

Hannah More Primary School

SEND Information Report

Hannah More Primary school is a one form entry mainstream Primary School in Bristol City Centre. This report outlines how we provide for our pupils with Special Educational Needs and Disabilities.

If you have any specific questions about your child please contact the school SENDCo.

What should I do if I think my child may have special educational needs?

We encourage parents and carers to contact the school at the earliest opportunity if they have any concerns about their child having additional needs.

Your child is about to start school:

- Phone the school and give a brief overview of your child's needs
- Arrange an appointment with the SENDCo
- Bring in all paperwork from the child's previous setting including reports from professionals like doctors, speech and language therapists etc.

Your child is already in the school:

- Arrange a meeting with your child's Class Teacher to talk about your concerns
- The Class Teacher will use the school's graduated response to identify the appropriate next steps

How does the school know if a child needs extra support?

Class teachers are trained to identify pupils in their class that aren't making expected progress and to adapt their approach accordingly. When a child is continuing to have difficulties they will involve the school SENCo. Parents and carers are kept informed of any additional support and how this is going.

In addition, all progress and attainment is scrutinised as part of the school's assessment policy in terms 2, 4 and 6. Where there are concerns regarding a child's progress or attainment, there are discussions involving the class teacher and other members of the Senior Leadership Team. Extra help is then planned accordingly.

How will both you and I know how my child is doing?

School progress tracking

- Children's learning is continually being informally assessed by their class teacher.
- Three times a year, pupils take part in more formal testing. Senior leaders look at data for all classes. Every child is discussed and priorities and next steps are decided.
- Any provisions put in place for pupils with an identified need are reviewed 3 times a year.
- Pupils with support plans have their progress towards their targets reviewed 3 times a year.
- Pupils with EHCPs have their progress reviewed yearly.

Communicating with parents and carers

- We encourage regular informal communication between parent/carers and their child's class teacher. If class teachers have concerns about how pupil is progressing, will communicate with parents at the end of the school day, on the phone or via email as appropriate. We encourage parents to talk to their child's class teacher at the earliest opportunity if they have any concerns.
- The class teacher will communicate to parents if their child requires additional intervention or if there is a change in provision for that child.
- Progress and levels of attainment are discussed at meetings for parents twice a year (Learning Review Meetings).
- Parent/carers of children with SEND needs can request up to 3 additional meeting with the class teacher on top of Learning Review meetings.
- Some pupils with a higher level of SEN need will have a support plan. This will be shared with parents as will any updates to this plan.
- Parent/carers of pupils with EHCPs will be invited into school annually to take part in an annual review for that child.
- If the school or parents feel that referring to a specialist service would be helpful, this will be discussed with you, and any referrals will be with your consent. When outside agencies come in to school, you will be informed by the services involved or by the school when the visits are going to take place.
- If there are a number of people working to support your child, including professionals from other outside agencies, we hold meetings with all concerned to discuss progress, share information and plan for children's needs. We encourage parent participation in this process.

How will you help me to support my child's needs?

- At any meeting with you, we can suggest ways to support your child's learning at home.
- We run a number of courses in our school community room some of which are aimed at supporting parents with meeting their child's needs.
- We sign-post parents and carers to suitable websites, community groups and courses outside of school that can help with specific needs or concerns.

How will school support my child?

- All Class Teachers are responsible for ensuring children receive additional support if they need it.
- The school adopts many whole school strategies to support inclusion for example all classes have visual timetables and make use of other visual supports and Zones of Regulation is used as a whole school approach. More information can be found in the school's Ordinarily Available Provision (OAP) document.
- Most children will have their needs met through the schools Ordinarily available provision (OAP).

- Children with SEND needs have a pupil profile that documents the support a pupil needs. This is shared with all relevant staff.
- Some children with a higher level of need will have a school support plan or EHCP outlining in more detail the level of support required.

What interventions does the school offer?

The school offers a range of evidence based provisions. These are regularly monitored for impact. We respond to the need in the school meaning that some interventions will run more frequently some years than others. Interventions currently offered:

Communication and interaction

Rhodes to Language
Talk Boost
Attention Autism
Colourful Semantics
Bespoke speech and language- as directed by the therapist
Lavender Room
Lego Therapy
Talk About

Cognition and learning

Little Wandle Phonics- Catch-up and SEN phonics
Precision Teaching
Small group maths or English support

Social Emotional and mental Health

ELSA
Play Therapy
Purrfect Skills
Zones of Regulation
Autism Mentoring
Year 2 Nurture

Physical and Sensory

Dough Gym
Write Dance
Handwriting without Tears
Sensory Circuits

What is Lavender room?

Lavender is an intervention classroom designed to meet the needs of children with social communication difficulties. The classroom is open in the mornings only, with children returning to their main class in the afternoon. The room provides a low stimulus environment, augmented communication and highly predictable routines. Pupils are able to learn at their own pace. The adults use TEACCH and Attention Autism strategies to engage pupils in learning. Lavender is run by a highly skills HLTA.

How will the curriculum be matched to my child's needs?

- The curriculum is adapted according to individual needs. Most pupils will be able to access the whole class curriculum with adaptations:
 - use of different or additional resources
 - Learning broken down into smaller steps
 - Learning based on pupil's specific interests
 - Change in how the work is presented or completed
 - Small group or individual adult support
- Children who are struggling to keep up with the whole class learning may be offered opportunities to catch-up through targeted interventions in a specific area.
- Where a child is not able to access the whole class learning even with adaptation there are opportunities for pupils to receive a more bespoke curriculum through small group or individual support.
- Our curriculum is adapted to cater for the particular needs of the children at Hannah More. We strive to make the curriculum relevant, and matched to the needs of all of the children. Our PSHE curriculum is an example of where we have adapted to ensure our children have the skills they need to become successful adults.

How is the decision made about the type and how much support my child will receive?

- The level of support your child will receive will be decided based on your child's needs, resources available, and ensuring that we are fair in balancing the level of support for all children with SEN. EHC documentation and external agencies recommendations are always considered.
- The child's class teacher is responsible for meeting the needs of all the pupils in their class and will ensure reasonable adjustments are made to achieve this.
- The Senior leadership team take part in regular monitoring cycles. Through these they are able to support the class teachers to ensure that children are receiving appropriate support.
- When a class teacher feels a pupil needs support beyond what is available in the classroom, they will discuss with the SENCo. Additional support will be allocated when appropriate and available.
- The type of support will be influenced by the resources we have available at school. We review the intervention programmes we offer based on analysis of how effective they are proving to be. We also look at national research to inform our decisions about the type of support we provide.

What funding is available to meet the needs of my child's additional needs?

- The school receives money for SEND in its budget each year. The school uses this money to fund the Ordinarily Available Provisions at the school.
- Some children may need focused short-term intervention beyond OAP. School can apply for short-term funding for a child from the Local Authority once a key stage.

- For children with Education Health and Care plans, the local authority have a responsibility to fund provision where the spend is beyond £6000 for that child.

How will my child be included in activities outside the classroom including trips?

- We are fully inclusive in our approach to school trips. We aim for every child to access all out of school visits. We make adaptations to make this possible, which may include providing a higher staff : pupil ratio in order to support children with special educational needs.
- Individual risk assessments are carried out where necessary in order to ensure that health and safety needs for all are being met.
- We offer a range of after school clubs, a Breakfast Club and many holiday clubs. We aim to be fully inclusive of children with additional needs, and where possible we provide extra adult support and make adaptations to the activities/environment. Risk assessments and consultations with parents are made for children where needed.

What support will there be for my child's overall wellbeing?

- We place our core values of Nurture, Openness, Determination, Respect and Enjoyment at the heart of all we do. This is reflected in how our curriculum is taught, and the children are encouraged to develop these values in all that they do.
- We are a welcoming, friendly and supportive school team. All staff, including non-teaching staff, understand the importance of listening and responding to pupils. Opportunities are given during the school week for
- Staff receive regular training on understanding and supporting pupil behaviour.
- We have regular routines and systems so children know what to expect each day.
- We understand transitions are difficult for our pupils. We spend the first 2 weeks of the school year focusing on building relationships.
- We have a Nurture lead in school who is trained in Emotional Literacy support (ELSA) and by the Nurture Network. She runs specific interventions but also supports classroom staff to meet the emotional health of pupils.
- We have a team of 'Key Adults' to provide additional emotional support for specific children who need this.
- We have a link Primary Mental Health Specialist who we can consult regarding pupils who need more intensive pastoral support
- We have a practitioner from the Mental Health Support Team who works in school one afternoon a week. Pupils can be referred for 1:1, group support or sometimes work with parents.

Medical

- If your child needs to be medicated in school, all parent/carers must bring up to date medication instructions to the school office and sign a consent form to enable staff to administer
- If your child needs prescription medication for a high risk or life-threatening condition e.g. epilepsy, parent/carers must notify school immediately and provide a Care Plan from the child's health practitioner
- We ensure we always have at least 10 members of staff who are first aid trained. We have a First Aid room where all medications and First Aid equipment is held securely.

What specialist services and expertise are available at or accessed by the school?

- Our Nurture Lead has been trained by the Nurture Network and is a qualified ELSA (Emotional Literacy Support assistant). They provide 1:1 and small group interventions as well as training and advice to teachers
- We have a Speech and Language and Autism expert who has taken part in Bristol's Autism champion programme. They provide 1:1 and small group interventions as well as training and advice to teachers.
- We have a play therapist who offers 3 slots for 1:1 and group therapy.
- Speech and language therapy provide 2 'drop-in' sessions a year where we can discuss up to 6 pupils of concern.
- Bristol Autism Team provide 3 advice session a year where 2 pupils needs can be discussed at each.
- The Mental Health Support team are in school for half a day each week. Typically they have 2 pupils on their case load and see pupils for approximately 6 weeks.
- We have 4.5 days support from Bristol's Educational Psychology Team.
- A total of 9 consultations with our link Primary Mental Health Specialist.
- 3 yearly 'drop-in' sessions with school nurse.
- 3 yearly coffee mornings with Bristol Parent Carers
- The Sensory support team is available for pupils with Visual or Hearing Impairment

Referrals can be made to a variety of external specialist support services as appropriate:

- School Nursing Service
- Paediatricians
- Speech and Language Therapy Service
- Occupational Therapy Service

- Child and Adolescent Mental Health Services (CAMHS)
- Behavioural outreach- Northstar/ The Nest

How accessible is the school?

- The school has ramps and lifts to access the upper 2 floors in order to aid adults or children with a physical disability. There are 2 intervention spaces that are not accessible to wheelchair users.
- There are disabled changing and toilet facilities.
- The school is an old building with high ceilings which makes achieving good acoustics difficult. Acoustic tiles have been fitted in the sports hall and the ceilings lowered in some classroom to improve the acoustics.
- Our school display policy ensures displays are neutral to avoid overstimulation. We have undertaken an environment audit to identify areas that need development.
- Specialist equipment such as adapted pencils and specialist chairs are provided as advised by specialist support services like Occupational Therapy, or Physiotherapy services

How will Hannah More Primary support my child when they join the school, and how will they support any transfer to a different setting?

Transition into Hannah More from Nursery

- All children are visited at their nursery setting by a member of the EYFS team.
- Where additional needs have been identified, the SENCo will also visit the nursery setting.
- Home visits take place for all children at the start of the Autumn term
- Opportunities for all children and parent/carers to visit Hannah More Primary take place in the summer term.
- Additional visits are planned for children who require them.
- School and Nursery SENCos will meet to discuss the needs of each pupil and any additional supports that may be needed.

Transition from Hannah More to Secondary School

- Once a Secondary school place has been confirmed, the SENCo will make contact with the Secondary Setting to discuss arrangements.
- Additional meetings are held between the 2 settings.
- Opportunities for the pupil to have additional visits will be organised where needed
- All paperwork will be shared with the Secondary.

In year and other transfers

Out-going

- Where notice has been given, Hannah More Primary will contact the future setting to inform them of any needs and discuss any transfer arrangements.
- Hannah More Primary will support with school visits or a phased transitions if this is felt the most appropriate.
- All documentation is shared with the receiving school

In-coming

- We encourage parent/carers to make contact with the school and visit if they are considering transferring their child.
- With advanced notice, arrangement will be made for an enhanced transition that may include: visits to the current setting, pupil visits to Hannah More, meetings between school staff and parents, a transition book.

Who can I contact for further information?

- The Special Needs Coordinator, Carolyn Williams

Tel: 0117 903 9936

Email: Carolyn.williams@bristol-schools.uk