



We're introducing
thrive
in our Setting

Information for Parents:

Special Educational Needs and Disability (SEND) Information Report

Useful Contacts:

School email: enquiries@hunsletmoor.co.uk

SENDCo: Mrs Hemingway

SEND Governor: Mr Jason Waddington

Parents Partnership Support: SENDIASS 0113 378 5020

INCLUSION STATEMENT

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." – SEND Code of Practice 2014

The staff at Hunslet Moor Primary School are committed to the inclusion of all pupils. With learning at the heart of all we do, we aspire to ensure that we prepare our pupils for real-world learning to succeed beyond education. Our school vision considers all children regardless of abilities and needs. We strive to provide an innovative and challenging curriculum for all learners, embedding 'Quality First Teaching' strategies to ensure everyone can succeed and feel a sense of belonging.

Our SEND policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide high quality educations for all pupils, including pupils with SEND and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of the policy, the school aims to:

- Provide an environment which enables every child to be safe and healthy.
- Every teacher is a teacher of every child or young person including those with SEND.
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

Identifying Pupils with SEND

To ensure effective assessment for learning and teaching, pupils are assessed regularly through a variety of methods and approaches. Teachers and professionals assess each pupil's current skills, knowledge and understanding upon entry to the school and at regular intervals throughout each academic year. Professionals make regular assessments of progress for all pupils and identify those whose progress:

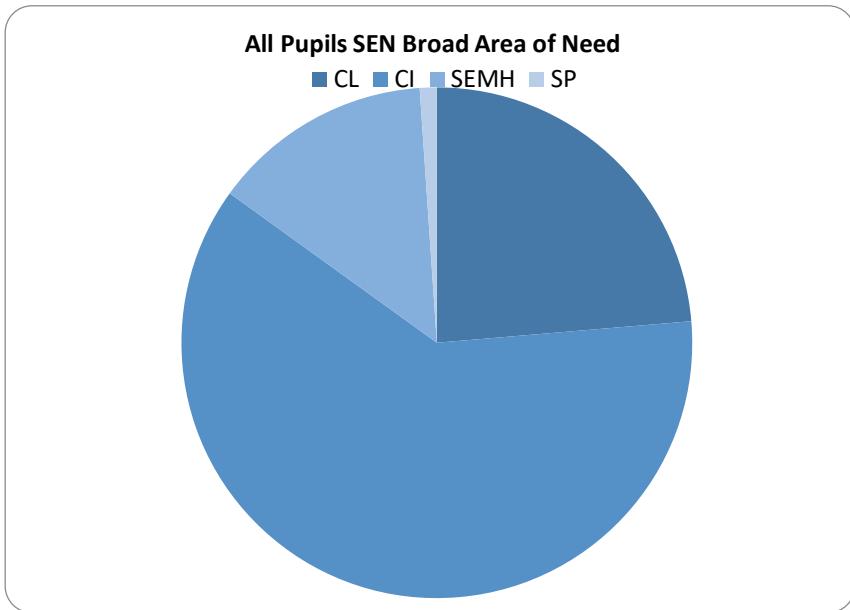
- is significantly slower than that of their peers starting from the same baseline
- does not keep pace or better the pupil's previous rate of progress
- does not close any attainment gap between the pupil and their peers
- widens the attainment gap

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

Slow progress and attainment lower than age related expectations will not automatically mean that 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 use a graduated approach as outlined in our SEND Policy. 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 different or additional is needed.

Parents and carers, you know your child best and you may feel that your child will benefit from some extra support in school. This booklet is to inform you of the types of support available at Hunslet Moor Primary School and how you can access this support. More detailed information is available in our SEND policy.

Our Universal Offer



*This chart shows the broad areas of need for the children at Hunslet Moor.
This does not consider where children have more than one need-type.*

We cater for a wide range of needs in school including;

- communication and interaction needs including difficulties in understanding and processing language, difficulties in producing speech sounds and a diagnosis such as Autism.
- cognition and learning needs. This may mean that a child has a diagnosed learning difficulty, or needs extra support to achieve their personal best.
- sensory and physical needs including visual impairment, hearing impairment and physical disabilities
- social, emotional and mental health needs include difficulties in regulating behaviours and emotions, in accessing social aspects of learning and in understanding of rules and routines.

We have a higher than average number of pupils with communication and interaction needs at Hunslet Moor and this is reflected in our universal offer – the support available for all children. This support includes whole class visual timetables, clear and consistent daily routines and lesson routines and low sensory environments in classrooms. We believe that by putting such strategies in for whole classes, we ensure that pupils get the support and adjustments needed before such things become a barrier. It doesn't affect those who don't need it, and helps those who do enormously.

We take follow the graduated approach to SEND as outlined in the SEND Code of Practice. This means that we start by observing and talking about things that might help, and put provisions in place. We then review this with you and the teachers who work with your child. All children with SEND will have some support that is additional to and different from what all children access in school.

If a child needs further support to achieve their best, the SENDCo (Special Educational Needs and Disabilities Co-ordinator) will work with the class teacher. We might look for support from other people who can help, like a Speech Therapist or an Educational Psychologist.

If you would like to talk to someone about your child's learning and progress, or have concerns about your child, please email enquiries@hunsletmoor.co.uk to speak to your child's class teacher or contact the SENDCo (Mrs Hemingway) on 0113 2717257.

Planning Support for Your Child

If your child is added to the school's SEND register this is to ensure that everyone is aware of their needs and that they get all the support they need to achieve. You will be invited to help to complete their passport and APDR (below) and to review this at least termly during parents' evenings.

Pupil Passport – A document created with the child, their families, their teachers and sometimes professionals to make sure all staff know a child's needs and how these can be supported.

Ours look like this:

*Model passport – not from a real child.

My Passport

This is me

Name: Class:
Review 1: October 2022
Review 2: January 2023
Review 3: April 2023
Review 4: July 2023

Things I like and things I am good at...

I enjoy art and drawing
I like to sing
I enjoy moving and using the space hoppers
I am good at maths
Playtimes are important to me.

Adults who are important to me in school:
TA, Class Teacher, Silver Birch staff

I would like you to know that...

I thrive on consistent routines.
I need visual timetables and incentives to keep me regulated.
I can struggle to regulate my emotions when I am asked to do something I don't want to do or I don't understand.
I find it difficult to stay engaged in an adult led activity for longer than 5 minutes.
I have sensory sensitivities.
I use widgets to help me understand choices and instructions. Without visual clues I find it hard to understand what is being said.
I have a personalised timetable and access some time in Silver Birch to help to keep me regulated.
I can sometimes become frustrated. I will show this through behaviour and actions such as putting things away from me, refusing to complete an activity or saying 'no'. I can sometimes hurt staff when I feel frustrated.
I find it hard to sit for an extended amount of time and may move away from an adult and wander around the learning area.
I find lots of information overwhelming.
I have sensory sensitivities from my key adults.
I enjoy having bare feet and will take my shoes and socks off indoors.
I will self stimulate through moving around, using space hoppers and also making noises.

Things that happen in school to help me:
Visual resources to support my understanding, using widgets when you are talking to me, using short concise instructions, regular movement breaks, access to physical resources in maths lessons, a visual timetable on my table, access to my PECS book.

Adults who are important to me in school:
TA, Class Teacher, Silver Birch staff

Visual resources to support my understanding, using widgets when you are talking to me, using short concise instructions, regular movement breaks, access to physical resources in maths lessons, a visual timetable on my table, access to my PECS book.

TA, Class Teacher, Silver Birch staff

My Passport

Harrow Mean Primary

Assess, Plan, Do, Review Grids (APDR) – A document giving small targets to help children make progress and succeed. This will detail things to do in class and can be used at home too.

Ours look like this:

*Model APDR grid – not from a real child.

ASSESS	Other support	PLAN
<p>Current learning levels BSquared progression steps: Reading: PS5 – 14% Writing: PS5 – 11% Maths: PS5 – 21%</p> <p>Strengths She accesses her writing lessons in the whole class setting and seems to enjoy this. She has good imagination and is able to participate in whole class discussions. She is beginning to develop relationships with more adults across school.</p> <p>Barriers She can be reluctant to work independently and needs a lot of support to complete a given task. Sapphire is still working on building appropriate friendships with her peers.</p>	<p><input checked="" type="checkbox"/> IPA <input checked="" type="checkbox"/> DPEEP <input checked="" type="checkbox"/> FFI <input checked="" type="checkbox"/> CogAT <input checked="" type="checkbox"/> SENIT <input checked="" type="checkbox"/> Thrive Care <input checked="" type="checkbox"/> Physio <input checked="" type="checkbox"/> School Sensory Profile <input checked="" type="checkbox"/> Individual timetable (attach) <input checked="" type="checkbox"/> Other: Thrive</p>	<p>Next outcomes on SEND Support Plan: Thrive target: To be curious, creative and active and to enjoy understanding about themselves and the world beyond as they explore, discover and play.</p> <ul style="list-style-type: none">• Behaviour target - To make sure I am always positively contributing towards the learning environment in the classroom.• I can put my hand up in class when I want to share an idea in whole class teaching.• I can wait with my hand up whilst another child speaks
<p>REVIEW She has made some progress towards her outcomes. She is beginning to wait to speak and stay in her seat, however, this is not yet consistent. She is able to have successful days and on these days she is able to meet all of her targets. She must develop these skills and embed them in everyday life. Date: 05.07.23</p> <p>Attended: Parents, TA and class teacher</p>	<p>Expected/good progress Some progress Little/no progress</p>	<p>DO</p> <p>Universal Use of VRFs, classroom TA support when needed, consistent routines in place, whole class visual timetable, pre-warning of any changes, visual aids to support learning new vocab, scaffolded work aids.</p> <p>Targeted Daily check ins, classroom TA to support during input time, chunking learning into smaller parts, access to ear defenders, individual timetable on desk, planned movement breaks.</p> <p>Specialist Daily nurture breakfast Daily nurture lunch 1:1 Thrive sessions 2x weekly 1x weekly early play session in Nursery Bespoke planning based around BSquared assessment</p>

Supporting Pupils with SEND

If your child is identified as having SEND, we will follow a process of assess, plan, do and review. They will receive extra support or adjustments in school to meet their needs.

The school will closely monitor the progress of your child. Your child's progress will be reviewed termly by class teachers in collaboration with you, the SENDCo, and where appropriate, your child. Pupils' views will always be sought. This may be discussions with an adult, a piece of writing, a picture, or observations of behaviours with photographs.

You will be kept informed of progress in a number of ways:-

- Liaison with the class teacher informally.
- Parents Evenings when advice and support in helping your child at home can also be given, and key documents shared.
- A review of your child's progress with the SENDCo and class teacher (by request). During these discussions, professionals and parents or carers can contribute towards reviewing how well provision in place is working for the child. Following this, decisions can be made regarding next steps.

Education, Health and Care Plans

For a small number of children with more complex needs, an Education, Health and Care Plan may be needed. This is a legal document which is developed with the Local Authority. For more information contact the SENDCo or look on the Leeds local offer website www.leedslocaloffer.org.uk.

Parents can also ask for support from the Parent Partnership Team, SENDIASS by calling **0113 378 5020**. For more information see www.leedssendiass.co.uk.

Personalised Provision and Support Available

Some of the provisions that are used at Hunslet Moor Primary School are:

- **In class support:** e.g. where a teaching assistant supports one or more children, under the direction of the class teacher, to understand the content of the lesson and access the curriculum.
- **Small group support:** e.g. where a member of staff delivers a short term intervention to a small group of pupils such as 'Lego Therapy' or 'Friendship Group'.
- **One to one support:** e.g. targeted support in a specific area of need. This may be from school staff or external agencies such as 1:1 Speech Therapy, Art Therapy or Thrive.
- **Silver Birch:** a classroom to support children with a complex communication need

Strategies to Support Communication and Interaction

Hunslet Moor Primary School has an extensive Speech and Language package, including bi-weekly visits from a traded NHS Speech and Language Therapist and Chatterbugs Speech and Language Therapist. This includes assessments, modelling activities to teachers and support more skills and setting challenging targets for developing skills throughout school. The Chatterbug CALs may also offer blocks of therapy to identified children following plans from the Speech Therapists.

All Reception children are screened by Chatterbugs CALs to assess their language and to identify any further support they may need.

We also work alongside mainstream NHS Speech and Language Therapists who visit key children in school, supporting staff in delivering speech and language plans. These plans are embedded within classroom practise to allow optimum opportunities for the children.

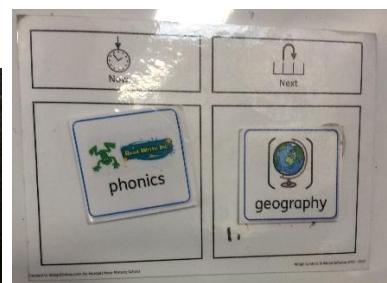
Have a look at <https://speechandlanguage.org.uk/talking-point/childs-progress-checker/> to find out more about your child's speech development.



A visual timetable



A child's transitional timetable



A child's now and next board

Silver Birch

Some children may need access to provision-based learning beyond EYFS. The Silver Birch allows that opportunity whilst set up to support children with complex communication needs.



The outdoor space is secure and offers opportunities for creativity, physical activities and imaginative play. Children will also use this space to complete part of their sensory circuits within their daily timetable.





Inside there are specific areas focused on writing and maths. There is a specific teacher input followed by a provision based task.



We have a Safe Space which offers a safe location for a child to access if needing to self regulate or to use as part of their sensory diet.

Strategies to Support Cognition and Learning Needs

Children with SEND may have individual targets, outlining specific areas of development for each child. This is planned by the teacher with support from the SENDCo.

Provisions available may include:

- Additional 1:1 daily reading from a member of support staff
- In-class support from support staff
- Pre teaching of key vocabulary
- Bespoke planning based on BSquared assessment objectives
- Access to Read Write Inc Get Writing intervention group
- Use of Start Finish boxes to break up learning tasks
- Visual aids to support understanding

Strategies to Support Social, Emotional and Mental Health Needs (SEMH)

Staff work together to support the social, mental and emotional health of all pupils. We have a nurturing ethos, meaning we believe that relationships are key and we treat all behaviours as communication. We support children to develop the skills and security to succeed and access learning. In school we have skilled and dedicated inclusion team

members who work with children support them through challenges that they may face. They also work to support staff to develop their own practice.

Our support strategies for SEMH include:

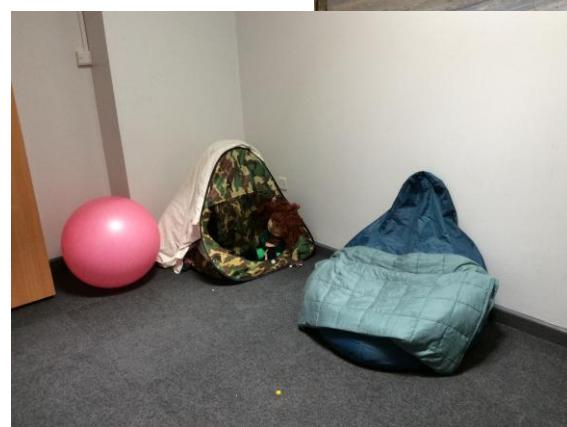
- Individual Thrive action plans 1:1
- Friendship and emotional literacy in small groups for 1-2 sessions per week
- Cluster counselling and therapy services from Core Therapeutics
- In-class support
- Nurture breakfast and lunch offered to key pupils



Multisensory activities are provided in the quad for Thrive sessions



Releasing butterflies in Thrive



Acorn room allows a quiet reflection space

Thrive and ELSA

For pupils with a social, emotional or mental health need, Inclusion Support workers are deployed to support pupils in being ready to learn and to access learning. Support is in line with an individual pupil's SEND Support Plan and aligned to the targets in this plan. Inclusion support is led by a Senior Inclusion Support Worker who is also a qualified THRIVE and ELSA practitioner (Miss Sarah Harker) under strategic leadership of the SENCo.

At Hunslet Moor Primary we consider ourselves a Thrive setting. This is a whole school approach which supports the healthy development of relationships and behaviour. The Thrive approach

recognises and supports the healthy emotional development of our learners as well as offering the opportunity to support gaps in development for key learners. We strongly believe that Thrive is embedded in all we do from the way all adults speak to our children, the support we offer when a child is struggling to the curriculum and planning we put in place as a school.

As a Thrive school we use our understanding of social and emotional development and learning within our approaches to behaviour. Thrive is used to inform our understanding of social and emotional learning in a way that is both developmentally and age appropriate. Adults act as co-regulators; develop pupils' insight and language of sensations and emotions, build understanding of self within a community based on inclusion and tolerance. Our positive approaches to behaviour involve us 'noticing' safe positive choices, being explicit in descriptive praise and providing reward as reinforcement.

Hunslet Moor Primary uses ELSA (Emotional Literacy Support Assistant) programmes to support pupils with an emotional need, this may include pupils with a social, emotional or mental health special education need. The ELSA approach was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and young people in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

If you would like to learn more about our Thrive or ELSA programmes and approach, please contact the school office to make an appointment with the Senior Inclusion Worker or SENCo.

The Senior Inclusion Support Worker works collaboratively with the SENCo to complete Thrive assessments for individual pupils and uses this to plan programmes of support with personalised Thrive targets. The progress of pupils accessing Thrive or ELSA support is tracked and evaluated regularly by the Senior Inclusion Support Worker.

Strategies to Support Physical/Sensory Difficulties

- Support and advice from Occupational Therapist and Physiotherapist
- Support and advice from STARS
- Sensory breaks timetabled and sensory profiling at school
- Access to specialist resources and activities including wobble cushions, specialist stationary and eating equipment, ear defender, weighted blankets and movement breaks
- Use of sensory spaces (acorn room, Thrive room and sensory spaces in EYFS)

Expertise and Training in Supporting Children and Young People with SEND

There is ongoing professional development for all staff including teachers, teaching assistants and wider staff in understanding and working with children with SEND. This includes taught courses, in school advice and supervision.

The SENDCo, Mrs Lucie Hemingway has a Post Graduate Certificate in Education from Leeds Trinity University (awarded July 2016) and gained The National Award for SEN Coordination (NASENCo) from Nottingham Trent University (awarded 2022). Mrs Hemingway has 10 years of teaching experience, working in both Key Stage 1 and Key Stage 2, has completed the National Professional

Qualification for Middle Leadership (NPQML) and she has 6 years of experience of working as a SENCo. Mrs Hemingway joined Hunslet Moor Primary school as the SENCO in September 2022.

Working closely with the SEND Team, and under the leadership of the SENCo are a number of Inclusion Support workers and SEND Support assistants. Teachers and Teaching Assistants are regularly offered Continuing Professional Development (CPD) offered by Leeds for Learning, to enhance the provision they offer children with SEND in their classes as appropriate. Support for staff can also be requested from the Special Educational Needs and Inclusion Team (SENIT) and the Educational Psychology Team (EPT).

We have two STARS Level Three Practitioners, Mrs Hemingway and Mrs Stringer, and this supports children across school in providing the correct provision. All staff are STARs Tier 1 (Autism Awareness) trained and have been trained by the Virtual School for Trauma Informed Practice. All teaching staff have received STARS visuals training and this is embedded in all communication with children. Staff also have regular CPD from our Senior Inclusion Worker and Thrive Practitioner to enable effective communication with all children. We also have two staff members who have completed the SENIT Dyslexia Awareness course. Some children have more specific needs which require bespoke training, this has included hoist training, insulin administration, liquid thickening, standing frame training and moving and handling.

Transition Arrangements and Support

All children with special educational needs will require support and planning when they transfer between classes, key stages or schools.

Transition is planned carefully for all children, especially those with special educational needs. Our transition plans include extra visits to the new class or school, the use of social stories, transition activities and transition books to take home. All of these can help to support children and prevent vulnerability during their transition, and are personalised to each child.

Enabling Pupils with SEND to Engage in All Activities

All pupils with SEND are members of a class with a class teacher who has responsibility for meeting their educational and wider needs. The majority of children with SEND are taught within their class in mixed ability groupings and access social interactions alongside non-SEND pupils with support as required. Pupils are encouraged, and supported where required to access all aspects of school life. Reasonable adjustments are made to the curriculum where needed to ensure that all children are able to access it. A smaller number of pupils with complex SEND needs have a bespoke provision and curriculum to enable them to access learning and have their needs met effectively. Wherever appropriate and in the best interests of pupils with complex needs, time is identified to access time with their peers, both in class and at social times.

- all of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs and swimming lessons in Year 5
- all pupils are encouraged to take part in sports days, class performances, special workshops and enriching experiences within school and external educational visits
- regular class visits to the local library

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Class teachers and the SENCo will work with parents to establish how best to support pupils accessing

educational visits and enriching experiences and ensure that this is in the best interests and meets the needs of each pupil.

Hunslet Moor Primary School has an Accessibility Plan which is reviewed every 3 years. The Accessibility Plan identifies how the school will:

- make any improvements to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- ensure the availability of accessible information to disabled pupils

This plan can be found on our school website or a paper copy can be requested from the school office.

Our Website

There is much more information available on our website, including the SEND policy.

Find them at <https://www.hunsletmoor.co.uk/>

Leeds Authority Local Offer

In Leeds, there is lots of support available to children and young people with disabilities and special educational needs, and their families. You will find information about that Local Offer via their website link below. Whether it relates to education, health, social care or parental support, and regardless of who is providing it, the Leeds local offer will aim to point you in the right direction.



<https://leedslocaloffer.org.uk>

What to do if you are worried about your child's SEND support?

If you are worried about your child's support in school, arrange to speak to the class teacher and the SENDCo, Mrs Hemingway. SENDIASS can support parents with this.

Where this step does not solve the problem, you can then make an appointment to see the Head Teacher, during which further information can be exchanged and solutions hopefully found. If you are still unhappy, then the Governors can become involved. The SEND Governor is Mr Jason Waddington.

Glossary of Key Terms and Acronyms

Broad Areas of Need

CI - communication and interaction needs such as speech support, understanding language and Autistic Spectrum Disorders (ASD).

CL - cognition and learning needs. This may mean that a child has a diagnosed learning difficulty or disability, or just needs a little extra support to achieve their own personal best.

SP - sensory and physical needs including visual impairment, hearing impairment and physical disabilities

SEMH - social, emotional and mental health needs include difficulties with behaviours, social aspects of learning and understanding of rules and routines.

Specific Areas of Need

SpLD - specific learning difficulty; a child struggles with one area of the curriculum and needs targeted support in this.

MLD - moderate learning difficulty; a child struggles with more than one area of the curriculum and needs support in learning and memory skills.

SLD - severe learning difficulty/ disability; a child has difficulties accessing the curriculum and needs lots of support to achieve their targets.

PMLD - profound and multiple learning difficulty; a child has lots of barriers to learning and needs a tight package of support to make sure they achieve their best.

SLCN - speech, language and communication needs; a child has difficulties in one or more areas of their first language including understanding, speaking and processing.

ASC - Autistic Spectrum Condition; a diagnosed condition which can mean a child has difficulties with the social use of language as well as other factors.

VI = visually impaired

HI = Hearing impaired

MSI = both visual and hearing impairment

PD = physical disabilities such as cerebral palsy, wheelchair use etc.

ADHD = attention deficit and hyperactive disorder; a diagnosed condition often meaning a child has difficulties with concentration, following instructions and processing information.

SEMH = Social, emotional and mental health needs

Code of Practice

Guidance for schools around how to make sure we are following the laws around supporting children with SEND.

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2015

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010