



Special Educational Needs and Disability (SEND) Annual Report for Governors and Parents (Ratified by the Governors at a meeting on 10th July 2019)

September 2018 - July 2019

At Hempshill Hall Primary School we believe in providing every possible opportunity to develop the full potential in all children and this is reflected in our policies. These policies can be viewed on the school's web site under policies (www.hempshillhallprimary.com)

Special Educational Needs & Disabilities Policy
Admissions Policy
Dyslexia Policy
Equality Policy
Policy for the Administration of Medication in School
Disability Access Plans

SEND Legislation

Schools have a duty to report to parents on the provision for SEND and the accessibility plan in compliance with the Equality Act.

September, 2014 saw the introduction of the New Special Education Needs and Disabilities (SEND) Code of Practice. The special educational needs and disability provision at Hempshill Hall is now adjusted to accommodate on-going changes in the following areas:

- The SEND policy reflects the Code of Practice and is revised annually.
- The school's policy for the Administration of Medication in School is available on request.
- The SEND page on the school web site provides information to parents on how Hempshill Hall identifies and provides for pupils with special educational needs and disabilities, how parents/pupils are involved, how we assess etc.
- Teachers and teaching assistants receive regular SEND training, and updates from the Special Educational Needs Coordinator with regards to the changes and their responsibilities for SEND pupils.
- The special educational needs list is reviewed at least termly to identify the children receiving SEN Support.
- The school's SEND provision is registered with the Local Authority's Local Offer. The Local Offer provides information for children and young people with special educational needs and their parents or carers in a single place. This can be accessed at: www.nottinghamcity.gov.uk/localoffer

Key Staff:

All teachers at Hempshill Hall are responsible for children with SEND. All teaching assistants may be asked to support children with SEND under the direction of the class teacher and SENCO. A number of teaching assistants support children with high level needs (HLN). Provision for children with SEND is co-ordinated and managed by the Special Educational Needs Co-ordinator (SENCO), Carly Gurkin. Ms Zoe Jackson continues to be SEND Governor.

The school has benefitted from the following:

- Speech and Language Therapist (PT) and newly trained TA supporting children with speech and language needs in the Foundation Unit
- Part time Teaching Assistant (with Autism specialism)
- SENCO 2 days each week
- Specialist teacher (in specific literacy difficulties) (one day)
- Senior Teaching Assistants with extensive experience of working with children with SEND

External Agencies:

The school has benefitted from an increased number of agencies and individuals offering on-going and valuable support for pupils with SEN this year:

Joanna Parkes (IES Learning Support)

Julia Hubner (Autism Team)

Tim Baker (IES Behaviour Support)

Liz Johnson (IES Routes to Inclusion)

Nic Mills, Daniel Steane and Caroline Murtagh (Learning Mentors, Behaviour Support)

Speech and Language Therapists

Emma Roberts/Gemma Fitzgerald (Speech and Language Therapist, in-house)

Mitchell O'Leary (Educational Psychologist)

CAMHS- Doris Benjamin (School Link Worker)

Targeted Family Support Workers, linked to the Priority Family approach (Karen Eaves – School link worker)

Paediatricians – Dr Fiona Straw (Senior Consultant)

Occupational Therapists

Physiotherapists

Behaviour, Emotional and Mental Health Team (BEMHT)

Health Visitors

School Nurses/Nursery Nurse (Sarah Cooke)

Specialist Nurse Susan Doherty (ADHD&ASD)

Table A Percentages of SEN per year groups and phases (Autumn 2018 data)

Class	No. in Class	EHCP	SEN Support (OA)	SEN Support (S)	Concern (monitoring Progress, not inc. in data)	SEN Total	Class/gp % (EHCP OA/S/C)	% of phase	% of key stage	% of whole school
F 1	43				3		0	0	0	11%
F 2	47				1		0			
Year 1 (C/R)	28		1		1	1	3.5%	7%	12%	
Year1(Ch/W)	29		2	1	2	3	10%			
Year2 (D/Be)	30		1	3		4	13%	16.6%		
Year2 (S/L)	30			6		6	20%			
Year3 (Gow)	29		3			3	10%	10%	13%	
Year3 (McG)	30	1	2			3	10%			
Year4 (Wil)	29	1	2	1		4	13.8%	13.8%		
Year4 (Ken)	29	(Stage 1)	2	2		4	13.8%			
Year5(Meads)	29		1	1		2	6.9%	10%		
Year5(Iqbal)	30	1		3		4	13.3%			
Year6(RP/M)	22		2	2		4	18%	18.6%		
Year6(Wrig/Bond)	15		2	2		4	26.6%			
Year6(Braz)	22		1	2		3	13.6%			
Total	399(442)	3	19	23	7	45				

Table B Percentages of SEND per year groups and phases (Spring 2019 data)

Class	No. in Class	EHCP	SEN Support (OA)	SEN Support (S)	Concern (monitoring Progress, not inc. in data)	SEN Total	Class/gp % (EHCP OA/S/C)	% of phase	% of key stage	% of Whole school
F 1	50		3		2	3	6%	3%	3%	12%
F 2	48				2	0	4%			
Year 1 (C/R)	29		1	2	2	3	10%	9%	13%	
Year1(Ch/W)	29		1	1	2	2	7%			
Year2 (D/Be)	30			4		4	13%	17%		
Year2 (S/L)	30		1	5		6	20%			
Year3 (Gow)	30		1	2		3	10%	10%	15%	
Year3 (McG)	29	1	1	1		3	10%			
Year4 (Wil)	30	1	2	1		4	13%	13.5%		
Year4 (Ken)	29	Stage1	2	2		4	14%			
Year5(Mea)	30			3	1	3	10%	15%		
Year5(Iqbal)	30	1	3	2		6	20%			
Year6(RP/M)	23		3	2		5	22%	22%		
Year6(W-B)	15		2	2		4	26%			
Year 6 Braz	22		2	2		4	18%			
Total	454	3	22	29	9	54				

Table C Percentages of SEN per year groups and phases (Summer 2019 data)

Class	No. in Class	EHCP	HLN/EYFS Funding	SEN Support (OA)	SEN Support (S)	Concern (monitoring Progress, not inc. in data)	SEN Total	Class/gp % (EHCP OA/S/)	% of phase	% of key stage	% of whole school
F 1	58		Band B x2 Band A	4		3	4	7%	4.5%	4.5%	12%
F 2	50			1		3	1	2%			
Year 1 (C/R)	29		Band A	1		1	1	3.5%	7%		
Year1(Up)	29		Band A	1	2	3	3	10%			
Year2 (D/Be)	28			1	3		4	14%	17%	12%	
Year2 (S/L)	30			1	5		6	20%			
Year3 (Gow)	30			2*	1		3	10%	11.5%		
Year3 (McG)	30	1	Band A	1	2		4	10%			
Year4 (Wil)	29	1	Band B	2	1		4	14%	13.5%		
Year4 (Ken)	30	stage 2	Band A	2	2		4	10%		16%	
Year5(Mea)	30			1	4*		5	16%	16.5%		
Year5(Iqbal)	30	1	Band B	2	2		5	16%			
Year6(RP/M)	23		Band A	2	3		5	22%			
Year6(W-B)	15			1	3		4	26%	21.5%		
Year 6 Braz	22		Band A	2	2		4	18%			
Total	463	3	(11)	24	30	(10)	57				

Table D Percentages of SEND by area of primary need (summer 2019 data)

Area of Need	Number of Pupils	% of all SEN (rounded)
Specific Learning Difficulty (SpLD) Inc. Dyslexia, Dyspraxia, ADD, ADHD	7	12%
Moderate Learning Difficulty (MLD)	16	28%
Severe Learning Difficulty (SLD)	0	0%
Profound and Multiple Learning Difficulty (PMLD)	1	2%
Social, Emotional and Mental Health (SEMH)	12	21%
Communication and Interaction Need: Speech and Language Autistic Spectrum Disorder	6 (S&L) 15 (ASD)	10% 26%
Sensory and/or Physical Needs (including Medical needs requiring on-going intervention at school)	0	0%

This year there has been very little movement within the SEN Support List. (See Tables A, B and C above). Monitoring of the way school identifies children as having a SEND and increasing awareness of additional class based support available (Quality First Teaching) has meant that we were able to reduce the overall number of pupils on the register in the Autumn term (from 16% in

Summer 2018 to 11% in Autumn 2018). The level of support offered to individual children has, in response to need, fluctuated over the year. It has been necessary, as part of our graduated approach, to make some additional referrals to outside agencies. Just over a quarter of the children on the SEND register have learning needs. These children often do not have a diagnosis of a known condition but may need additional support for a short time. This support is offered through a wide range of approaches in school. Around one fifth of the children on the register have social and emotional needs. To support school with identifying and intervening early to support these children, we have been part of an IES Pilot scheme introducing the Routes to Inclusion Toolkit. This provides assessments and strategies to be used in school. Nearly a quarter of the children on the register have a diagnosed Autistic Spectrum Disorder or a communication and interaction need. Autism is a life-long condition. The needs of individual children with Autism vary greatly. Support is provided which is matched to the individual child's needs. Pupils with speech, language and communication needs receive support inside and outside the classroom which aims to narrow the gaps in their learning. Often teachers are supported with their target setting by Speech and Language Therapists. Our in-house Speech and Language Therapist has also been able to support individuals and groups weekly. At times, it might become necessary to access support from one of the agencies listed above. It is usual for this support to be temporary as the pupil's needs are met, progress is made and they no longer need additional support. Advice from specialist teams is sought when a pupil's progress continues to raise significant concern, despite additional school based support being provided over at least two terms. Progress towards pupils' targets is usually reviewed termly and shared with parents at parents' evenings.

We aim to minimise the length of time a child is on the SEN list. The list is up-dated termly, as a result of discussions during Pupil Progress Meetings and review meetings. The movement of pupils being added and taken off the register has continued this year but the overall percentage of children on the list is 12% at the end of this year.

Within the SEN Support list some SEND pupils will be identified as High Level Need (HLN) pupils as they require a high level of *specialist support* to meet their needs. These pupils have Individual Provision Maps and some of them will receive extra finance, High Level Needs Funding (HLNF), from the Local Authority. This helps to fund the high adult to pupil ratios and small group interventions provided. At the start of the year there were 8 pupils receiving HLN funding which allowed us to provide highly differentiated curriculums and high levels of support. Funding has also been awarded for 3 additional children with HLN. We therefore finish the school year with 11 children receiving HLN funding. This means that currently 2.4% of our pupils (19% of all pupils with SEND) receive HLN funding. This represents a significant increase from last year. These figures were 1.7% and 11.8% respectively last year. In addition, there are a number of pupils who require 1:1 support for part of the school day. These pupils' additional support is currently funded through the school's funds and SEN budget.

We started the year with 3 pupils with an Educational Health Care Plan (EHCP). One additional pupil is currently being assessed and it is expected that we will end the year with 4 pupils with EHCP's in this school.

Progress of Pupils with SEND

The table below shows progress of pupil's with SEND (in percentages)

	Reading (%)			Writing (%)			Maths (%)		
	Accelerated progress	Expected progress	Below expected	Accelerated progress	Expected progress	Below expected	Accelerated progress	Expected progress	Below expected
Y1	50	50	0	25	75	0	75	25	0
Y2	50	10	40	30	30	40	70	10	20
Y3	40	40	10	0	40	60	40	20	40
*Y4	13	25	62	0	13	87	38	25	37
Y5	18	55	27	27	55	18	9	73	18
Y6	23	62	15	31	38	31	38	54	8
Average	30%	41%	29%	22%	39%	39%	41%	39%	20%
** Expected or better Progress	71%			61%			80%		

*The disparity of scores between year groups reflects the wide ranging needs across the school.

**These scores reflect the rate of progress expected for all children in school and does not account for the differing rates of progress experienced by many pupils with SEND. SEND Pupil' progress measured over two years may be a more suitable measure.

Based on this data and using average scores, most pupils across the school, who received SEND support, made expected or better progress (Reading 71%, Writing 61% and Maths 80%). Every term the progress of these children is reviewed by the SENCO, class teacher and other relevant staff members and it is shared with parents and pupils at Pupil Progress Meetings, Parents' Evenings and Review meetings. The progress of many pupils with SEND can be slower and in smaller steps. The school uses PIVATS 5 to monitor the progress of children making smaller steps of progress. Progress within a level is tracked termly and shared at review meetings. Two sub-levels of progress on PIVATS represents good progress.

To ensure we accurately assess our pupils with SEND, SENCO works closely with the SENCO's of other schools in the City. Work is moderated internally in phase groups, across neighbouring year groups, across local partnership schools and occasionally by the Local Authority.

Effectiveness of Provision

Provision has been monitored through our individual and class provision maps and class intervention trackers. Termly intervention learning walks by SENCO and supported at times by the Assessment Coordinator or the SEND Governor provides valuable insight into the effective use of interventions and their impact on pupils' progress. Regular progress meetings and reviews with parents, staff and external agencies to monitor the academic and pastoral progress of SEND pupils are held. All children with a SEND receive support which is logged on the individual and/or class provision maps. The whole school's provision, and its effectiveness, is evaluated annually by the Senior Leadership Team (SLT) using SIMs and contextual data.

This school is committed to providing the best possible support for all pupils and has increased the use of tried and test interventions across the school. Teachers and teaching assistants offer individualised support for a number of children on a daily or weekly basis. The 'Star' and 'Moon' rooms have continued to provide wonderful learning spaces, thoughtfully adapted for the needs of small group work.

We use Individual Child Friendly Target Sheets (Individual Education Plans) for most pupils who receive SEND Support. Progress towards each target is documented on this form and reported to parents at review meetings/Parents' Evenings. Pupils with an Education Health Care Plan (EHCP) have a target sheet which identifies the outcomes outlined in their plan, in line with our statutory responsibility. Individual Provision Maps for pupils with higher levels of need are in line with Local Authority HLN format and contain relevant information which can be used when applying for HLN funding. Class Intervention Provision Maps and Trackers continue to provide an outline of the interventions that take place in each class/year group. These remain a valuable reference tool when evaluating the school's provision, making sure it meets the needs of individual pupils, the school improvement targets and is value for money.

SEND Funding

Hempshill Hall Primary School ensures funding is made available from the school's budget to meet the individual needs of pupils as required. This has included:

- Teaching assistant support in class, 1 to 1 or in groups
- Small group teaching by teachers
- Extra individual teaching
- Speech and language interventions (including the training and release of 1 TA in the Foundation Unit to offer specialist S&L interventions)
- Social and communication skills support
- Emotional and mental health and well-being support
- Staff training (including courses outside school, staff meetings, in-house training of staff by sharing expertise etc.)
- Increased use of Learning Mentors (IES)
- Play time and lunch time adult support
- Purchasing of specialist resources and equipment
- Community Visits
- Sensory and Occupational Therapy activities and training
- Additional cooking activities
- Additional play equipment

For a full outline of this school's local offer, go to our website and look for the 'What our School Offers' page.

Pupil Premium Funding (see Pupil Premium Strategy on the website for more details)

Where pupils with SEN and/or disabilities are also eligible for the pupil premium, the pupil premium funding has been used to support the pupils in a wide range of ways (see full details of funding and allocation on our website).

The following is a summary of how some of the funding has been used:

- To provide additional TA focused support, intervention groups, teacher release time to deliver focused support

- To fund our in-house speech and language therapist
- To provide a KS1 TA breakfast club which includes the 'Early Bird' reading club and the 'catch up' reading program
- To fund TA and teacher time to work with vulnerable pupils on improving behaviour and social understanding (e.g. nurture groups, 1:1 counselling, circle groups, IES learning mentors)
- To support the wealth of extra-curricular activities and opportunities offered to our pupils including specialists to run clubs, subsidising year 2,3 and 6 residential trips for disadvantaged pupils, to meet the funding requirements for all school trips for pupil premium pupils
- To employ specialist staff for music, art and play therapy

Training

Our teachers and teaching assistants have received a variety of training to enable them to meet the needs of individual children. In addition to this, Hempshill Hall has 'traded service' agreements with the Local Authority's Autism, Learning, Behaviour and Educational Psychologist teams who are brought in to support, train and advise staff in a range of specialist SEND areas. We also benefit from the services of our own speech and language therapist and Dyslexia teacher.

This year we have continued to offer a range of training opportunities to teachers and teaching assistants. Training takes place on Inset days/staff meeting days or members of staff are released to attend courses (1 day/2 day courses). Teaching assistants have been offered their own specialist training in order that specific areas of need may be developed. Training has included:

- Speech and Language Training (Attention & Listening Group/Narrative Group)
- Precision Teaching (facilitated by the Educational Psychologist)
- Dyslexia Awareness and Dyslexia Friendly Classrooms
- SMART Target setting (Senco led staff training)
- PIVATS and use of P Scales (Led by Assessment Coordinator)
- Pre-Key Stage Standards and Moderation Process (IES training – SENCO)
- Routes to Inclusion (R2i) (SENCO)
- Legal and Ethical De-Escalation and Positive Intervention Training
- TA CPD- in-house sharing of good practice, expertise
- Signs and Symbols
- Manual Handling (for children with physical needs)
- Epilepsy Awareness Training
- SEND Conference (Communication for Learning)
- SENCO Network training/workshops – Attachment Theory, Sharp (If toys could talk), Supporting Bereavement (SENCO)

Multi-Agency Meetings

As part of the school's SEND provision some pupils and their families have continued to be supported through Multi-Agency Meetings and Priority Families. This enables individual and family needs to be identified, outcomes to be set and an action plan to be formulated. Review meetings are usually held once each term. 13 Families are currently being supported through Multi-Agency/Priority Families Meetings.

Disability and Access

The school's admission policy and disability access plans reflect our commitment to Hempshill Hall being an 'inclusive' school. All statutory requirements are met for the admittance of disabled pupils and those with medical conditions. This year additional members of staff have been trained to care for pupils with medical and physical needs and specialist equipment has been obtained. Support and advice has been provided by the IES Sensory Team as well as specialist nurses and adjustments have been made accordingly.

The school has supported children with specific communication and/or sensory needs by adapting our classrooms and teaching approaches where necessary. 'High-Vis' jackets are worn by staff at play times and lunch times to ensure that all of our pupils can locate a member of staff at times of need during playtimes and lunchtimes. The well-resourced additional learning rooms, structured activities, visits to the local community and the many outdoor learning experiences including our gardening groups and Pet Corner continue to provide rich and varied alternative curricular opportunities for many of our pupils. Lunchtime equipment and sports activities also provide opportunities for development of social skills, turn taking and friendship building.

This year we have increased our awareness of signing in the Foundation Unit. A Speech and Language Therapist provided twilight training to staff to improve accessibility for pupils with communication and language needs. Carpet times and singing sessions have continued to be a popular time for introducing basic signs. Visual timetables are used in all of our classrooms, with common symbols being introduced across the school.

Communicating with Parents

All parents with children receiving SEND support have formal meetings with teachers termly and receive information about their child's provision, targets and progress. As part of our graduated response multi agency meetings may be held involving parents, teachers, Senco and external agencies involved with a child. Parents receive minutes of these meetings. All parents receive a formal report once a year and two interim reports. In addition, parents can talk to the class teachers at the end of the day, arrange to talk to the SENCO and/or more frequent meetings can be arranged when necessary. Review meetings may be more frequent if new concerns are raised or if there is a need to review provision or targets more frequently. At Hempshill Hall Primary School we continue to work towards increasing parental voice. The 'Parents' View Questionnaire' is to be sent out to all parents of children with SEND at the end of the school year. This provides an opportunity for parents to reflect and share their views of their child's year and to look forward to the year ahead. A 'Parents' Forum' has continued to offer opportunities for parents to meet each other and chat over a cup of tea or coffee.

Actions for 2019-20

As a school we continually seek ways to improve our inclusion and SEND provision.

Next year we aim to:

- Monitor how Dyslexia friendly our classrooms and teaching are.
- Continue to provide regular targeted SEND training for our teaching assistants and new teachers. (Closely matched to need)
- Further develop the use of the Routes to Inclusion Toolkit to support early identification and intervention for pupils with social and emotional needs
- Develop the provision offered to children with Social and Emotional Needs

- Improve Pupil Voice in our School
- Share good practice with other local schools through the Nottingham Schools Trust
- Continue using Learning Walks to support on-going improvements in provision for pupils with SEN (SENCO and SEND Governor lead)
- Evaluate the effectiveness of Class Intervention Provision Maps as a monitoring tool
- Further improve our whole school approach to the use of tried and tested interventions when supporting children with additional needs
- Develop staff expertise in the use of Emotion Coaching and Restorative Justice approaches to build pupil resilience and skills linked to conflict resolution