

Hob Moor Community Primary Academy



Special Educational Needs and Disability (SEND) Offer

(SEND Information Report)

Academic year 2021-2022

All schools have a statutory duty to meet the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority (LA) where necessary, to ensure that all pupils, regardless of their specific needs make the best possible progress in school.

All schools are expected to be as inclusive as possible, with the needs of SEND pupils being met in the mainstream setting wherever possible.

The LA Local Offer

Following 'The Children and Families Bill' of 2014 Local Authorities have been required to publish and keep under review information about services they can offer for children and young people with Special Educational Needs aged 0-25 years. This is called the 'Local Offer.'

The intention of the 'Local Offer' is to improve choice and transparency for families. It is also intended to be an important resource for parents in understanding the range of services and provision available in their local area.

Our 'School SEND Offer' or 'SEND Information Report:'

Is an important extension of the Local Offer in that it outlines how our school works to meet the needs of SEND pupils and the provision we are able to offer, in line with our schools SEND Policy.

We hope you will find the following information useful.

About our School and Federation

The Hob Moor Federation is a unique and successful federation between a mainstream primary and a primary special school. Both schools were judged as 'good' schools in December 2013.

The Federation brings together Hob Moor Oaks Special Academy and Hob Moor Community Primary Academy in one purpose built, fully accessible building here in the Acomb area of York.

We have the advantage of co-location – shared facilities and collaborative learning opportunities for children in both schools. The classrooms for both schools share the same corridors, lunch hall and playgrounds. We are able to share expertise across both schools and aim to offer highly inclusive learning opportunities for all children through a broad balanced and enriched curriculum.

All our pupils are included, wherever possible in all aspects of school life and are equally valued. We aim to create environments that are safe and calm so that our pupils are happy and able to flourish. Our staff work closely as a team to provide consistency in language, strategies and systems that work for the benefit of our pupils.

SEND Identification and intervention

At Hob Moor Community Primary Academy, we believe that high quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND. This is known as '**Quality First Teaching**' or our '**Universal Offer.**'

Therefore, we aim to offer a fully differentiated curriculum, which is rich, creative and engages pupils' interests and to ensure a range of successful inclusion strategies are understood and employed by all teachers to enable all pupils to be included in daily lessons in every classroom. We support our staff to offer a variety of teaching and learning styles, flexible teaching and classroom arrangements, a range of interactive strategies including Interactive Whiteboards and have a comprehensive range of visual and practical resources which support teaching and learning.

As well as Quality first teaching; Early Identification, support, same day intervention and intervention schemes are key when children are struggling or failing to make progress and at Hob Moor Community Primary Academy we monitor and track the progress of pupils very carefully in order to achieve this. Termly assessments and 'Learner Achievement Meetings' allow us to look very carefully at data and enable us to discuss and unpick possible difficulties and barriers to learning for pupils. Communications and plans to overcome barriers to narrow the gaps in learning is ongoing.

Where we identify or feel a child needs something additional or different providing for them to be better included and to make better progress, or where there are any identified barriers to achievement; strategies are quickly put in place to boost progress, break down barriers and rectify underperformance, planned and monitored by the SENCO and leadership team.

In the first instance **Targeted/Wave 1 support** will be made available to them. This may include additional targeted support from the class teacher/TA, additional visual or practical resources or the adaptation of the learning environment to promote better inclusion and progress, dependent on the type of difficulties the child presents. This will always be discussed with you at parent/teacher interviews.

Progress is then tracked to ensure these strategies are successful. Where they are not then **Additional and Different/Wave 2 support** will be made available.

This would always include additional small group work and targeted intervention programmes aimed specifically at the area of difficulty, i.e phonic knowledge, spelling, reading comprehension, recall of number facts etc. The same day intervention scheme is used to highlight any misconceptions in learning and act on supporting these in the same day. These are provided in addition to the daily literacy and numeracy lessons and are different in that they are not universally offered to all pupils within the school day.

Again, you would be informed of this level of support and the SENCO or the leadership team having planned and timetabled this provision in conjunction with phase leaders; will be monitoring the success of the intervention, working closely with staff to support the child and the family if necessary.

If a child continues to struggle despite support at Wave 1 and 2, then more **Specialist/Individualised support at Wave 3** may be necessary.

At this stage your child would be receiving **'SEN Support'** and the SENCO would meet you to discuss and plan individual strategies to better support them. It may be necessary at this stage to involve external professionals, as well as co-ordinate and document the needs of the child including the provision they need through either a **'Condensed My Support Plan'** or a **'Full My Support Plan.'** These are jointly written by the SENCO, parents, the child and the professionals working with them.

Where a child presents long term a high level of need, a request may be made to the Local Authority for an **Education, Health and Care Plan (EHCP)**. This is a statutory document written along with the LA's SEN Panel recognising your child's needs and setting out the provision they are entitled to receive. The LA then make a commitment to supporting the school to make this provision and monitors its effectiveness.

The support each child receives will look different depending on their level and type of need. As we are keen to promote independence and develop life skills where a child has Teaching Assistant (TA) support, we discourage the concept of a 1:1 being 'velcroed' to a child. Through careful planning we

will ensure that each child's needs are met through a balanced approach of 1:1, peer partner work, small group work and monitored independent time.

SEND Support and Resources

Our school has a comprehensive range of strategies, resources and interventions available to support pupils with a range of special educational needs and disabilities including:

- Cognition and Learning Difficulties
- Speech Language and Communication Difficulties
- Interaction and Communication difficulties,
- Sensory and or Physical Needs,
- Social Emotional and Mental Health Needs.

These are outlined in our 'School Provision Map,' which can be shared with you.

Defining Special Educational Needs and Disability (SEND)

The new SEN Code of Practice (2014) defines children as having special educational needs (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 he or she:

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

The SENCO oversees the provision and interventions we have in place for pupils at Hob Moor Community Primary Academy. Along with the rest of the Senior Leadership Team she monitors the effectiveness of the provision through observations and data analysis and provision is adjusted as required to ensure pupils are achieving their full potential. All SEN children are supported to engage in the activities available to pupils who do not have SEN.

Family and Pupil Engagement

At Hob Moor Community Primary Academy, we know that by working together we have a much greater chance of better understanding and getting it right for your child. Therefore, we will always strive to inform you when we first have concerns about your child and actively encourage you to talk to us if you have any concerns.

We will always work to keep you involved and updated as we make provision and monitor your child's progress; through parent teacher interviews, written reports and by offering individual meetings with class teachers and the SENCO as and when appropriate.

There are dedicated sections within the documents we develop for children receiving 'SEN Support' for parents, carers and pupils to complete and we welcome both yours and your child's input into their plan and at review meetings.

Professionals providing services to children with SEN in this school?

Directly funded by the school:

- SENCO
- Well-being and Safeguarding Lead
- Well-being and Behaviour Mentors
- Emotional Literacy Support Assistants
- Higher Level Teaching Assistant
- Highly trained teaching assistants to support interventions

Paid for centrally by the Local Authority but delivered in school we work collaboratively with the Specialist Teaching Team which includes:

- Specialist teacher for ASC
- Specialist teacher for Hearing Impairment
- Specialist teacher for Visual Impairment
- Specialist teacher for Physical and Medical Difficulties
- Specialist teacher for Early Years SEN

Also

- Educational Psychologist
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Danesgate Outreach Service (Behaviour Support)

Provided and paid for by the Health Service and at times delivered in school:

- School Nurse
- Occupational Therapy

- Physiotherapy

SEND Support and Training

- The SENCO's role is to support the class teacher in planning for children with SEND and provide strategies and resources to ensure children with SEND can access education. The Senco has NASENCO award qualification.
- The school has a training plan for all staff to improve the teaching and learning of all children including those with SEND. This includes whole school training on SEND issues such as ASC and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Educational Psychologist, CAMHS.

Examples of recent staff training include: (Since September 17)

- Moving and Handling
- Delivering Read, Write, Inc Intervention
- Precision Teaching
- Inclusion Strategies – Behaviour for Learning
- Inclusion Strategies - Cognition and Learning
- Physiology and State
- Draw and Talk
- Sand therapy
- Team Teach
- Understanding ADHD
- Trauma and attachment training
- NASENCO degree award

Supporting SEND Pupils with Transitions

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All documentation will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6:
 - The SENCO will meet with the SENCO team from the secondary school to discuss the specific needs of each child with SEND.
 - All relevant information will be shared with the secondary senco to support the child.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Get in Touch

If you have any concerns about your child, please see the class teacher as the first point of contact.

You can also contact the SENCO – Mrs Natalie Connolly on 01904 895500 or via email at admin@hmp@ebor.academy

You can contact the SEND assistant - Miss Jessica Shaw on 01904 895500 or at admin@hmp.ebor.academy

Or contact Mrs Nicky Ellis, Wellbeing and Safeguarding Lead on 01904 895500 or at admin@hmp.ebor.academy

If you have any complaints or concerns about the SEND provision in school please contact Mrs Natalie Connolly or Mrs Debbie Cousins on the school number 895500 or n.connolly@ebor.academy/ d.cousins@ebor.academy or our SEN Governor and we will work with you to try to solve any concern.

Other Links you may find useful:

[City of York Local Offer](#)

[SEN Code of Practice](#)

[Children and Families Act](#)

[Hob Moor Community Primary Academy - Whole School Provision Map](#)

We hope that you have found the information in this report useful.

If you have any further questions please contact us on 01904 895500

admin@hmcc.york.sch.uk

Mrs Natalie Connolly

SENCO