Halam C of E Primary School Special Educational Needs and Disabilities Information Report

Autumn 2026

1. What kinds of special educational needs does the school make provision for?

At Halam School, we know that all children are special and, as individuals, have different learning needs. Some children may require additional support to ensure these needs are met and to improve their learning. We continually monitor and assess the progress of all children. All children access lessons through differentiated quality first teaching. Where expected progress is not being met, interventions are put in place to work on identified needs. These could include issues with cognition and learning, communication and interaction, social and emotional and mental health issues or sensory and physical needs.

2. How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

School will identify the needs of pupils with SEND as early as possible. This is done by gathering information from parents and carers, education, health and care services and from pre-school settings. School will monitor the progress of all pupils in order to aid the identification of pupils with SEND. This will involve analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of the parents/carers. The pupil's views and any advice from external agencies will also be considered. If your child is identified as not making expected progress, we will organise a meeting to discuss our concerns with you and listen to any concerns which you may have. We will plan any additional support your child may need and discuss the options regarding referrals to outside professionals where relevant. If you have any concerns about your child's progress, you should speak to your child's class teacher initially. Information from this will be shared with the SENDCo where necessary. There may be circumstances where you need to discuss your concerns with the SENDCo and/or the Executive Headteacher.

3a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make sustained progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This will include feedback from review meetings and pupil conversations. Your child's progress will be continually monitored by their class teacher. Through monitoring, observing, and assessing your child's needs, staff work collaboratively, along with the SENDCO, to put appropriate support in place. This may include particular intervention strategies. Interventions will be recorded on the school's SEND intervention list. There is a regular evaluation of the effectiveness of the school SEND provision and policy. This is carried out by the SENDCo, Executive Headteacher and SEND Governor and information is gathered from different sources. This will be collated and published by the Governing Body in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

At Halam School, we actively encourage parents and carers to discuss any concerns they have as and when they occur. The first point of contact should be the class teacher, although parents may contact the SENDCo or Executive Head teacher if they wish, by making an appointment through the school office. We monitor the progress of all children. In the Autumn and Spring term we hold Parents' Evenings to discuss how children are doing. In the Summer term, all parents receive a written report, detailing progress in areas of learning.

Where a child has additional needs, it may be appropriate to make arrangements for a longer meeting rather than the usual 10 minute Parent's Evening. It will also be possible to have more frequent meetings where appropriate. If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and pupil will be consulted with regard to future provision. Children who have an ISP (Individual Support Plan) will be invited to temly ISP reviews to discuss progress and new targets. Parents/carers are invited to attend meetings with external agencies and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor, Mrs Briony Dickenson may be contacted at any time in relation to SEND matters.

c) <u>What is the school's approach to teaching pupils with SEND?</u>

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice.

We aim to:

- Provide all children with a broad and balanced curriculum that is differentiated to the needs/ ability of the individual

- Be sympathetic to each child's need by providing a strong partnership between children, parents and carers, and outside agencies

- Ensure all pupils make effective progress

- Ensure all pupils take a full and active part in school life

School will:

- Identify needs as early as possible

- Monitor progress of all pupils in order to aid the identification of pupils with SEND and then through ongoing monitoring, allowing them to reach their full potential

- Make appropriate provision to overcome barriers of learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Executive Head Teacher in order to ensure that individual targets are being met and pupils' needs are catered for

- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information on the provisions for pupils within the school as a whole and the effectiveness of the SEND policy and the school's SEND work

- Work with outside agencies when pupils needs cannot be met by the school alone

- Create a school environment where pupils feel safe to voice their opinions and needs

<u>d) How will the curriculum and learning be matched to my child/young person's needs?</u>

We aim to deliver an interesting, exciting and simulating curriculum to engage all pupils with their variety of learning styles and needs. Support staff, under the direction of the class teacher, will adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to support you child when working individually or in a small group. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom. Where this is not possible, the SENDCO will speak to the

child's parents/carers for other flexible arrangements to be made. When planning provision for individuals, consideration is given to the following:

- Keeping staff fully informed of the needs of children
- Providing training and learning opportunities for staff
- Making use of all class facilities and space
- Using in-class provisions and support to ensure differentiation is in place
- Providing individual/group tuition where necessary
- Setting individual targets to motivate children to do their best and celebrating achievements of all at all levels.

e) How are decisions made about the type and amount of support my child/young person will receive?

All pupils with SEND have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding might come from a budget which is devolved to and moderated by the Family of Schools. For those pupils with the most complex needs, additional funding is retained by the Local Authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel who will determine whether the level and complexity of need meets the threshold for this funding. The Senior Leadership Team of the school (Executive Head Teacher and SENDCO) will determine how allocated resources are used to support individual pupils by discussing all the children with additional needs in school. They will consider who gets extra support already, who needs extra support, which children are not making as much progress and then decide what resources, training or support might be needed. This is reviewed regularly. Parents/carers will be kept informed about this support and it will be discussed at our termly review meetings or more frequently if required.

f) How will my child/young person be included in activities outside the classroom, including school trips?

We aim for all children to be included on school trips and we will endeavour to provide the necessary support to ensure that this is successful. A risk assessment is made by staff which considers the needs of all children. Where necessary, we will discuss any additional support required with parents and make reasonable adjustments so that all children have the opportunity to participate.

g) What support will there be for my child/young person's overall well-being?

The school has a curriculum which is well-rounded and includes the development of spiritual, moral, social and cultural awareness and understanding. For pupils with emotional or behavioural difficulties, specific one to one or small group support is put in place e.g. therapeutic conversations.

4) Who is the school's special educational needs co-ordinator (SENDCo) and what are their contact details?

Mrs Tracy Francis is the school SENDCo and can be contacted through the school office 01636 813062 or via her email address at t.francis@halamprimary.org.uk. You can also contact the Executive Head Teacher, Mrs Aly Speed, or Mrs Briony Dickenson, who is the school governor for SEND.

5a) What training have staff supporting special educational needs had and what is planned?

The SENDCO's role is to support the class teachers in planning and accessing support for children with SEND. The school provides training and support to improve the teaching and learning of children, including those with SEND. Individual teachers and TAs attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Occasionally whole-staff training is undertaken in order to meet the needs of an individual or a specific group of children. Members of staff are trained to deliver interventions such as therapeutic conversations and 'Banana Milkshake.' All staff are being trained in Zones of Regulation, and one member of staff is trained in Drawing and Talking, to offer additional emotional support.

b) What specialist services and expertise are available or accessed by the school?

We are continuing to build strong working relationships and links with external support services in order to support our SEND pupils. Sharing knowledge and information with these agencies is key to our provision. We seek advice and support for identification, assessment, and provision for SEND. The SENDCO is the designated person for liaising with the following groups who offer advice and support to our staff, pupils and families;

- The Education Psychology Service
- Schools and Families Specialist Services
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy service)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- The Social, Emotional and Mental Health team
- Social Care (along with the DSL)

6) How will equipment and facilities to support pupils with SEN be secured? How accessible is the school?

We have accessible entrances and a disabled toilet in school with hand rails. Where possible, we provide equipment or would complete the necessary bidding applications to provide any equipment which is needed to support children in school. Reasonable adjustments are made to help ensure accessibility for all. After school provision and extra-curricular activities are accessible for children with SEND.

7) What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

The class teacher is the first point of contact to discuss your child's progress or any concerns you may have. You may also wish to share information about what is working well at home and school so similar strategies can be used. You may also have a meeting involving the SENDCo. Following these discussions, adaptations to learning or specific interventions may be needed and the child may be included on the school's SEND provision maps. If it is felt appropriate to involve Outside Agencies, then you will be involved in the process and be given feedback where relevant. Regular termly meetings will be held to discuss progress. Homework will be adjusted as needed to suit your child's needs and the Reading Diary will support any communications between home and school.

8) What are the arrangements for consulting young people with SEN and involving them in their education?

Children are involved in every step of their learning including planning support and targets for the future, evaluating progress and celebrating successes. When there are children in school who have an EHC Plan they will have their views sought before review meetings and will be welcome to attend part of the review if this is deemed appropriate.

9) What do I do if I have a concern or complaint about the SEN provision made by the school?

If you have a concern or a complaint, please contact the Executive Head Teacher or SENDCO and we will endeavour to work with you to resolve the issue. If parents feel that any concern has not been resolved then you must refer to the Complaints Procedure, which can be found on the school website www.halamprimary.org.uk

10) How does the Governing Body involve other organisations and services in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Governing Body has delegated the operational responsibility of coordinating involvement of other services to the Head Teacher and SENDCO. The school governor for SEND is Mrs Briony Dickenson. Her role is to undertake the relevant monitoring to ensure that children and families are being supported within school. Where it is felt necessary to involve Outside Agencies, then it is the responsibility of the SENDCO/Class teacher to complete referral forms to access support and advice for children and families.

11) How does the school seek to signpost organisations, services etc. who can provide additional support to parents, carers and young people?

There are a variety of different organisations that can help support you and your child. Please use the Nottinghamshire County Council website www.nottinghamshire.gov.uk to access information on the Local Offer, Ask Us and a Special Educational Needs and Disabilities Guide for Parents and Carers.

12) How will the school prepare my child/young person to

i) Join Halam school

Transitions can be difficult for a child who has Special Educational Needs, and we aim to do all we can to ensure that any transition is as smooth as possible. For example, your child may have an increased number of taster sessions/visits to their new setting, or it may be necessary for the SENDCo or Class Teacher to visit your child in his/her current setting before moving to us. This is to ensure that the child's individual needs are known and planned for from the beginning. It may sometimes be necessary, for example, to produce a Transition book/Passport or use a Social Story.

ii) Transfer between phases

Information will be passed on to your child's new teacher in advance and teachers will meet to discuss the needs of the children. Individual provision will be shared and where necessary, strategies can be put in place to aid a smooth transition. This could involve producing Passports or Social Stories or having extra visits. If your child is moving to another school we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure we pass on all records about your child as soon as possible. In Year 6, the class teacher and SENDCo will discuss the specific needs of your child with the secondary school. Your child may well undertake focused sessions on transition to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions and sometimes staff from the new school will visit your child here.

13. Where can I access further information?

- You could also arrange to meet with the SENDCo (Mrs Tracy Francis) or the Executive Head Teacher (Mrs Aly Speed)
- The SEND Policy is available on the school website
- Contact Ask Us Nottinghamshire on 0800 121 7772
- Speak to an Education, Health and Care Plan Coordinator on 0115 9774012
- Nottinghamshire County Council SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk
- More details about the SEN Code of Practice can be found on the DfE's website at www.education.gov.uk/schools/pupilsupport/sen