

Hunts Grove Primary Academy

SEN Information Report - 2024 to 2025

This report describes Hunts Grove Primary Academy's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCO

This report was reviewed and updated on: 13/1/25

This report was approved by the School Governing Body on: 22/1/25

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO*

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a wide range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

Specific physical disabilities that may require moderate adaptations and considerations within the possibility of a mainstream primary setting.

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Efforts are made to liaise with parents/carers and the previous setting where possible to gain a realistic overview of the whole child. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Those who are exhibiting identifiable behaviours that are uncommon amongst children of their relative age

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

As a school, we work within the Gloucestershire SEND Graduated Pathway which is based around the assess, plan, do, review process. The Gloucestershire Graduated Pathway is as follows:

- Needs are assessed by the teaching team and SENDCo and appropriately monitored using a range of targeted support and Quality First Teaching (QFT) - additional services may commence at this point
- If the above actions do not achieve relevant progress, the child will be placed on a My Plan, where additional targets will be set and reviewed on a termly basis with parents/carers
- If additional input and support be needed to close relevant gaps, over and above the My Plan targets, a My Plan + document will be created. Within Gloucestershire, this document allows additional services to be involved with additional evidence being gathered

Should a child require additional support over and above that can be provided through QFT and targeted interventions, an Education and Health-Care Plan will be applied for using the relevant evidence gathered up to this point. The EHCP will be reviewed on a termly basis with a structured Annual Review held each year

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents and carers will be consulted when moving from each stage of the aforementioned SEND Pathway (Initial Concerns, My Plan, My Plan+, EHCP) and will be invited to a review meeting each term to discuss their child's progress.

Additional meeting can also be arranged through the Class Teacher, SENDCo, or other relevant member of the Senior Leadership Team where appropriate.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** and as mentioned above, the Gloucestershire Graduated Approach framework.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through a structured monitoring process.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. In all cases involving a child with SEND, every effort will be made to contact the next setting and share documentation and share relevant approaches where appropriate.

Where appropriate there will be a detailed transition plan put in place in order to ease the transition of children with significant needs.

Where possible, children will have additional transition sessions arranged so that they are able to understand their new setting so that they are more understanding of routines and processes before they attend.

New school teachers, SENDCos and support staff will be invited to attend any reviews of SEND paperwork before the child transitions to their setting.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Hunts Grove Primary we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

The SENDCo works closely with all class teachers in order to understand the needs of the children in their class and relevant resources and approaches to support their learning.

We will also provide a range of interventions that include:

- Fizzy
- Catch-up Phonics
- Thrive (for SEMH support)
- Play Therapy
- Relevant 'scoop-groups' for individual subjects
- Visits from a qualified therapy dog/handler
- NESSY

In addition to the above, class learning is also supported by a range of support tools and programs such as CLICKR 8 and Communicate in Print. These are used to adapt information or make it more accessible so that any barriers to learning are limited as much as possible.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing using the aforementioned tools and programs

Using recommended aids, such as laptops, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

All adaptations are closely monitored by the teaching team and SENDCo to ensure that they are appropriate for the child and also to ensure that the child is appropriately challenged in their learning.

8. Additional support for learning

We have approximately 9 teaching assistants who are trained to deliver interventions such as Fizzy and Thrive.

Teaching assistants will support pupils on a 1:1 basis where appropriate. At Hunts Grove, we promote independence in all of our children and see Teaching Partners as key in this process. When a child needs

structured 1:1 support, as outlined in their EHCP, this will be provided, however, where possible these Teaching Partners will work with the class teacher to provide quality first teaching and then promote a child to work independently as much as possible.

Teaching assistants will support pupils in small groups at times in order to support the class teacher in quality first teaching. At Hunts Grove we believe that the right support needs to be provided to those with the highest need, this may mean that there is a combination of teaching from the class teacher and teaching partner throughout lessons and during relevant interventions.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech and Language services
- Occupational Therapists
- Early Help
- Relevant play therapy services
- GCC Casework
- The Advisory Teaching Service
- School Nursing Team
- Developmental Pediatrics

9. Expertise and training of staff

Our SENCO has 9 years of experience in this role and has worked as a Class Teacher across a range of school in Gloucestershire and within Inner London.

They are allocated 3 days a week to manage SEN provision with the other 2 days in the school

We have a team of 11 teaching assistants, including a number of support staff who have a wide range of experience with SEND and behaviour support.

We look to train staff by understanding the needs of the children and coordinate training accordingly. There is a clear system for identifying training needs and this is communicated to staff.

10. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a weekly/termly basis where appropriate
- Using pupil questionnaires
- Pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

All after-school clubs are open to children with additional needs and each club looks to include a range of children throughout the school, regardless of circumstance.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

12. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

If a child is struggling at breaks or lunch, they will be encouraged to attend 'Colouring Club' which is a calm environment that is an alternative to the busier playground environment.

Where appropriate, children will attend the Thrive program in order to understand and address their emotional needs.

Relevant friendship groups are arranged for children to facilitate the development of friendships where appropriate.

We have a zero tolerance approach to bullying.

13. Working with other agencies

The school works with a range of additional agencies available in the local area. These will be applied for where appropriate and in response to the child's individual needs.

14. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo or a member of the Senior Leadership Team where appropriate in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. The local authority local offer

Hunts Grove Primary Academy follows the Gloucestershire County Council Local Offer (Graduated Pathway). Links to the Gloucestershire Local Offer can be found on our website.

16. Contact details of support services for parents of pupils with SEN

If there are concerns in regards to a pupil's SEND needs, then please do the contact the SENDCo or a relevant member of the Senior Leadership Team in the first instance through contacting the school office.