.coventry.sch.uk

Headteacher: headteacher@pearlhyde.co.uk

Assistant Head / Inclusion Team: inclusion@pearlhyde.co.uk

