

# Harvills Hawthorn Primary School

## SEND Information Report & Core Offer



September 2023 – Mr Brydon

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### **SEN information report 6.79** *(Taken from The Special Educational Needs and Disability Code of Practice January 2015)*

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.

### **Terms and Abbreviations**

**Below are some terms that you may come across throughout this report and in your child's journey:**

ADD	Attention Deficit Disorder
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ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CAM	Community Assessment Meeting
CIN	Child in Need
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage (Nursery and Reception classes)
FSW	Family Support Worker
HI	Hearing Impairment
IPM/ IEP	Individual Provision Map/ Individual Educational Plan
ISEY	Inclusion Support Early Years
KS	Key Stage
LAC	Looked After Child
LSA	Learning Support Assistant
LSP	Learning Support Practitioner
MLD	Moderate Learning Difficulty
MSI	Multi- Sensory Impairment
OT	Occupational Therapist
PD	Physical Disability
SaLT	Speech & Language Therapy/ Therapist
SEMH	Social, Emotional & Mental Health (including behaviour)
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SEN CoP	SEND Code of Practice
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service
SEN-S	Special Educational Needs Support (in school)
SEN-OA	Special Educational Needs Support (involving outside agencies)
SLCN	Speech, Language and Communication Needs
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulty

# 1.

## Our Vision

Our vision at Harvills Hawthorn Primary school is for all of us to be the very best we can be.

## Our Mission

Our mission is to prepare all of our children for the next stage of their lives to enable them to contribute positively to their community.

## What do OFSTED say?

“The learning needs of disabled pupils and those who have special educational needs are met exceptionally well so they make excellent progress. This includes pupils who attend the nurture group. Staff are very effective in building pupils’ self-confidence and emotional stability so that when they re-join mainstream classes they are academically and emotionally able to keep up with their friends.”

“The school is proud of the high quality care it provides for everyone through pastoral support. This helps pupils to fit easily into school routines and make good personal development. Pupils with identified behaviour problems soon learn to conform to the behaviour expected of them.”

“The inclusion of all pupils, regardless of ability, disability, need or background is exceptionally well led and this results in an outstanding equality of opportunity and no discrimination. There is a strong emphasis on quality classroom practice as the first approach to improving pupils’ learning. There is flexibility built in that enables a timely response to any changing needs which can result in curriculum adjustments for the pupils who need it.”

May 2013

## 2. How does school ensure that children who need extra help are identified early?

### Starting school:

To plan effectively for all children we begin by talking with parents and carers from the moment their child starts school, and sometimes before this through our 'Stay and Play' and 'Parents Coffee Mornings'. As parents, you are the first educators of your child and your knowledge is essential. On home visits and initial meetings with the staff, we will ask whether you have any concerns about your child/children – for example, if they have a Special Educational need or disability (SEND) or medical need. This helps us to plan how we will support your child once they start school. We also liaise with Sandwell Early Years Inclusion Support in order to learn more about any children that are already known to the Inclusion Support service before they begin at Harvills.

### **Moving to Harvills from a Nursery or Children's Centre:**

If your child has attended a Nursery or Children's Centre, we will use information from these settings to plan the best programme of support to help them transition to Harvills feeling supported and safe. The Early Years team and/or the SENCo will meet with staff from other settings in advance of them beginning at Harvills.

### **How do we assess and track your children?**

Informal assessments are carried out throughout the course of every lesson so that staff can **immediately** identify gaps in children's learning and address any misunderstandings or support needs.

In **Nursery and Reception**, children are assessed in the first few weeks of the Autumn term through careful and sensitive classroom observation of play-based learning activities.

In **Years 1-6**, the previous class teacher's assessment levels for each pupil's learning are passed onto the new class teacher to provide a 'baseline' by which to track progress for every child. Assessments are then carried out at the end of each term to track progress, monitor and difficulties and ensure that we don't miss anything.

For children with significant or complex needs, alternative methods of assessment might be used, such as the Sandwell Skills Ladders, Towards Independence Hierarchy or Engagement Model. These are assessment systems designed to track the progress of children who may be focusing on a range of different skills that are specific to the child's needs.

With children **transferring from other schools**, we contact the previous school for a discussion with the class teacher, SENCo and/or Head Teacher depending on the child's level of need.

We also listen to children to find out how they are settling into school.

### Listening to Parents and Carers:

At Harvills we offer an **open-door policy** so that parents and carers can highlight any concerns, including whether you feel that your child may be in need of extra help. If you would like a more in-depth discussion, you are welcome to book an appointment with Mr Brydon (SENCo). This can be done by telephoning the school office on **0121 5571034** or emailing [ryan.brydon@harvillshawthorn.co.uk](mailto:ryan.brydon@harvillshawthorn.co.uk) or [jennie.hall@harvillshawthorn.co.uk](mailto:jennie.hall@harvillshawthorn.co.uk) (Administrator to the SENCO)

### Transition

Transition to secondary school is an important milestone in the lives of children and young people with SEND. School will begin to consider arrangements for transitions to secondary school at the earliest possible point.

We aim to make the process as streamlined as possible by:

- Sharing information with the secondary school
- Arranging a visit to the new school for the pupil in the Summer term of Year 6
- Using the [Transition Pathway Plus \(TPP\)](#) process to ensure that pupils in need of extra support are identified and appropriate plans for this can be put into place with the secondary school.

**For children with an EHCP**, the SENCo and any other staff that work with your child will work with parents to discuss and identify potential secondary schools at the annual review in **Year 5**. We will carefully plan a transition programme, which is personalised to the individual child, which may include:

- Multiple visits to the new school
- Visits to the school supported by a familiar member of staff
- Applying for transport to and from the secondary school (where relevant and/or necessary)

### Identifying and Assessing SEND:

#### At Harvills, we use a dual-approach to identifying and assessing.

1. Every term a meeting is held between the head teacher and class teacher to discuss the progress of all of the pupils in each class. For any child who has not made expected progress or is working below expectations that are developmentally appropriate for them, support measures are agreed and put into place for that child. Assessment for all children is tracked and analysed to determine their progress.

2. Teachers also use ongoing, personalised planning and regular assessment and review to make sure that your child makes progress. We continue to assess and monitor throughout the child's time in school so that we can support them in any area of need that may arise.

We do this through the **Graduated Response- Assess, Plan, Do, Review.**





Staff will use a range of tools and sources to assess whether a child is in need of extra support. This may include guidance from external specialists. The SENCo will support staff in their assessment of need.

The impact of the support provided is reviewed and progress is measured by moving back to the 'assess' stage.



A plan for support via intervention will be put together. SMART targets or outcomes will be set to outline what we anticipate that the child we be able to do by the end of the intervention.

Staff will deliver support and intervention within the school, specific to the child's needs

Progress towards targets will be recorded on Provision Map and in staff records.



The idea of this model is that staff cycle through it adding 'extra layers' at each stage until the child's needs are met. An example of this can be found in Appendices.

We follow Sandwell Local Authority's guidance for the identification of pupils with Special Educational Needs and Disabilities.

**When a SEND has been identified**, the SENCo and class teacher will meet to plan to support the child in their area of need. The child will then be given extra support support in one of the following ways depending on the level of need:

- Extra support and resources in class to support learning

- Being part of an intervention either in a small group or on a 1:1 basis to support them in their area/s of need
- Have an Individual Provision map or (IPM) put into place to work on focused targets across their areas of need

These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention).

<div> <div> <div>Learning Plans &amp; Provision Maps</div> <div>Provision Map</div> </div> <div> <div>Home</div> <div>Admin</div> <div>Plans</div> <div>Provisions</div> <div>Reports</div> <div>Transitioning</div> <div>School Robins</div> <div>Safeguarding</div> <div>Print Centre</div> <div>Help</div> <div>NEW</div> </div> <div> <div></div> </div> </div>						
<div> <div>Home</div> <div>Provisions</div> </div>						
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<div> <div>Provisions with reviews</div> <div>Provisions without reviews</div> </div>						
Name	Concern	Wave	# of pupils	Pupils	Members of staff	Start date
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Reading and Spelling of HFW- Close the gap	Cognition and Learning Needs		6	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li>show all...</li> </ul>	<ul style="list-style-type: none"> <li>Miss</li> <li>Ms</li> </ul>	21/9/2020
Year 2/3 spellings- Close the gap	Cognition and Learning Needs		4	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Miss</li> <li>Ms</li> </ul>	21/9/2020

This will then be reviewed termly by the class teacher and the SENCo and depending on the progress made, the child will either:

1. Stop receiving the intervention, however the teacher and SENCo will continue to closely monitor progress
2. Continue the intervention
3. Have an alternative intervention, approach or resource put into place

If a child has SEND which may need support from outside agencies, we are able to work with agencies such as: Educational Psychologists, Speech Therapists, Drama Therapists, Specialist Teachers for Learning, Specialist Teachers for Social, Emotional and Mental Health or Specialist Teachers from the Complex Communication and Autism Team.

Further information on the outside agencies and services that we work with can be found under **Section 3 - Our Core Offer**.

You can see more details on how we identify children with Special Educational Needs and Disabilities in our **SEND Policy**.

### EAL (English as an Additional Language)

We take great care to establish whether progress is affected because a pupil has English as an additional language (EAL), for example, by talking to the child (and parents) in their home language where possible.

If this is not possible, a meeting can be arranged with Mr Brydon and an interpreter can be booked.

## 3. What should I do if I think my child has Special Educational Needs?

**The class teacher** is the initial point of contact if you have any concerns. The class teacher will then liaise with the SENCo; **Mr Brydon** for advice and guidance. You are more than welcome to contact Mr Brydon directly if you have further concerns. A meeting can be arranged via telephone on **0121 557 1034** or by emailing [ryan.brydon@HarvillsHawthorn.co.uk](mailto:ryan.brydon@HarvillsHawthorn.co.uk) or [jennie.hall@harvillshawthorn.co.uk](mailto:jennie.hall@harvillshawthorn.co.uk) (Administrator to the SENCO)

### What should parents do if they are concerned about the support that their child is receiving?

If you have concerns about the support that your child is receiving, you are encouraged to speak to the **class teacher** to discuss and address any concerns. If concerns cannot be resolved at this level, parents are welcome to make an appointment to see **Mr Brydon, the school's SENCo**, to investigate further and resolve any concerns or issues.

This meeting can be arranged with both the class teacher and the SENCo, or separate from the class teacher if this is preferable. We always welcome any communication from parents as it enables the most relevant and effective support to be given to pupils.

Should the matter remain unresolved, parents are encouraged to speak to the Head Teacher Miss Sheen. A link to our Complaints policy can be found on the school's website by following the link below:

<https://www.harvillshawthorn.co.uk/our-school/policies>

Further advice and support can be gained from the SEND Information Advice and Support Service (SEND IASS) on **0121 569 8240**.

## 4. Our Core Offer

**What is Our Core Offer?**

Our Core Offer sets out what we provide for our pupils with SEND. It also explains how we support them on to the next stage of their education. Our SEND policy gives more detail about our day to day procedures. The purpose of our Core Offer is to inform you about:

- How we welcome, support and make effective provision for children with special educational needs and disabilities
- How we support them in all aspects of school life and achievement
- How we work in close partnership with parents, carers and children
- How we make effective provision for all of our children including those with special educational needs and disabilities

### **Keeping Core Our Offer Under Review**

We will keep our Core Offer under review by asking parents and children what is working well and what they want to improve.

The next review date for our Core Offer and SEND Information report is **September 2024**.

### **Teaching and Support**

We know that high quality teaching and skillful support will make a big difference to the progress of all children including those with SEND.

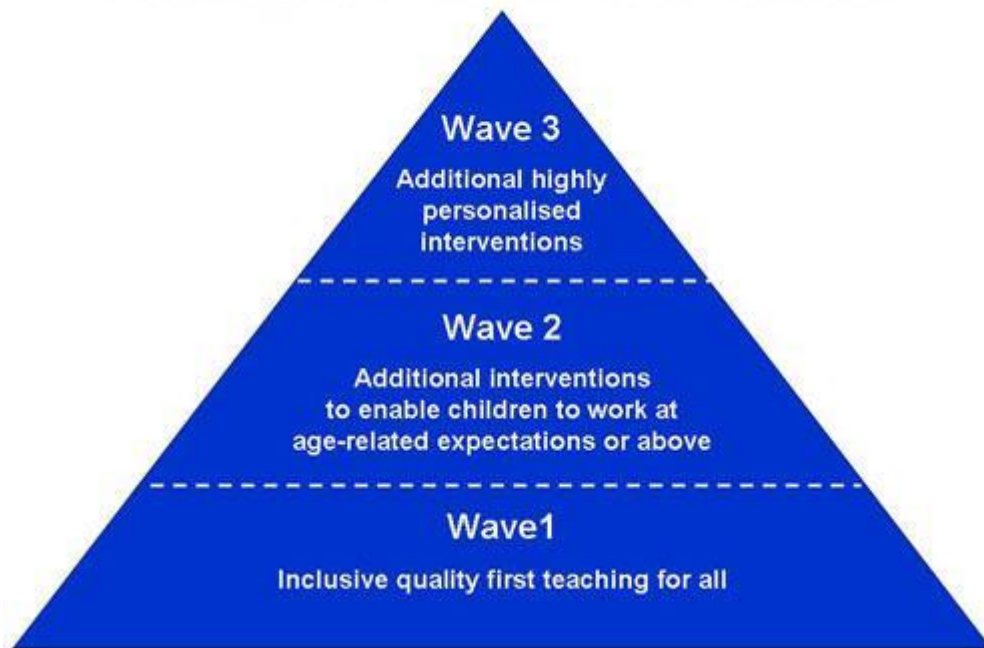
Ensuring that this happens in all classrooms is one of the most important things that our school leaders do. The Senior Leaders, Phase Leaders, Subject Leaders and SENCo work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- Careful planning, taking account of **different needs**, which ensures that all children are able to make progress
- Making sure that the class teacher takes full responsibility and is held to account for **all** children's learning and progress
- Using a wide variety of teaching approaches, including guiding learning through modelling, using interactive resources and technology, collaborative learning activities and immersive experiences ('hooks'). These are referred to in school as 'Adaptive Teaching' strategies and a poster featuring some effective methods is on display in each classroom in the school.
- Providing a stimulating, rich and interactive classroom environment
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding: our Feedback Policy makes sure that children know how to improve and move their learning on
- Providing additional adult support from well-trained and well supervised support staff.
- Making available specialist equipment and digital technology to support access and participation in learning

## Provision Mapping

At Harvills we use an online Provision Map which staff use to identify children to receive different types of support depending on their level of need. The level of support required is broken down into '**waves**'.

## Waves of Intervention Model



**Wave 1** is known as 'Universal Provision' which is inclusive quality-first teaching for all, with differentiated activities that challenge each pupil at their own level. *An example of support at this level would be by providing a larger font, tinted reading ruler or pencil grip.*

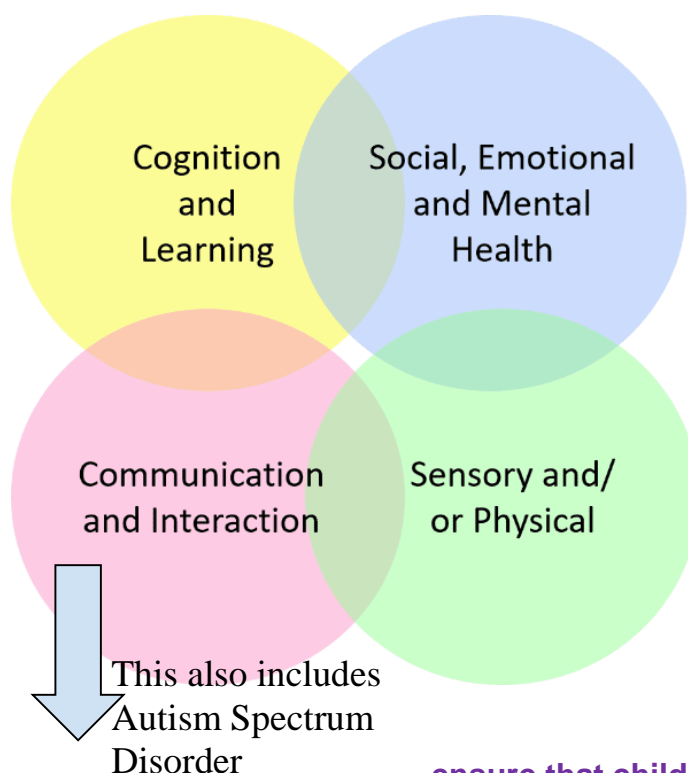
**Wave 2** support is provision that is offered to those pupils who have not made expected progress or need a small boost in order to achieve their potential. These interventions are offered on a short term basis in order to rapidly move the pupils forward in their learning and are often provided within the classroom setting or within a small targeted group outside of the classroom.

**Wave 3** support is highly personalised, often specialised support for those pupils who have been identified as having a Special Educational Need and/or Disability. These children require more individualised learning opportunities and a more significant level of support '**above and beyond**' what is provided for all children in order for them to make progress. This may require withdrawal time from the classroom setting in order to receive targeted intervention as well as the involvement of specialist providers and resources.

Not all interventions will be suitable for all children so will be individualised to meet each child's personal needs.

### The Broad Areas of need:

The Government has identified **four broad areas of need** for schools to work out what support they need to put into place and NOT to fit the pupil into a category.



How do we enjoy a broad and

ensure that children with SEND balanced curriculum?

- A wide range of after school clubs\*

- Access to trips and residentials through vigorous risk assessments and pre-visits by staff\*

Staff will also consider the individual needs of children with SEND, and if necessary and appropriate will ensure that trips are planned around 'Changing Places'

[http://changing-places.org/find\\_a\\_toilet.aspx](http://changing-places.org/find_a_toilet.aspx)

- Links with specialist groups for children with SEND such as The Albion Foundation and Helping Hands.
- Links with Sandwell Parents for Disabled Children (SPDC) who provide activities and trips\*
- Activities differentiated by the class teacher and support staff using adaptive teaching methods
- Links with other agencies and specialists to provide extra-curricular activities on top of what is offered at a school-level
- ICT and physical equipment used to ensure that activities are as accessible as possible
- Participation in assemblies to celebrate all cultures through festivals and celebrations (virtually at present)
- Outdoor learning and activities which encourage children to safely manage risks in Forest School
- A strong PSHE curriculum to enable pupils to become healthy, safe, resilient individuals and the best that they can be!

### How do we ensure that school and classrooms are safe, accessible and stimulating?

- Staff ratios and appropriately trained staff available as required



- Fire evacuation procedures include pupils with SEND and **PEEPS** (personal emergency evacuation plans) are drawn-up
- EVAC chairs at the top of each stairwell and appropriate numbers of adequate trained staff
- Celebrations of different cultures, languages and religions in classrooms
- Wide door frames that meet building regulations
- Two Accessible toilets; one on each floor of the building
- A wider cubicle with an outward opening door in every set of pupil toilets
- Access to a lift if needed
- Adequate floor space (square metres) to ensure that children can move around safely
- Learning is differentiated to enable ALL children to be challenged and experience success at their own level
- The use of alternative curriculum and assessment resources where the mainstream curriculum is not yet developmentally appropriate for a child's needs, for example *The Sandwell Skills Ladders* and *The Hierarchy to Independence*\*

*\*If you would like any more information on these, please get in touch with Mr Brydon on 01215571034*

- Success Criteria to structure learning and tasks
- Children are encouraged to ensure that equipment is stored away safely and tidily
- Working walls and washing lines in all classrooms to ensure that all pupils can work independently, solving problems with confidence
- Well organised, labelled resources which pupils are encouraged to access independently to support themselves if and when needed\*
- Examples of children's learning are displayed
- Key vocabulary is visible in classrooms

What specialist services or provision can we provide to promote the progress, health and well-being of children with SEND?



of



- We promote positive behaviour through; staff acting as consistent role models, the use of Behaviour Recovery, Values Education and our PSHE curriculum. You can read more about our approach to behaviour in our [Code of Conduct policy on our website](#).
- We have a [whole school policy on Anti-Bullying](#). This can be found on our website. We do not tolerate bullying and talk about all aspects of bullying, including cyber-bullying, in assemblies, lessons and during Safety week. Our safeguarding procedures ensure that we log reported incidents of bullying and continue to monitor the situation to provide appropriate support to both the person being bullied and the person bullying.
- We provide help for any child who is experiencing any difficulties with their emotions, relationships or mental health and well-being from well-trained staff: for example the school's Pastoral Support Team- Mr Brydon and Michelle Hellend, the Nurture staff and our Therapeutic Mentors.

We can also provide support by utilizing our Drama Therapist- Christian Dixon. Pupils can be referred to Christian by staff or can visit for a 'drop in' session every Tuesday. **If a pupil wishes to have a 'drop-in', they will need to see a member of the pastoral team to book this in.**

- Well-being Hub at Dinner-times once a week.
- Infinity Hub and Discovery Hub provides support for children with complex communication needs and is run by 4 trained members of staff under the direction of the SENDCo. This space, as well as providing specialized provision, also allows children to be their authentic selves and celebrate their neurodivergencies.

- **Nurture groups:**

***EYFS and Key Stage One Nurture*** for pupils from Reception to Year two

***Key Stage Two Nurture*** for pupils from Year three to Year six

- All staff trained in Therapeutic Mentoring and Emotion Coaching
- All staff have received training in supporting pupils with ASD (Autistic Spectrum Disorder) through the Autism Education Trust.
- Staff trained in a variety of intervention programmes
- A MAPA team (training that teaches management and intervention techniques to cope with escalating behaviour in a safe and professional manner)
- Two Early Years teachers are fully trained in Makaton to enhance communication for all pupils, including those with SEND or Communication and Interaction needs. All Early Years staff have some experience of Makaton
- Forest school staff
- Our [Attendance Policy](#) describes why and how we promote high attendance for all children.

- All of our staff and governors have an up to date Disclosure and Barring Service check.
- Our Designated Safeguarding Officer is Miss Sheen, the Deputy Designated persons are: Miss Soper, Mrs Hellend, Mr Brydon, Mrs Marsden, Mr Salmon, Mrs Kitching, Mrs Maxwell and Mr Hill.

All of our staff receive yearly training in safeguarding. More information can be found in our [Safeguarding Policy](#) on our website.

Harvills Hawthorn takes the personal development and well-being of children very seriously and has achieved the Well-Being Chartermark. We follow a policy and curriculum for Personal, Social, Health and Economic Education. The policy can be found on our school website

We are a 'Values' school and our key values are:

1. Respect – Respect yourself, everything and everyone.
2. Love – We show love by caring for everyone and keeping them safe.
3. Inclusiveness – We include everybody in everything, no matter what.
4. Responsibility – We own our choices and understand that everybody is responsible for their actions.
5. Quality – We strive to do the very best that we can and accept nothing less.



We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed.

### **How are staff supported and trained to work with children with SEND?**

Part of the SENCO's role is to support the class teacher in planning for and ensuring effective provision for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. The training may be whole school, targeted at a specific key stage or in some cases a particular class.
- All staff are expected to undertake a range of training as part of their ongoing professional development.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of their year group and specific children in their class.
- Some support staff are specifically trained to work with individuals who have a physical disability or specific medical need and as such have received very specific training from specialist teachers and outside agencies

### **How do we support pupils with medical needs?**

- If a pupil has a health or medical need then a detailed Care Plan is compiled in consultation with parents/carers and sometimes with support from the school nurse
- These are shared with all staff who are involved with the pupil
- All staff have received Epipen training delivered by the school nursing team
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member

### **How do we meet the needs of pupils with Physical Disabilities?**

- Dedicated support staff
- A hygiene room with showering facilities
- A rise and fall electronic changing table for pupils with toileting and continence needs
- A lift
- Two Accessible toilets; one on each floor of the building.
- Specific staff trained in intimate care for pupils with stoma bags or catheters
- A wider cubicle with an outward opening door in every set of pupil toilets
- Personalised equipment- writing slopes, writing implements, posture supports etc.
- Good working relationships with outside agencies

- Health and safety procedures are in place to ensure the safety of all children
- Mobility aids such as 'sliding boards' can be purchased when a pupil has a physical need for this equipment

### How does the school meet the needs of Looked After Children (LAC) with SEND?

All looked after children must have a care plan which is drawn up and reviewed by the local authority which looks after them. The care plan will identify intended outcomes and objectives for the child and provide the framework to work with the child and carers in relation to his or her emotional and behavioural development, identity, relationships and self care skills.

The care plan must also include a health plan and a Personal Education Plan (PEP) which are developed and reviewed in partnership with relevant professionals. The PEP is part of a looked after child's official school record.

If the child moves schools, it should be forwarded, along with other school records, to their new school, if known, and to the main contact (usually the child's social worker).

Unlike for other children, there will be more adults involved in the child's care and this adds to the complexity of communicating a shared understanding of roles and expectations. The PEP is a vital document because it provides a 'collective memory' about the child's education.

PEPs improve the educational experience of the child by helping everyone gain that clear and shared understanding about the teaching and learning provision necessary to meet the child's education needs and how that will be provided.

The PEP will include information about:

- The child's details that the school needs to know – such as age; care status; where the child lives; school history and whether the child has SEND and if they are having their SEND met through School support (SEN-S), Outside agencies (SEN-OA) or an EHCP.
- The child's carers;
- The child's parents and what restrictions might apply in relation to their contact with the child;
- Whom to contact within the local authority that looks after the child (social worker and looked after children education team contact).

If a child has been looked after for some time, the PEP should include information about educational progress and how s/he learns best.

## How does the school involve other agencies, services and organisations in meeting the needs of children with SEND and supporting their families?

Occasionally a pupil may need more expert support from an outside agency. With your consent, a referral can be made to the most appropriate agency. At Harvills, we have a wealth of agencies, both in-house and external, that we can seek support from to help us meet the needs of children with SEND and their families.

### **Dedicated Outside Agencies:**

#### **Sandwell Inclusion Support team which consists of:**

- Special Educational Needs Advisory teachers (SENATs) for Learning, Specific Learning Difficulties (SpLD) or Social Emotional and Mental Health (SEMH), including the Preventing Primary Exclusions team (PPE)
- Educational Psychologists
- Complex Communication and Autism team (C-CAT)
- Sensory support team for pupils with Hearing Impairment (HI) or Visual Impairment (VI)
- Inclusion Support Early Years (ISEY) 0121 569 2860

[http://www.sandwell.gov.uk/info/200298/early\\_years\\_and\\_childcare/2062/inclusion\\_support\\_early\\_years](http://www.sandwell.gov.uk/info/200298/early_years_and_childcare/2062/inclusion_support_early_years)

**Sandwell Inclusion support team can be contacted on 0121 569 2777**

### **Other Outside Agencies:**

- Speech and Language therapists 0121 612 2010
- Occupational and Physiotherapists 0121 612 2010
- Child and Adolescent Mental Health Services (CAMHS) 0121 612 6620
- [Sandwell BEAM](#)
- General Practitioners (GPs)
- Paediatricians
- School Nurse Service 0121 612 2978 / 07738977200
- SEND Information Advice and Support Services (SEND IASS) 0121 569 8240
- [The Albion Foundation 0871 271 9840](#)

**In-House Access to Agencies:**

- Drama Therapy with Christian Dixon- Drama Therapist.

After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Further information on both of the above can found in our [SEND Policy](#).

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

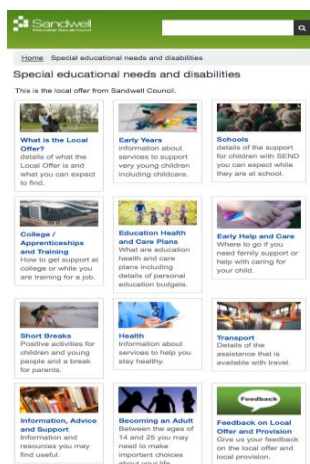
The school's SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. This is allocated on a needs basis – **the pupils who have the most complex needs are given the most support.**

If a child's needs exceed the funds available in school, then school (with support of parents) can apply for additional funds through an Education, Health and Care Plan.

## 6. Sandwell's Local Offer

### What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families.



This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.

### *What will it do?*

The Sandwell framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services.

With regard to Education, it will let parents/carers and young people know how schools will support them, and what they can expect across the local settings.

Harvills Hawthorn's Local Offer will be referred to as the 'Core Offer' to minimise confusion with Sandwell's Local Offer

<https://www.sandwell.gov.uk/send>

## 7. Partnerships with Parents

Our parents and carers provide the essential community spirit enjoyed by all involved at Harvills. Their involvement in assemblies, celebrations, Inspire workshops, coffee mornings and a whole raft of learning experiences brings to life those values and beliefs that inspire us and the children.

We know that the active involvement of parents and carers in supporting the education of their child is one of the **most important factors** in ensuring a child's success and achievement.

You as parents are the first educators of your child and you can provide us with the best knowledge and support. We will always involve parents and children (where appropriate) in planning and reviewing progress.

We communicate clearly and regularly with parents and carers of children with special educational needs and disabilities about, for example:

- How we support their children
- Their achievements and their well-being
- Their participation in the full life of our school

We endeavour to develop this in partnership with the children by encouraging them to review their previous achievements and suggest ways in overcoming challenges to their learning.

We will offer help and advice to parents and carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback on how well we are working with our parents.

We try to communicate in plain English and have a Multi-lingual member of staff who can offer interpretation in Punjabi, Urdu and Miripuri. We can also access interpreting services with sufficient time for this to be arranged.

### Reviewing Progress

Parents and carers will be invited to a Parent's Evening' in the Autumn and Spring terms to discuss their child's progress, raise any concerns and to be aware of what their children will be working towards next. You will also receive an end-of-year report to share your child's progress with you. The Summer report will be an in-depth representation of their progress throughout the academic year.

At each parent's evening, you will be invited to book an appointment with **Mr Brydon** to discuss and review any SEND needs or Mental Health and Well-being needs that your child needs support with. You are also very welcome to request a meeting with Mr Brydon (SENCo) at any point during the school year.

Parents of pupils with SEND will have **at least** one further contact with the SENCo, this will either be a formal meeting or a telephone call to review progress and discuss next steps.



Should parents require further meetings with the class teacher and/or the SENCo, this can be arranged by speaking to the class teacher, the school office or telephoning the SENCo on 0121 557 1034.

### **EHCP Annual Reviews**

Pupils that have an EHCP will have this reviewed annually with parents and any professionals or agencies involved.

Please see our [SEND Policy](#) for further information.

## 8. Pupil Voice

Article 12 of the United Nations Convention on the Rights of the Child states that when “adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account”, according to their maturity level.



We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for us to be certain that we hear and respond to the voices of children, especially those most vulnerable.

**We make sure that we listen to children in our school and respond to what they say in a number of ways, including:**

- Ensuring that pupils are encouraged to express any worries or concerns that they have and giving children the right to choose a preferred adult to talk to  
Children can also share their views more subtly by placing them in the class 'nests'. Staff can then follow up as necessary with pupils.
- School leaders carry out **'Pupil Voice' questionnaires** every term to gather children's thoughts about their learning and Inclusion in school life.
- Talking to children and/or groups of children during lesson observations to understand their experience of the lesson
- Inviting children to make personal contributions to their Annual Review meetings, for example, through a video, audio or power point presentation or a 'All About Me' document
- Encouraging children to respond to feedback given through 'Close the Gap marking'
- Allowing pupils to contribute to identifying targets that they would like to work on
- Ensuring that our safeguarding procedures are strong and that all staff are well trained

## 9. What do school leaders and governors do to make sure that all children feel welcome, feel included and achieve their potential?

The Head Teacher has overall responsibility for SEND and inclusion. The SENCo is in post to oversee provision – **Mr Brydon**. Mr Brydon is responsible for managing the day to day provision for our children with SEND. This involves supporting staff in their delivery of the curriculum through modelling good practice as well as ensuring adequate records are kept detailing the support that each child is receiving.

Inclusion issues are regularly discussed at Senior Leadership meetings and weekly at Pastoral Team meetings.

Provision for children with SEND is constantly under review and amended where and when necessary.

We carefully monitor the progress and well-being of children with SEND and the quality of our provision. This includes teaching as well as support through our rigorous monitoring cycle and consists of lesson observations, pupil interviews and discussions with teachers and support staff.

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

The Governing Body meet regularly and challenges staff to ensure that the quality of the provision is constantly being improved. Our Governing Body is made up of several parents/carers and this enables them to share the concerns of all parents/carers including those with children with SEND.

**Our dedicated SEN Governors are Nicola Cooke (Chair of Governors) and Natalie Barnett (Complex Communication and Autism Team).** They meet with our Head Teacher regularly, attend governors meetings and staff meetings and then reports to the Governing Body.

We fully involve our Governors when the SEND policy is reviewed and revised.

# 10. Key Contacts for Parents of Children with SEND

Child and Adolescent Mental Health Services (CAMHS)	0121 612 6620
Mr Brydon - SENCo at Harvills Hawthorn	0121 557 1034 <a href="mailto:ryan.brydon@harvillshawthorn.co.uk">ryan.brydon@harvillshawthorn.co.uk</a>
Jennie Hall – Administrator to the SENCo at Harvills Hawthorn	0121 557 1034 <a href="mailto:jennie.hall@harvillshawthorn.co.uk">jennie.hall@harvillshawthorn.co.uk</a>
Occupational and Physiotherapists referral line (FASTA)	0121 612 2010
Sandwell Inclusion Support team	0121 569 2777
Sandwell SEN Team	0121 569 8240
Sandwell Point of Access	0121 569 2611
School Nurse Service	0121 612 2978 / 07738977200
SEND Information Advice and Support Services (SEND IASS)	0121 555 1821
Speech and Language therapists referral line (FASTA)	0121 612 2010
Travel Assistance –	<a href="mailto:sen_team@sandwell.gov.uk">sen_team@sandwell.gov.uk</a>

# Appendices

Appendix 1- Pupil Passport

Appendix 2- Individual Provision Map

Appendix 3& 4- Assess-Plan-Do-Review Cycle 2 &3



Date of birth: \_\_\_\_\_  
Year group: \_\_\_\_\_  
Tutor group: \_\_\_\_\_

My name is \_\_\_\_\_

What doesn't help me

- Losing patience with me

What it's important to know about me  
(e.g. I am a Young Carer, I have ASD)

- I am a Young Carer
- I may have Autism (my \_\_\_\_\_ has a diagnosis)

What I like and enjoy

- Green Time

What I have difficulty with

- Controlling my emotions

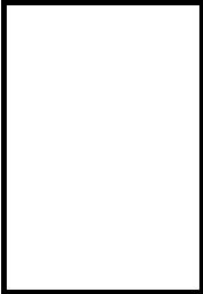
What helps me

- Wobble cushion
- Positive Re-inforcement

The following people help in my  
Education, Health and Care

- Mrs
- Mr
- Mrs

# Appendix 1- Pupil Passport



Individual Provision Map (IPM) for

Stage: K

Date of birth:

Gender:

Tutor group:

Year group:

Teacher: Mr

Start date:

Review date: :

Gifted & talented:

First language:

Free school meals:

Medical needs:

In care:

Ethnic background:

Pupil Premium:

EAL:

Armed forces:

Attendance:

HH Reading Stage:

Assess

**Areas of strength:** can show great focus when the learning interests him. He follows instructions well at times. He finds Math easier to access than reading/writing

**Areas of concern:** Handwriting, focus at times, reading (phonic level). Recall of principles taught.

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Handwriting	to improve legibility	handwriting will be legible and in a cursive font	see provision	• Mr
			Related provisions <ul style="list-style-type: none"><li>• Handwriting</li><li>• SOS SPELLING</li></ul>	
Reading	to improve fluency and pace of reading	reading will be at an age appropriate book band (grey)	see provision	• Mr

5/30 letter sounds  
learnt  
Pupil confuses  
b/d/p/q  
Pupil cannot  
sequence alphabet  
Spelling attempts  
not phonetically  
plausible

## Appendix

Very limited  
progress has been  
made

Seek advice from  
SENCo if needed  
Identify 'Sound  
Discovery' programme  
and identify SMART  
target/outcome

The impact of the  
support provided is  
reviewed and progress  
is measured by moving  
back to the 'assess'  
stage.



Staff will use a range of tools and sources to  
assess whether a child is in need of extra  
support. This may include guidance from  
external specialists.  
The SENCo will support staff in their  
assessment of need.

A plan for support via  
intervention will be put  
together.  
SMART targets or  
outcomes will be set to  
outline what we  
anticipate that the  
child we be able to do  
by the end of the  
intervention.

Staff will deliver support and intervention  
within school specific to the child's needs.  
Progress towards targets will be recorded on  
Provision Map and in staff records.



## 1 Assess- plan-do- review

Staff deliver the  
intervention

This may be more frequent  
than before.

### Cycle 2

(as Cycle 1

with

added

layers)



*Assess-plan-do-review*

### Cycle 3 *(as above with added layers)*

Review impact of 'Beat Dyslexia'

Schedule consultation date with SAT-L

Seek support from SENCo, SpLD checklist completed and analysed

Staff will use a range of tools and sources to assess whether a child is in need of extra support. This may include guidance from external specialists. The SENCo will support staff in their assessment of need.

The impact of the support provided is reviewed and progress is measured by moving back to the 'assess' stage.



A plan for support via intervention will be put together. SMART targets or outcomes will be set to outline what we anticipate that the child we be able to do by the end of the intervention.

Staff will deliver support and intervention within school specific to the child's needs.

Progress towards targets will be recorded on Provision Map and in staff records.



Plan to use recommended strategies from SpLD checklist in class  
Select 'Beat Dyslexia' intervention  
Gain parental consent for referral to Inclusion Support

Deliver 'Beat Dyslexia' intervention  
SENCo Refers to SAT-L (Inclusion Support)  
Use strategies from SpLD checklist in class