

SEND Support Leaflet

Information Guide for Parents and Carers

At Hardy Mill Primary School, we understand that every child is unique and that some may require additional support to achieve their fullest potential. This leaflet aims to provide essential information about Special Educational Needs and Disabilities (SEND), the support available within our school, and how we can work together to ensure your child receives the help they need.

What is the SEND Code of Practice?

The SEND Code of Practice is a national document that all schools in England must refer to when making decisions related to pupils with Special Educational Needs (SEN) or disabilities. This Code ensures that children across various schools have access to a consistent and equitable system of support, regardless of the institution they attend. We are committed to adhering to this Code to provide all children with the opportunities necessary for their development and well-being.

What are Special Educational Needs?

A child may be deemed to have a Special Educational Need (SEN) if they require additional or different provision to support their learning in order to ensure they make satisfactory progress. According to the Code of Practice, 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.'

There are four broad areas of SEN need that we recognise:

- Communication and Interaction (including autism)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Children may have needs that fall into one or more of these categories, and these challenges can often present barriers to learning. Those who require additional support typically receive help under one of the following categories:

- SEN support
- An Education, Health and Care (EHC) plan

What are Hardy Mill’s values and expectations regarding pupils with SEND Needs?

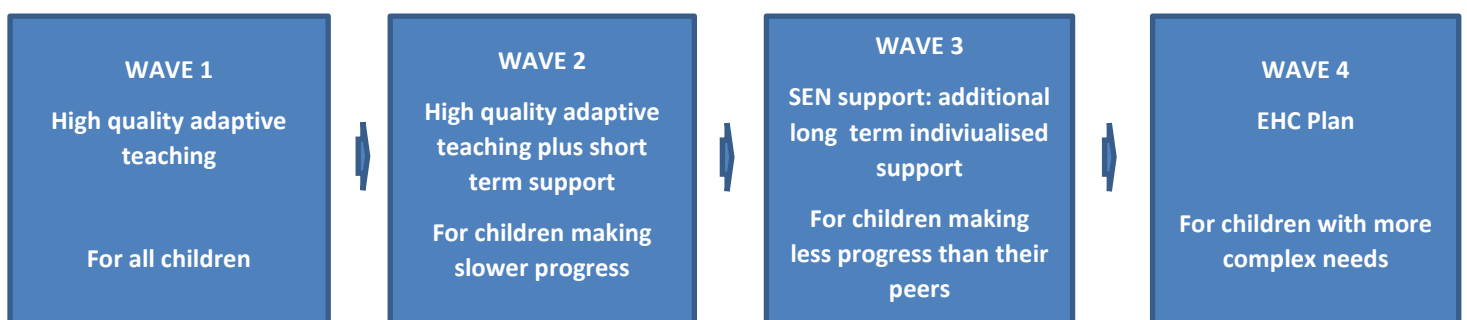
At Hardy Mill Primary, the responsibility for providing support to pupils with SEND is an integral part of our whole school provision and all staff have a responsibility to meet these children’s needs. We believe that all pupils, regardless of their specific needs, should be offered inclusive, quality teaching. This approach enables children to make the best possible progress and feel valued as members of our wider school community.

What does our school do to help?

We assess all children to identify their strengths and needs, enabling us to determine how best to support them. Understanding that children learn and develop in diverse ways, our teachers utilise a variety of teaching styles, resources, and signify different levels of work in the classroom to cater to individual learning preferences. This commitment is known as Quality First Teaching, which all schools must provide for every child.

At Hardy Mill Primary, support is offered through a graduated approach that embraces a four-part cycle: assess – plan – do – review. We recognise that high-quality teaching and adaptations for individual pupils, is the first step in addressing the needs of pupils who have or may have SEND. These adaptations may involve modifying learning objectives, teaching styles, and access strategies. If a child does not make satisfactory progress, the class teacher will refer them to the Special Educational Needs and Disability Leads (SEND leads), who may conduct further assessments and observations to suggest additional support measures.

- Many children (Wave 2) may receive in-class support, which is tailored to match their learning style and/or partake in short-term interventions.
- Some children (Wave 3) receive longer-term assistance from school staff to accelerate their progress towards set targets. They will be placed on our SEND support register, with a learning passport set up that includes targets. These passports are monitored termly and shared with parents.
- A few children (also Wave 3) may benefit from support and advice from external specialists, leading to the development of an individual targeted support plan.
- A very small number of children (Wave 4) with exceptional long-term and complex needs may require an EHC plan.



What is SEN Support?

If your child is identified as having a special educational need, they will be placed on our school's SEN support register.

At Hardy Mill, we scrutinise each child's barriers to learning and implement the appropriate provisions to overcome these challenges. SEN support may include:

- Extra help in the classroom
- Adapting and utilising different teaching styles and resources
- Ensuring resources are accessible
- Providing small group or one-to-one learning, both in class and as interventions
- Collaborating with specialists such as speech and language therapists

Progress towards the set targets is closely monitored, and adjustments to provision are made as necessary.

Who supports my child with their SEN?

Every member of our school team plays a role in supporting children with SEN. Some key members include:

- Your child's class teacher
- SEND Lead: Mrs J Hamblet
- Head Teacher/SEND Lead: Mrs J Briggs

Who may become involved with my child from outside the school?

In instances where a child continues to struggle despite the provisions in place, experts from external agencies may be invited to assess their needs. Such assessments primarily focus on guiding the school and parents on the best support strategies rather than providing a formal diagnosis. The SEND lead will seek your permission before requesting additional advice from external specialists, including health professionals, specialist teachers, or educational psychologists. These experts may:

- Conduct further assessments of your child's needs
- Observe your child
- Provide advice on how best to support your child
- Suggest resources to assist your child in making progress

Whenever possible, we offer parents the chance to meet with these professionals to discuss their findings and recommendations.

Does our school receive individual funding for my child's SEN needs?

Unless a child has either an EHC plan or Early Years high needs funding, the school does not receive specific funding for individual pupils. However, part of the school's budget is allocated for supporting pupils with special educational needs and disabilities, determined by the overall number and ages of students enrolled, known as 'per pupil entitlement.' Additional funding from a Notional SEND budget is available to offer extra support to pupils with SEND. Children with EHC plans receive a designated amount of 'top-up funding,' which is utilised to fulfil the provisions outlined in their individual plans.

What are EHC Plans?

For children with complex and long-term needs, the school may request an Education, Health and Care needs assessment from the Local Education Authority (LEA), in collaboration with parents or carers. This assessment is appropriate for only a small number of pupils. Schools can make this request after having completed several cycles of support and when they can demonstrate that they require more than £6,000 to address a child's needs. Parents may also submit direct requests for assessments to the LEA. Our SEND leads and The Parent Partnership Service will assist you throughout this process, should it be necessary. If the LEA approves the assessment, it should be completed within 20 weeks of the request. This assessment could lead to the issuing of an Education, Health and Care (EHC) plan, which consolidates your child's educational, health, and social care needs into one legal document.

Children with EHC plans undergo termly reviews, with an annual review occurring at least once every 12 months. If a child is not progressing towards their set targets or if concerns arise, an early review will be convened.

Who do I talk to?

We always recommend that you start by speaking to your child's class teacher. They are likely to know your child very well. If necessary, they can seek further support from our SEND leads.

Should you wish to speak with a SEND lead, please email at SENDCO@hardymill.bolton.sch.uk. Our SEND leads endeavour to respond promptly to correspondence and liaise with external agencies to ensure that your queries are addressed in a timely manner. However, please understand that they also have teaching responsibilities and/or attend meetings throughout the school day.

How can I help my child?

Research indicates that children who make the most significant progress are often supported by parents who actively engage with their schooling. You can help your child by:

- Keeping the school informed about any major changes in your family or any concerns you may have
- Encouraging your child with reading, spelling, and home learning
- Providing continual encouragement and praise
- Attending meetings, such as parents' evenings, and arranging discussions with the SEND lead if you have any concerns

Together, we can work towards achieving the best possible results for your child.

Where Can I Go for More Information?

If you have questions about the support your child is receiving or about SEN generally, please do not hesitate to contact your child's class teacher or our SEND lead. Additionally, the school's SEN Policy and information report can be accessed on our website, which contains more detailed information about the support available for children with SEND.

We look forward to working closely with families to ensure that all of our children thrive in their educational journey at Hardy Mill Primary School.