



Hamstead Primary School

SEND Information Report

2024 – 2025

Our School

Our School Vision

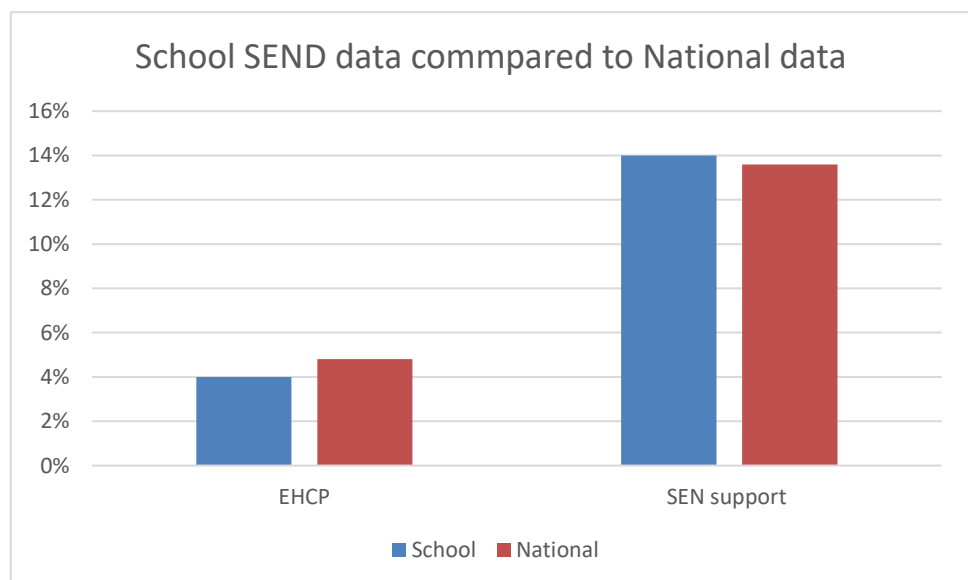
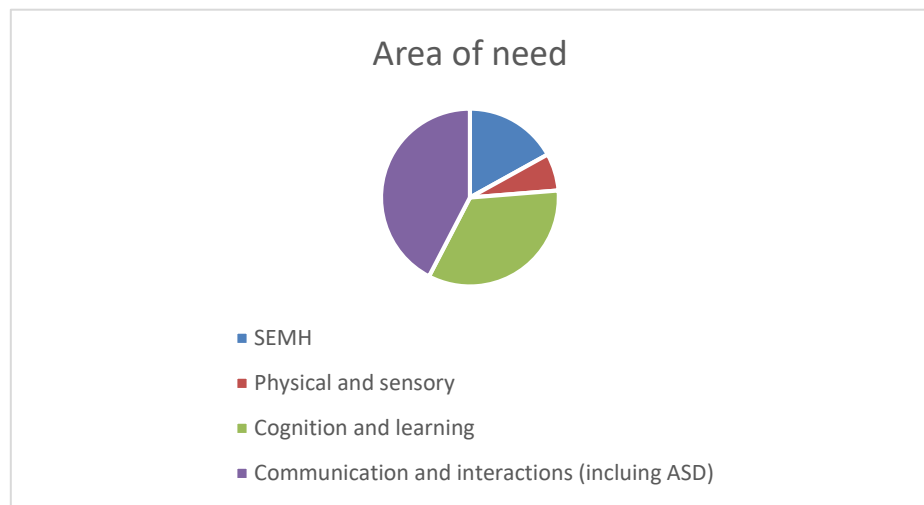
At Hamstead Primary School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners; for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone. We also nurture and promote the need to develop wider life skills that they can use to underpin their future development.

Information

Hamstead Primary School currently has 424 children on role (December 2024)

There are currently 59 children on SEND register with a range of needs from universal to specialist. (14%)

12 children have an EHCP (3%). An additional 3 children, we are awaiting on a for a final draft of EHCP. This would mean 15 children at 4%





Meet our SENDCO



The SENDCO is Mrs Jessica Tudor

If you would like to contact Mrs Tudor, please call school on **0121 357 1557**



Mrs L Evans will be the school's SENDCo whilst Mrs Tudor is on maternity leave.



Special Educational Needs

At Hamstead Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Hamstead Primary School we work closely as a team and if staff have a concern about a child, complete an 'Identification of Need' form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. If parents raise concerns, the SENCo will discuss concerns raised with the class teacher and decided on the next step of support.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Engagement Model scales or Sandwell Skills Ladders, which allow the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

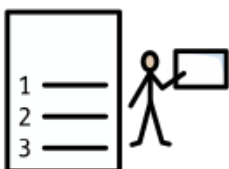
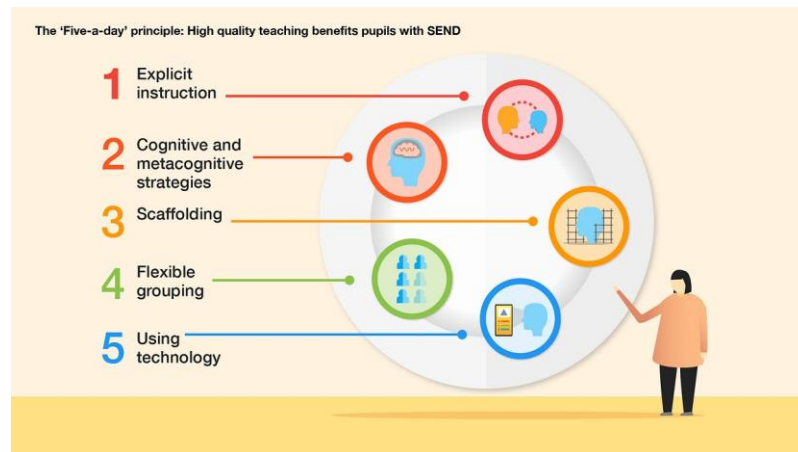


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.


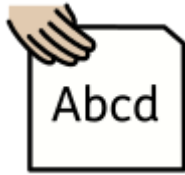




Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring

	Assistive technology 	Talk partners 	Peer marking 
	Self-assessment 	Word banks 	Positive behaviour 
	Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Hamstead Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term, and the SENCO is available at parents' evenings to discuss any concerns.

We also hold three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions, we gather parent feedback on SEN provision at Hamstead Primary, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for further meetings throughout the year, with an Annual Review once a year. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>

Children are also aware of their targets set as we use Pupil Friendly Individuals Educational Plans (PFIEPS), which are tailored to them as individuals.



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Review Learning Journals to track outcomes and progress towards individual targets.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

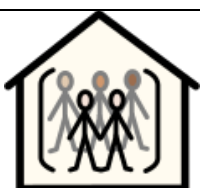
Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



Staff Training

At Hamstead Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Attention Autism
			
Autism	Makaton	Little Wandle Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment and Bereavement	Lexia	Sensory needs



Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

Transition Support

We hold two 'taster' sessions in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition books which include photos of the teacher, support staff and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

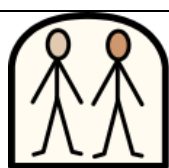
Class teachers and support staff meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. We also have a 7-week transition programme in the summer term for children who require extra support.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We are supported by an outside team of experts from Inclusion Support-Sandwell's SEND support Service. They are:

Dianne Lloyd- Specialist Advisory Teacher for Learning- SAT(L)
Dr Zoe Capper- Educational Psychologist
Dr Amanda Barrie- Social Emotional and Mental Health Teacher
Clare Farrell- Complex Communication and Autism Teacher

We also seek advice from:

- Therapists (including speech and language, occupational and physiotherapists);
- Specialists teachers of pupils with Hearing or Visual Impairment;
- Child and Adolescent Mental Services (CAMHS);
- Early Help;
- SENDIASS;
- Looked after Children Team;
- School Nursing Team;
- Other, including BEAM, Albright and Murray Hall.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children.

All children are encouraged to go on our trips such as residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, you may speak to the SENDCO or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

L. Howard – Chair of Governors
J. Harding – SEND Governor



Sandwell Local Offer

The Sandwell Local Authority Local Offer can be found at [Family Information Service Hub | Sandwell Local Offer](#)

SEND IASS	0121 2892566
Sandwell Family Information Service	0121 5694914
CAMHS	0121 6126620
Speech and Language Therapy/ Occupational Therapy/Physiotherapy	0121 6122010
Sandwell Children's Trust	0121 5693100
Special Educational Needs Service	0121 569 8240
Sandwell Inclusion Support	0121569 2777



Feedback

"Really positive support received from school. Really grateful to everyone involved. Parent session really helpful to talk to others."

"I am happy with my daughter's progress. Looking forward to developing more in Year 4. Thanks so much for all your hard work and support."