



Hartford Manor Primary School & Nursery

SEN Information Report 2017-18

At Hartford Manor we believe that all children must be given the opportunity to succeed. We quickly identify individual needs and use our best endeavours to implement appropriate additional support delivered by highly skilled staff. Our inclusive approach enables all children to access the curriculum with enjoyment and purpose. Classrooms are calm and purposeful with clearly organised resources. Work is differentiated to meet the needs of the pupils and progress is carefully monitored. Communication is pivotal to ensuring tailored provision for children with additional needs. Families and children are instrumental in the development of individual provision. Occasionally, with the consent of parents/carers, we need to seek further advice from outside professionals such as the education psychologist, speech therapist, Autism Advisory Service etc. Teachers and parents are then able to work together to follow the advice with clear expected outcomes.

The SEN Code of Practice identifies four areas of need: Communication and Interaction (CI), Cognition and Learning (C+L), Social, Mental and Emotional Health (SMEH), and Sensory and /or Physical needs. The table below aims to answer 16 frequently asked questions about SEN provision at Hartford Manor, in each of the four areas of need. If you have any further questions, please contact the school directly and ask to speak to Mrs Diamond or Mrs Ghagan. This SEN report reflects the information outlined in the [West Cheshire Local Offer](#). If you would like further information about admission for a child with Special Educational Needs, please follow this link. [Admissions](#)

	Areas of need identified in SEN Code of Practice			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
How does Hartford Manor Primary School know if my child needs extra help?	<p>We will be able to identify whether your child needs extra help for C+I difficulties:</p> <ul style="list-style-type: none"> • If their progress with communication is below expected levels for their age. • If they are not making the expected progress in Early Years Foundation Stage (EYFS) Assessments. • If they receive support from a Speech and Language therapist. 	<p>We will be able to identify whether your child needs extra help for C+L difficulties:</p> <ul style="list-style-type: none"> • If progress continues to below expected levels. • If they are not making expected progress in EYFS Assessments. • If they are not making expected attainment in the Phonics Screening Check (end of Yr. 1) • If on-going teacher assessments/data identify when a child is not making expected progress in any year group. 	<p>We will be able to identify whether your child needs extra help for SMEH difficulties:</p> <ul style="list-style-type: none"> • If progress is below expected levels. • If they find it difficult to adhere to the school Behaviour Policy. • If a child is requiring continued support for emotional difficulties. 	<p>We will be able to identify whether your child needs extra help for Sensory/Physical difficulties:</p> <ul style="list-style-type: none"> • If progress continues to below expected levels. • If an outside agency is involved • If they are unable to access any element of the school day due to a sensory or physical need.
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> • Discuss concerns with Class Teacher • Discuss concerns with SENCo • Contact Parent Partnership (See end of this document) • Work with the SENCO to consider appropriate referrals eg Community Paediatrician, Speech and Language, Early Years Specialist Team etc. • Ensure that your views and perspectives are taken into account 			

	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
How will I know how Hartford Manor Primary School supports my child?	<ul style="list-style-type: none"> You will be contacted by the class teacher if there are any concerns about your child. A Pupil Profile will be discussed between you and the class teacher and provision will be arranged. Assessments will be carried out External agency support may be sought eg; Autism Team, Speech and Language. 	<ul style="list-style-type: none"> You will be contacted by the class teacher and additional support/interventions will be discussed. You will be kept up to date with the impact of these interventions You will have the opportunity to meet at least 3 times a year to discuss your child's SEN provision with the class teacher. You are welcome to make an appointment at anytime throughout the year, to discuss any concerns. 	<ul style="list-style-type: none"> You will be contacted by the class teacher if concerns regarding social, emotional, behavioural difficulties are raised. With your support and consultation, a personalised Individual Behaviour Plan (IBP) will be put in place, if necessary. Further specialist help may be sought eg; CAMHS, Play Therapy, Behaviour Team. 	<ul style="list-style-type: none"> You will be contacted by the class teacher if concerns regarding your child's physical or sensory difficulties are identified. Advice and recommendations from medical professionals will be implemented and documented on a Pupil Profile.
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> Flexible teaching arrangements Structured school and classroom routines Differentiated curriculum delivery eg simplified language, minimal use of language, visual prompts Differentiated outcomes eg cartoon strip instead of written prose Increased visual aids/modelling 	<ul style="list-style-type: none"> Differentiated curriculum planning and work Differentiated homework Differentiated delivery eg simplified language, slower lesson pace. Differentiated outcomes eg cartoon strip, use of ICT Increased visual aids Visual timetables 	<ul style="list-style-type: none"> Whole school/class behaviour policy with graduated approach Whole school/class reward systems Whole school/class rules/expectations Golden time Oasis club offered during break time 	<ul style="list-style-type: none"> Flexible teaching arrangements eg Seating, pupil able to physically access lesson and move freely. Teacher aware of implications of sensory and physical impairment eg, not covering mouth up to hearing impaired child, light implications

	<ul style="list-style-type: none"> • Visual timetables/Now and Next • Use of symbols 	<ul style="list-style-type: none"> • Illustrated dictionaries • Use of writing frames • ICT as alternate means of accessing curriculum • Recording/voice assistive technology 	<ul style="list-style-type: none"> • Emotional Literacy Support Assistant is employed 	<ul style="list-style-type: none"> • for visually impaired and lip readers • Availability of resources eg writing slopes, matt laminates, pencil grips
How will I know how my child is doing?	<ul style="list-style-type: none"> • For any child receiving SEN Support there will be a Parents Evening once a term, however you are always welcome to make an appointment with the class teacher or SENCO should you wish to discuss any concerns or questions. • Each term, you will have the opportunity to discuss targets for your child. You will also be able to discuss any interventions that are in place and whether your child is 'on track' to make expected progress • For some children, the school uses an assessment and monitoring tool called 'B-Squared' to measure small increments of progress and to inform further targets. 			
How will you help me to support my child's learning?	<ul style="list-style-type: none"> • At termly parents' evenings, teachers will share targets and suggest ways in which we can collaborate to meet the needs of your child. • Annual/Interim Reviews will be held for those children with an Education Health Care Plan (EHCP). • Where appropriate, families can be referred to outside agencies for support in the home 			
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • The school offers an 'Oasis' Club at lunchtimes and break times which offers children the opportunity to engage in calm activities and games with a member of staff. Oasis aims to develop social, emotional skills and behavioural support. Children can request to spend time in Oasis or they can be advised to attend. • In some cases, personalised reward systems/ incentives will be put in place. • The school employs a trained Emotional Literacy Support Assistant (ELSA) who helps children to integrate with their peers 			

	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<p>What specialist services and expertise are available at, or accessed by the school?</p>	<ul style="list-style-type: none"> • The school works in close communication with Speech and Language Therapists, especially those who work with children who have been referred to the service • The school works closely with the Autism Service • Specialist teaching assistants deliver specific speech and language programmes • The school has purchased resources such as ‘Time to Talk’ ‘Talk About’ ‘Expressive Language Assessment Tool’ and ‘Wellcomm’ to support individual and group work. 	<ul style="list-style-type: none"> • The school has access to an Educational Psychologist who can assess children’s cognitive ability. • The school has two SENCOs, both of whom are experienced, qualified teachers, trained Reading Recovery teachers and have completed the National SENCO award. • One TA delivers a 1:1 reading programme called Fischer Family Trust. The TS works in close alignment with the Reading Recovery programme • The lead SENCO is on the advisory team for the National Association of Special Educational Needs. • Most staff are trained in Dyslexia Friendly Teaching • School staff use Numicon- a visual, tactile maths resource • The school employs a TA who delivers support for children who have dyslexic type difficulties 	<ul style="list-style-type: none"> • The school employs a TA who specialises as an Emotional Literacy Support Assistant • The school makes referrals to CAMHs • The school works closely with the Autism Service • All staff use de-escalation strategies • The headteacher, SENCO and a teaching assistant have been trained in Team TEACHH. 	<ul style="list-style-type: none"> • The Visual Impairment team visit school to support and advise on provision • The SENCO works closely with physiotherapists, visual impairment team and Teacher of the Deaf. • The school employs the ‘Sensory’ specialist teacher from the Autism Service.

	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Regular involvement and training from the Autism Service • The English as Additional Language support team have visited school to advise • One TA has attended intensive training for Speech Therapy 	<ul style="list-style-type: none"> • Dyslexia friendly Training • Numicon training • TAs have observed Reading Recovery lessons at the reading centre in Warrington 	<ul style="list-style-type: none"> • TEAM TEACHH Training • Training on Attachment Disorder • ELSA training 	<ul style="list-style-type: none"> • Regular training from the school nurse. • Visual Impairment team advised staff about practical support in school
How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> • The school effectively deploys teaching and support staff to enable children to access educational visits and residential visits. We believe these are a valuable and essential part of the curriculum and we aim for all children to be fully included. • In exceptional circumstances, to ensure a child is able to safely access the residential or visit, a parent may be asked to attend 			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
How accessible is the school environment?	<ul style="list-style-type: none"> • Key word lists are present in all classrooms • Staff use simple makaton to support teaching and learning • Visual timetables • Now and Next cards 	<ul style="list-style-type: none"> • Lap tops or net books may be made available for individuals • The background colour on interactive whiteboards can be adjusted • Visual reminders • Word banks • Visual timetables 	<ul style="list-style-type: none"> • Behaviour Policy clearly displayed • Class rules/ expectations are displayed • Visual reward charts in place • Oasis available every break time 	<ul style="list-style-type: none"> • Doorways wide enough for wheelchairs to all parts of the school • Clear visual contrast in classrooms and doorways • Lift to first floor • Use of ipads in class as visual aids

<p>How will the school prepare and support my child when joining Hartford Manor Primary School or transferring to a new school or post-16 provision?</p>	<ul style="list-style-type: none"> • If your child is in Early Years/Nursery, an ‘Action for Inclusion’ meeting may be held to ensure a smooth transition into Reception. • The SENCo liaises closely with the establishment your child is transferring to or from. • Notes/information is shared between institutions/services/outside agencies to ensure the highest standard of provision is in place. • SENCo works very closely with external professionals eg Occupational Therapists, to ensure environment is fully prepared for your child’s transition. • SENCo ensures adequate training is transferred or information passed on to ensure children are fully supported. • If your child has an Education Health Care Plan, transition to high school will be discussed at the Year 5 review meeting and arrangements will be made to ensure a smooth start. • Additional transition time/ visits are accommodated 			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical</p>
<p>How are the school’s resources allocated and matched to children’s special educational needs?</p>	<ul style="list-style-type: none"> • Teachers adjust curriculum to suit individual needs • Speech and Lang support/interventions – group/1:1 • Social skills groups • Alternative methods of communication • Additional planning for transition • Access arrangements for ALL assessments. • Use of ICT – Writing with symbols etc.. • Visual timetable • Social stories/ Comic Strip Stories 	<ul style="list-style-type: none"> • In class TA literacy and numeracy support • Wave 2 (Small group) Catch up Programmes • Wave 2 Intervention groups • Differentiated resources – word banks, spelling lists etc.. • Wave 3 (1:1) precision teaching • 1:1 Wave 3 Literacy programmes; Reading Recovery, FFT, Phonics Interventions • 1:1 Wave 3 Numeracy Interventions – Numicon • Access arrangements for ALL assessments. • Additional planning for transition 	<ul style="list-style-type: none"> • 1:1 Social stories • Monitoring at break/lunch times – • TA support at lunchtimes • Access arrangements in place for assessments • Individual IBP • Peer mentoring • Additional planning for transition • Behaviour Support Team if necessary • Team TEACHH if required • Oasis club at break times and 	<ul style="list-style-type: none"> • Co-ordination groups (Physical co-ordination activities are done in small groups) • Sensory Circuits • Handwriting/Fine motor programmes (Speed up, Dough Gym) • Visual/Auditory Perception/ Memory group activities • 1:1 support in class to facilitate access to curriculum (TA converts to Braille, enlarges/ scribes etc) • Exam Access arrangements • TA to monitor safety and give discreet support to enable child to be as independent as possible.

	<ul style="list-style-type: none"> • Individual Speech and Lang. therapy by TA 	<ul style="list-style-type: none"> • Coloured visual aids/interactive boards linked to laptops/background suited to cohort 	<p>lunchtimes</p> <ul style="list-style-type: none"> • Circle Of Friends led by ELSA 	<ul style="list-style-type: none"> • Specialist seating/chairs, ICT etc.. • Additional planning for transition.
How is the decision made about how much/what support my child will receive?	<ul style="list-style-type: none"> • Cheshire West and Chester outline their Local Offer to children and their families. • If a child is not making the expected progress and the school has implemented an appropriate level of support, then parents and teachers can work together to make an application to the local authority for further funding. If the child's needs are significant, then the local authority may recommend a Statutory Assessment be carried out in order for an Education Health Care Plan to be put in place. A parent or teacher can also request a Statutory Assessment and they will receive a response from local authority within 16 weeks of their request. • If a child is finding it difficult to behave appropriately then additional support is considered by all involved – parents/pupils/staff. 			
How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> • If your child is not making expected progress then the class teacher will discuss concerns with you and identify appropriate provision (Assess/Plan/Do/Review) • You will have the opportunity to review interventions and discuss the impact. • We may undertake additional assessment tests to identify any specific difficulties – parental permission will be required - (Assess/Plan/Do/Review) • With your permission, we may seek the advice and expertise from outside agencies. • We may implement advice/strategies from external professionals. These actions will be reviewed and discussed with you. • If there is still significant concern regarding the progress/attainment/behaviour of your child then additional support may be requested from CWAC. 			
Who can I contact for further information?	<ul style="list-style-type: none"> • CLASS TEACHER • SENCO – Mrs Jan Diamond/Mrs Helen Ghagan 01606 288140 • HEAD TEACHER – Mr S Kidwell 01606 288140 • Cheshire West And Chester Information and Advice Support Service: CWAC Information and Advice Support Service • CWAC SEN TEAM : senteam@cheshirewestandchester.gov.uk 			