



Hannah Ball School

Together we Inspire, Aspire and Achieve

Hannah Ball Special Educational Needs Report September 2021

At Hannah Ball we strive to support all children to enable them to achieve their potential at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Our SEND policy is available on our website or by request from the school office. The person responsible for SEND within the school is: **Miss Georgina Adams**

Roles & Responsibilities of the SENDCO

At Hannah Ball School the role of SENCO incorporates the role of the Special Educational Needs Co ordinator.

Our SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provisions made to support individual children with SEN.

They liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

They regularly have contact with a wide range of external agencies that are able to give more specialised advice if required.

1). How does Hannah Ball know if children need additional help?

We know if pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. If

you have ongoing concerns after consulting the class teacher, then contact our SENDCO.

2). How will I know how Hannah Ball supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or Learning Support Assistant (LSA) in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, mathematics or English skills etc., then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, and where appropriate and necessary, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCO.
- Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as a Paediatrician, Speech & Language Therapist etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of Hannah Ball are responsible for entrusting a named person (John Smith) to monitor Safeguarding and Child Protection procedures. They are also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the School's Single Central Record. In a support and challenge role the governors ensure that the school is as inclusive as possible and treats all the children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

3). How will the curriculum be matched to my child's needs?

- When a pupil has been identified as having special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Learning Support Assistants (LSA's) may be allocated to work with the pupil in 1-1 or small focus groups to target more specific needs.
- If a child has been identified as having a special need, they will be given an individual provision map. Targets will be set according to their area of need. These will be monitored by the class teacher and the SENDCO. Provision maps

will be discussed with parents/carers at Parents' Evenings and a copy given to them.

- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencil grips or easy to use scissors.

4). How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Appointments can be made to speak in more detail to the class teacher or SENDCO by contacting/visiting the school office.
- There will be opportunities to talk informally to your school SENCO at our SEND Coffee Mornings which take place termly

5). How will you help me to support my child's learning?

- The class teacher may suggest ways in which you can support your child.
- The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

- Members of staff such as the class teacher, the SENCO and ELSA (Emotional Literacy Support Assistant) are readily available for pupils and parents who wish to discuss issues and concerns.
- Where necessary weekly interventions involving the pupil working with our ELSA will be put in place
- Referrals to relevant outside agencies can be made on your behalf