



Adelaide Primary School

SEN Information Report for Academic Year 2023/24

This policy was approved by Trustees in November 2023

Dianne Hamilton: Chair of Trustees

Adopted in November 2023

This policy will be reviewed annually in or before October 2024

This information report has been prepared by Catherine Whitelam and approved by the Local Governing Body in November 2023 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's **Special Educational Needs and Disability (SEND) Policy**.

<p>Adelaide Primary School makes provision for the following kinds of SEN</p>	<p>Adelaide Primary School supports children with a range of special educational needs (SEN) and disabilities.</p> <p>The Code of Practice 2014 describes four broad areas of SEN:</p> <ul style="list-style-type: none"> • Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD) • Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia. • Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health. • Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multisensory Impairment (MSI). <p>The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need</p>
<p>Adelaide Primary School identifies and assesses SEN by:</p>	<p>All teachers are teachers of children with SEN. At Adelaide Primary School, staff recognise the importance of identifying a child's SEN needs as early as possible. The identification and assessment of SEN is built into the school's approach to monitoring the progress of all pupils.</p> <ul style="list-style-type: none"> • We assess each pupil's skills and levels of attainment when they first come to the school. Children who enter our Foundation Stage are baselined early into the term. This provides us with the information we require to monitor their progress as well as providing the information from which we can identify potential areas for concern • Where pupils have an area of need identified before they are admitted into school, we will work closely with the family and partnership agencies to gain as much information as possible about the child's needs. • The majority of pupils have their needs met as part of Quality First Teaching. In the majority of cases, this is facilitated by teachers adapting their planning to include a range of approaches to meet different learning styles, personalised learning arrangements for different children and a range of interventions, • However, if a child's progress continues to be slower than expected, the teacher will work with the family and the SENCO to carry out an analysis of their needs to identify whether or not they require additional support. A Cause for Concern form may be completed at this point • If the decision is then made to put the pupil onto the SEN register, then an SEN Support IEP will be written. This will identify the provision that is above what is in place for all other children in the classroom. It will identify some Long term and Short term targets that are specific to that pupil and which aim to move them forward in their learning. Targets identified will continue to be reviewed every term and changes made accordingly. • If it is felt that a child has continued to make insufficient progress, and there is agreement from all agencies involved, the decision to apply for an Education Health and Care plan may be made. EHC plans are issued by the Local Authority, where necessary, and are used by the school to plan SEN provision for children with severe and complex needs.

	<ul style="list-style-type: none">• If an EHCP is issued, a detailed support plan is written. This plan sets out the goals for the child for the next year and the activities that everyone supporting the child will put in place to support them.						
Adelaide Primary School supports SEN in accordance with its policy framework which is set out at:	<p>Concerns about progress may be raised at any time by class teachers and/or parents.</p> <ul style="list-style-type: none">• Quality first teaching, adapted for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND.• Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage, it is appropriate to consider the possibility that a pupil might have special needs.• The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.• Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy, which can be found on the school website. Paper copies are also available on request from the school office. <p>Other policies which describe our regulatory responsibilities include:</p> <ul style="list-style-type: none">• Child Protection and Safeguarding policy• Behaviour Policy• Accessibility Plan• Medical Policy• PSHE and Sex & Relationships Education (SRE) policy• HET Complaints procedures• HET Data Protection Policy• HET Equality and Diversity Policy• HET Health & Safety Policy• HET Admissions Policy						
Adelaide Primary School's SENCO's details are:	<p>The SENCO at Adelaide Primary School is Catherine Whitlam</p> <p>Our SEN specialist teacher is Hilary Bohl.</p> <p>Email: admin@adelaide.het.academy</p> <p>Telephone: 01482 223753</p>						
Adelaide Primary School's staff have been trained and have expertise in the following areas:	<p>Adelaide Primary School has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. The staff will receive training 'in house' and from outside agencies where appropriate during the school year. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.</p> <p>The table below indicates some of the training that different groups of staff have received in 2022/2023</p> <table><tr><th>SENCO</th><th>Teaching staff</th><th>Support staff</th></tr><tr><td><ul style="list-style-type: none">• 3 x HET SENCo Meeting• CCET training• 3 x Local Authority SENCo Forum• Every leader a leader of SEN• SEND whole school training handbook• LA SENCo Conference</td><td><ul style="list-style-type: none">• Yr4/6 – Epilepsy awareness• FS teachers – Team Teach• PACE (steps to success)• FS1 teacher – 3 day communication training (Northcott)• EYFS teachers Makaton training• Asthma and epi pen training</td><td><ul style="list-style-type: none">• Yr4/6 – Epilepsy awareness• FS TAs – Team Teach (Whitehouse)• Toe by Toe• Friends group (SALT)• FS1 TA – 3 day communication training (Northcott)• Asthma and epi pen training• Fortnightly RWI training</td></tr></table>	SENCO	Teaching staff	Support staff	<ul style="list-style-type: none">• 3 x HET SENCo Meeting• CCET training• 3 x Local Authority SENCo Forum• Every leader a leader of SEN• SEND whole school training handbook• LA SENCo Conference	<ul style="list-style-type: none">• Yr4/6 – Epilepsy awareness• FS teachers – Team Teach• PACE (steps to success)• FS1 teacher – 3 day communication training (Northcott)• EYFS teachers Makaton training• Asthma and epi pen training	<ul style="list-style-type: none">• Yr4/6 – Epilepsy awareness• FS TAs – Team Teach (Whitehouse)• Toe by Toe• Friends group (SALT)• FS1 TA – 3 day communication training (Northcott)• Asthma and epi pen training• Fortnightly RWI training
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		<ul style="list-style-type: none">• HET SEN training on Cognition and learning• Adapted good practice across whole school for Writing / Science / Geography• HET SEND: Autism – teachers• Ongoing training from SLD Outreach to support pupils with complex needs• Ongoing training from Northcott Outreach to support pupils on ASD waiting list/diagnosed with ASD• Safeguarding and Equality and Diversity.	<ul style="list-style-type: none">• Pupil specific communication plan training and coaching from NHS SALT and BRIDGE• Ongoing training from SLD Outreach to support pupils with complex needs• Ongoing training from Northcott Outreach to support pupils on ASD waiting list/diagnosed with ASD• Safeguarding and Equality and Diversity.						
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Adelaide Primary School will secure equipment and facilities for children with SEND by:	<p>Where children require additional equipment to support in their education, an individual assessment will be carried out by the relevant service.</p> <ul style="list-style-type: none">• Pupils who are visually impaired will have an access to larger print materials (appropriate to the required print). The school work closely with IPASS VI to provide the necessary learning materials• Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities. If environments are deemed unsafe, due to physical disabilities then they will be adapted (ramps/painted benches etc) School work closely with IPaSS PD to facilitate this.• IPaSS also asses children within the classroom. They provide guidance for the school on purchasing resources such as writing slopes, correct height tables and chairs, pencil grips etc.								

	<ul style="list-style-type: none"> • Pupils with dyslexia or other reading/writing diagnosed conditions are provided with reading and writing overlays or coloured paper, as needed. Teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a specialist intervention programme. • Pupils with ASD, when required, will have access to a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the busyness of the classroom environment so that pupils are able to learn in a quiet, non-stimulating environment. • At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.
Adelaide Primary School aims to involve the parents and children with SEND in the education of the children and will do so by:	<p>Adelaide recognises the significant contribution parents/carers can make to the education of their child and as such, the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Adelaide. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.</p> <ul style="list-style-type: none"> • The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage them to share this with their child's class teacher first. Parents are invited to termly parent's evenings where additional time is allocated to review the progress of children with SEND • We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year. • Each term we discuss with pupils with SEND what is working well and what isn't working as well for them. We record these comments on their Individual Education Plan, which parents receive a copy of. • All pupils express how they are feeling each day on the class feelings chart. This helps monitor pupils SEMH and enables us to provide the appropriate support. A range of extra-curricular activities support children's well-being including breakfast clubs, lunchtime clubs and after school clubs. Attendance is monitored and we work closely with parents and carers to ensure that children attend school regularly so they can achieve their potential. A positive and proactive behaviour policy is consistently applied by all staff in school. This includes close working relationships with parents / carers and has a range of rewards and sanctions in place. • For pupils with EHCPs we work with them to produce a "All about me" PowerPoint, which is shared with parents at the annual review. This is then submitted to the Local Authority SEND Team alongside the parent views.
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by Adelaide Primary School by:	<p>At Adelaide Primary school we are committed to providing for all pupils and their parents. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. We have an open door policy and invite any parent to contact our SENCO to discuss the provision that is in place to support the needs of their child</p> <p>Should the need arise for a parent to make a complaint relating to the SEN provision that has been put into place, please tell us promptly by contacting the following people in this order:</p> <ul style="list-style-type: none"> • the class teacher • the SENCo • The head teacher (using the main school number) • The SEN governor (a letter can be submitted through school office)

<p>Adelaide Primary School works with other agencies to support children with SEND and their families by:</p>	<p>Adelaide Primary School recognised that at times it may be necessary to consult outside agencies to receive their more specialised expertise.</p> <p>Services we are currently working with include:</p> <ul style="list-style-type: none"> • Hull City Psychological Service - Educational Psychologist • Applied Psychologies - Educational Psychologist (Private) • Northcott Autistic Spectrum Disorder Outreach Service • NHS Speech and Language Therapist service • Bridge Speech and Language Therapist Service (Private) • IPASS – Integrated Physical and Sensory Service (Hearing impaired / Vision impaired / Physical) • Whitehouse Pupil Referral Unit (Steps to Success) – Support for pupils with behavioural difficulties • Physiotherapist service • Occupational Therapist Service • Tweendykes & Ganton Outreach Support Service (SLD support) • H.Bohl – SEND Specialist teacher • KIDS – parent partnership • Humber Sensory Processing service • Community nurses and the incontinence team • Child and Adolescent Mental Health Services (CAMHS) • Virtual School – Looked After Children • Social Care • Early help
<p>Adelaide Primary School acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Hull SENDIASS provides legally-based information, advice and support relating to Education, Health and Social Care for families of children and young people aged 0-25 who live in Hull.</p> <p>Their contact details are as follows: Telephone on (01482) 467541 Email on hullsendiass@kids.org.uk https://www.kids.org.uk/hull-sendiaass</p>
<p>Adelaide Primary School works on transition arrangements for children joining or leaving Adelaide Primary School by:</p>	<p>All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work closely with families and our partner organisations to make sure changes are planned and well managed.</p> <p>Starting our Foundation Stage 1 or 2: At Adelaide Primary we;</p> <ul style="list-style-type: none"> • Liaise with the Early Years SEND Area SENCo, if required • Liaise with an individual early years setting • We attend meetings or reviews, where appropriate, in the early years setting for a child with SEND transitioning to Adelaide Primary to meet with the parents and the outside agencies involved with the child. • We plan transition visits in the summer term with the parents and the early years setting, to support as smooth a transition as we can. • We complete a home visit.

	<ul style="list-style-type: none"> • We identify any additional training requirements for our staff, in order for a child to be safe within our setting. • We liaise with the parent/carer and the Local Education Authority SEN Case Worker / outside agencies where it is felt a bespoke transition into Adelaide is required to support a child's needs. <p>Moving to a new class with in school: At Adelaide Primary we;</p> <ul style="list-style-type: none"> • Plan out transition days in the summer term, so that pupils can spend time with their next teacher in their new classroom. • Hold transition meeting with the new class teacher to share key information • Complete pupil passports for all children at SEN support or with an EHCP. These outline things the pupil needs support with, is good at, is motivated by and also identifies useful resources. • Visual staffing / classroom mats and social stories are provided for those pupils who need them to take home over the summer holidays. <p>Primary School to Secondary School: At Adelaide Primary we;</p> <ul style="list-style-type: none"> • Follow a clear transition process for all pupils with additional needs including those pupils at SEN Support and with an EHCP: • If a pupil has an EHCP, Adelaide Primary follows the requirements set out by SEN Department in the Local Education Authority. • We encourage parents of pupil's with an EHCP in Year 4 to consider possible secondary schools so that in the Autumn Term of Year 5, the parents can attend the secondary school open evenings if they so wish to do. • The parents of a pupil with an EHCP in Year 5 will be asked at the Annual Review for their preferences for secondary schools. • Where the Annual Review is held in the Autumn Term Year 5, an additional transition meeting will be held in the summer term of Year 5, to complete the separate paperwork that is required for stating secondary schools preferences. • We support parents of pupils with EHCPs with this process of information gathering about what each provision will offer. • All parents of pupils including those at SEN Support or with an EHCP will be informed of the secondary school allocated in the Spring Term, Year 6. • Vulnerable pupil forms are completed for transition once secondary schools have been allocated. This is for all pupils at SEN Support and with an EHCP. • Transition is carefully planned on a pupil-by-pupil basis dependent on needs. This might involve the SENCo or a member of the Secondary SEN Team coming into school to meet a pupil, or additional visits planned to the secondary school. Co-ordinating visits with Outside Agencies such as IPASS who may need to complete a physical assessment of the secondary school or Northcott may also be arranged. • We would work with the SENCo and the secondary school regarding any additional social stories, transition booklets and communication passports for example that would be useful. • We ensure that all SEND information has been upload onto CPOMs and for those schools who do not use CPOMs information is shared via EDT with the SENCO.
<p>The Local Offer produced by the Hull Local Authority is available at:</p>	<p>The Hull Local Offer can viewed at http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelId=3018&lockLA=True</p>