



# **Special Educational Needs Information Report for our Families**

**At Hatton Hill Primary School we aim for 'achievement through happy learning' for all children. Many steps are taken to support them on their learning journey.**

**Quality teaching is essential; yet for some children there are times when additional or different support is required to help them progress.**

**Reviewed September 2023**

## The Local Offer

Our Special educational needs Information Report for families at Hatton Hill Primary School is available on our school website [www.hattonhill.co.uk](http://www.hattonhill.co.uk). This provides information about the SEN support we offer children at our school.

Sefton's Local Offer is published on Sefton Council's website at [www.seftondirectory/localoffer](http://www.seftondirectory/localoffer). The Local Offer is information about the education, health and social care services available to children and young people with special educational needs and/or disabilities.

## Definition of Special Educational Needs (SEN)

'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they

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

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.'

**(Special educational needs and disability code of practice: 0 to 25 years, July 2014)**

### **1. Who are the best people to talk to in Hatton Hill about my child's difficulties with learning? How can I let school know that I am concerned about my child's progress in Hatton Hill Primary?**

- The class teacher is the first person to talk to with your concerns.
- You may then be directed to our SENDCo, Mrs Jones.

### **2. How does Hatton Hill Primary know if children need extra help?**

We know when pupils need help if:

- concerns are brought up by parents/carers, teachers or the child
- limited or no progress is made
- there is a change in the pupil's behaviour or progress

Through discussion with parents, the child is identified on the school SEN register.

We support children with communication and interaction; cognition and learning difficulties; social, mental and emotional health problems, and sensory or physical needs.

### **3. How will I know how Hatton Hill Primary will adapt their teaching for my child?**

- All children will access quality first inclusive teaching. This includes adaptations and reasonable adjustments to their teaching. Examples of quality first provision can be seen as an attachment with this SEN information report.
- As part of our good quality teaching at Hatton Hill Primary, some pupils are identified for catch up and booster classes. Some subjects such as phonics in reception, Year 1 and Year 2 are taught in groups according to which phonic set the children are working in.
- The class teacher plans and adapts teaching to meet the pupil's individual needs, and follows the graduated response approach of ASSESS-PLAN-DO-REVIEW. This planning may include additional support by the class teacher or teaching assistant in class.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the children in their class.
- On-going monitoring takes place by the class teacher to identify pupils who are not making progress or who have needs that are affecting how they join in with their learning.

### **4. How is extra support given to my child?**

- In some cases a pupil may need SEN support which is additional and/or different to their classmates.
- A SEN Support Plan is set up by the teacher with an understanding of the pupil and with outcomes for learning which are discussed by and agreed with the teacher, pupil and parents. Your child will be asked about what he/she enjoys in school, what they feel helps them to learn in school and how they feel they are doing against their targets.
- If a pupil has specific needs, such as handwriting, spelling, Maths or English skills, then the pupil may be placed in a small intervention target group or receive individual support. This will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to need. The intervention will be reviewed regularly.
- Sometimes expert support from an outside agency such as the Speech Therapist is needed to meet a pupil's needs. A referral will be made with your consent and sent to the relevant agency. Once they have carried out some assessments, recommendations are sent out to school and parents/carers to follow.
- There may be times when additional adult support is needed to help a pupil access the curriculum or develop specific skills e.g. pupils who may have sensory, physical or communication needs.
- For some pupils additional time and rest breaks will be made to help them to learn including during assessments and tests e.g. Key Stage 2 SATS at the end of year 6.

- We make use of a variety of intervention programmes which are tailored to the children's needs.

## **5. How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with a special need their work will be adapted by the class teacher to help them to access the curriculum more easily. Teaching assistants may be used to work with individual pupils or small target groups to focus on more specific needs.
- If a child has been identified as needing additional or different provision they will be given a SEN Support Plan. The plan will have targets/outcomes set with their area of need. Appropriate specialist equipment may be given to the pupil e.g. reading ruler, sloping cushion. Teachers can plan additional time for pupils, set open ended tasks, allow children to work and think at their own pace and use alternative ways to record e.g. mind mapping and word processing on the laptops.

## **6. How will I know how my child is doing?**

- Your child's class teacher will be available at the end of most days if you wish to raise a concern. You can make an appointment to speak in more detail to the teacher or SENDCo.
- You will be able to discuss your child's progress at Parents' Evenings in the autumn and spring terms and after the end of year reports go out in July.
- If your child has a SEN Support plan, then there are termly review meetings with the teacher to discuss the progress made against your child's targets and to set new targets together for the next term.
- If your child has an Education, Health and Care Plan (EHC plan), there will be 3 termly review meetings in school and an Annual Review meeting which is usually held within 12 months of the final EHC plan being issued.

## **7. How will you help me support my child?**

- All parents are encouraged to participate in discussions with the class teacher about their child's learning at Hatton Hill Primary at parents' meetings.
- Parents'/carers' views on their child's learning and progress is valued, taken into account and recorded on the review section of the SEN Support Plans.

- The class teacher may suggest ways of how you can support your child.
- Parents/carers are welcome to come in and discuss homework with the class teacher when need be.
- Mrs Jones (SENDCo) can meet with you to discuss how you can help your child. If outside agencies are involved, recommendations can be talked through together.

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

- There is a range of pastoral support on offer at Hatton Hill Primary. These include:  
Support from our Learning Mentor, Mrs Hickey and Attendance Officer, Mrs McLoughlin  
Personal, social, emotional learning in class through assemblies, circle time and PHSE sessions  
Transition to Year 7 for all of year 6 pupils and additional support for targeted groups/individuals  
Social communication and emotions groups  
Yoga sessions with yoga teacher  
Lunchtime clubs  
Lego (Therapy) lunchtime club  
School nurse online sessions once a month  
Play Therapy for targeted children  
1:1 and small group targeted intervention with our Mental Health Education Practitioner  
Access to our fitness track and wooded area for breaks
- We also link families into coffee mornings/parent workshops/courses with local organisations such as Sefton Parent Carers Centre, local WellBeing centres and Addvanced Solutions.

## 9. What happens if my child has medical needs?

- If a pupil has a medical need then they are placed on our medical register and/or asthma register. Sometimes an individual health care plan is drawn up with parents/carers and the SENDCo with support from the school nurse and medical professionals where necessary, for example, for the use of an epipen. The individual health care plans are reviewed annually.
- Staff receive regular training on medical conditions such as food allergies, use of auto adrenaline injector devices and asthma management.
- Where appropriate, staff receive medical training from Alder Hey Children's Community Nurses.
- Medicines can be administered in school where a signed medicine consent form is in place.
- Key persons in school have first aid training.

#### **10. What support from outside agencies does Hatton Hill Primary use to support my child?**

The agencies used by school include:

Speech and Language Therapy

Occupational Therapy

Sefton Special Educational Needs and Inclusion Service Early Years and Complex Needs Consultants

Inclusion Consultant

Sefton Autism and Social Communication Team

Educational Psychologist

Physiotherapy

School Nurse

Social Care

Early Help Team

Child and Adolescent Mental Health Service (CAMHS)

Alder Hey Paediatric Services

Continence Team

ADHD and ASD Nursing Team

At Hatton Hill Primary School

Educational Psychologist – Emma Barrow

Inclusion Consultant – Claire Thornton

Inclusion consultant for Complex Needs – Helen Vickers

School Nurse – Ruth Swanson

Mental Health Practitioner – Conner Lacy

Education Mental Health Practitioner – Andrew Smith

SEN Governor – Breda Mosses

Yoga teacher – Jane Gallagher

Early Help Link Worker - Alison Cook

SENIS SEN Caseworker (EHC plans) – Helen Parsons

Autism Team SENIS- Carly Ashton

Play Therapist - Julie Anderson

**11. What training are the staff supporting children with SEND had or are having?**

Different members of staff have received training related to SEND. These have included:

General awareness of ASD and how to support children with ASD through social stories and comic strips

Together Trust Whole School project – supporting pupils with social communication and/or autism

ADHD training – ADHD Foundation

Signalong/Makaton

Awareness of sensory needs

ELKLAN- supporting verbal communication for children with ASD

Use of Picture Exchange Communication System (PECS)

Mrs Jones – National SENCo Award

Positive Handling Plans

Asthma and allergy training

Use of language screening assessments – Wellcomm and Neli

Assistive Technology and Augmentative and Alternative Communication

Lego Therapy

Awareness of Epilepsy

Medical training – tracheostomy, use of oxygen and colostomy training, infection prevention and control, AGPs

Use of reading assessments – Salford Reading Age and Diagnostic Reading Analysis (DRA)

Early Fluency Project (Year 1)

Read Write Inc Phonics Early Reading

National Autistic Society – Early Bird plus programme

## **12. How will a child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate. However if it is deemed that an intensive level of support is required a parent/carer may be asked to accompany their child.

## **13. How accessible is the school environment?**

- We work closely with Occupational Therapy and Physiotherapy staff to discuss individual access arrangements.
- We have a sensory room.
- We have disabled toilets in the community room, infant and junior building.
- We have ramps into the junior classes.
- We have a wheelchair lift on the steps in the infants.
- We have handrails fitted where there are steps.
- We have wide double doors in some parts of the school.
- We have a separate ventilated room which can be used for aerosol generating procedures (AGPs).
- We have an electronic changing bed.

## **14. How will the school help my child move to a new class/year group or to a new school?**

- We will contact the school SENDCo and share information about provisions that have been made to help your child achieve their learning goals/targets.
- Additional transition visits can be arranged for pupils who need extra time in their new school.
- Records are passed on as soon as possible.
- Opportunities to meet their new class teacher and classmates.

- The SENDCo and/or class teacher will liaise with secondary school SENDCos to discuss specific needs of your child and the nature and the level of support which has had the most impact.
- In some cases additional multi-agency meetings may be arranged to create an enhanced transition plan which may include more visits and/or additional visits from the new school staff.
- Mentoring service for identified vulnerable children with our learning mentor and teaching assistants to support enhanced transitions.

#### **14. How are the school's resources allocated and matched to children's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support, resources and/or training.
- Resources may include deployment of staff depending on individual circumstances.
- Parents/carers and/or the school can make an application for an Education, Health and Care Needs Assessment. This may be necessary if your child has complex needs, if you are considering specialist provision, or if your child has not made expected progress over time despite being identified on the SEN register and the school having taken various actions, for example following outside professional advice.
- The EHC Needs assessment can take up to 20 weeks and may result in a final Education, Health and Care plan (EHC plan). This would be costed by the SENDCO as to how much the provision needed would cost.
- If the cost of the EHC plan is more than the £6,000 a year from school resources, then the authority would top up the amount with additional funding.
- The EHC plans are reviewed annually with school, parents and the appropriate professionals.

#### **14. Who can I talk to for further information?**

If you wish to talk about your child's educational needs or are unhappy about something regarding your child's education, firstly see the class teacher.

Please contact the school office to arrange a meeting with the SENDCo, Mrs Jones and/or the head teacher, Mrs James.

#### **Contact:**

**Mrs Jones (SENDCo)**

**Tel:                    0151 928 7012**

**Email:                [jones.hattonhill@schools.sefton.gov.uk](mailto:jones.hattonhill@schools.sefton.gov.uk)**

Reviewed September 2023