



HYDE PARK SCHOOLS

SEN Information Report

(Updated February 2024)



WHAT IS SEND?



A child or young person has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (6.15 CoP).

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age 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 in mainstream schools or mainstream post-16 institutions (Children & Families Act, Part 3, section 20).

...WHAT IS SEND?



We are an inclusive and ambitious school, aiming to support all children and their individual needs within the limitations of our school budget.

The Code of Practice 2015 identifies 4 broad areas of need:

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, emotional and mental health difficulties
- 4. Sensory and/or physical needs

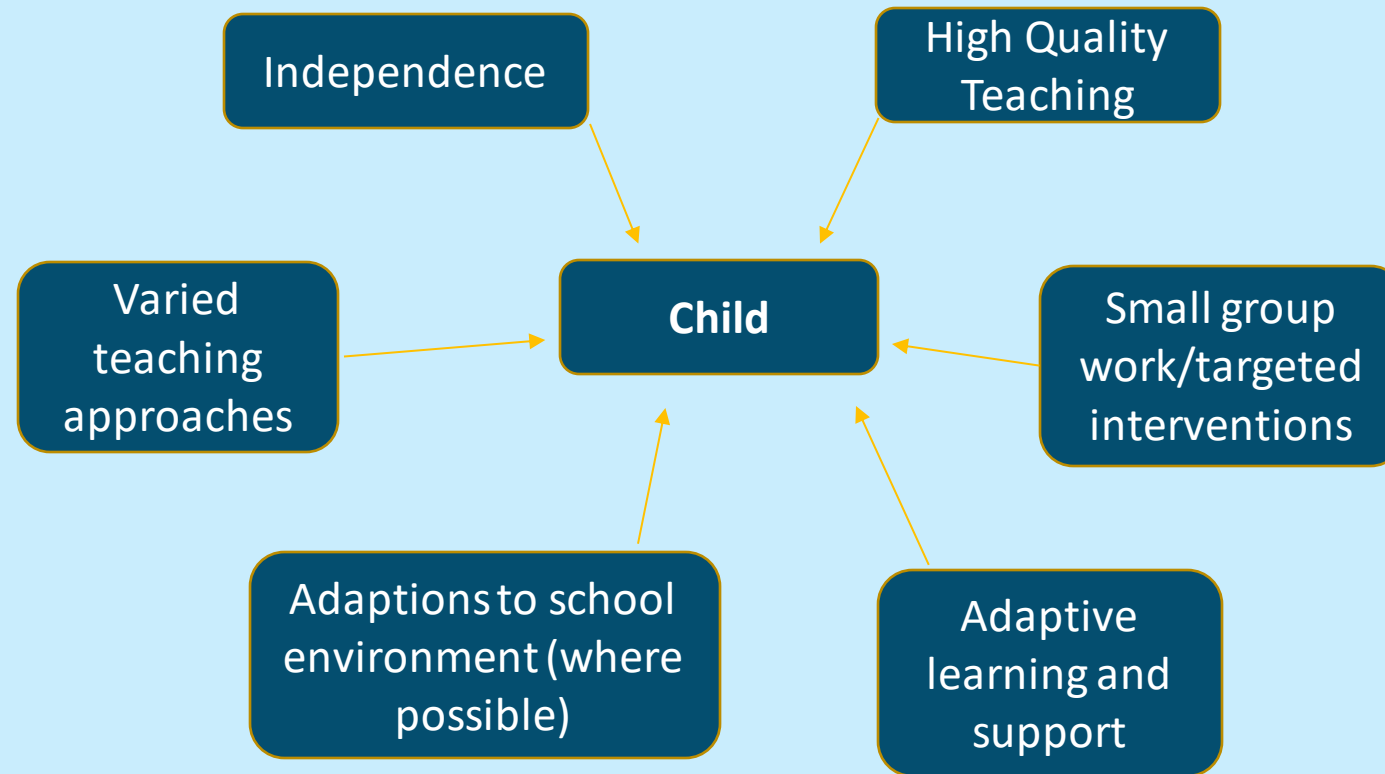
Children who have English as an Additional Language are not regarded as having a learning difference if the only difficulties are language barriers.

Health conditions and/or physical disabilities which require special educational provision to be made will be covered by this SEND definition.

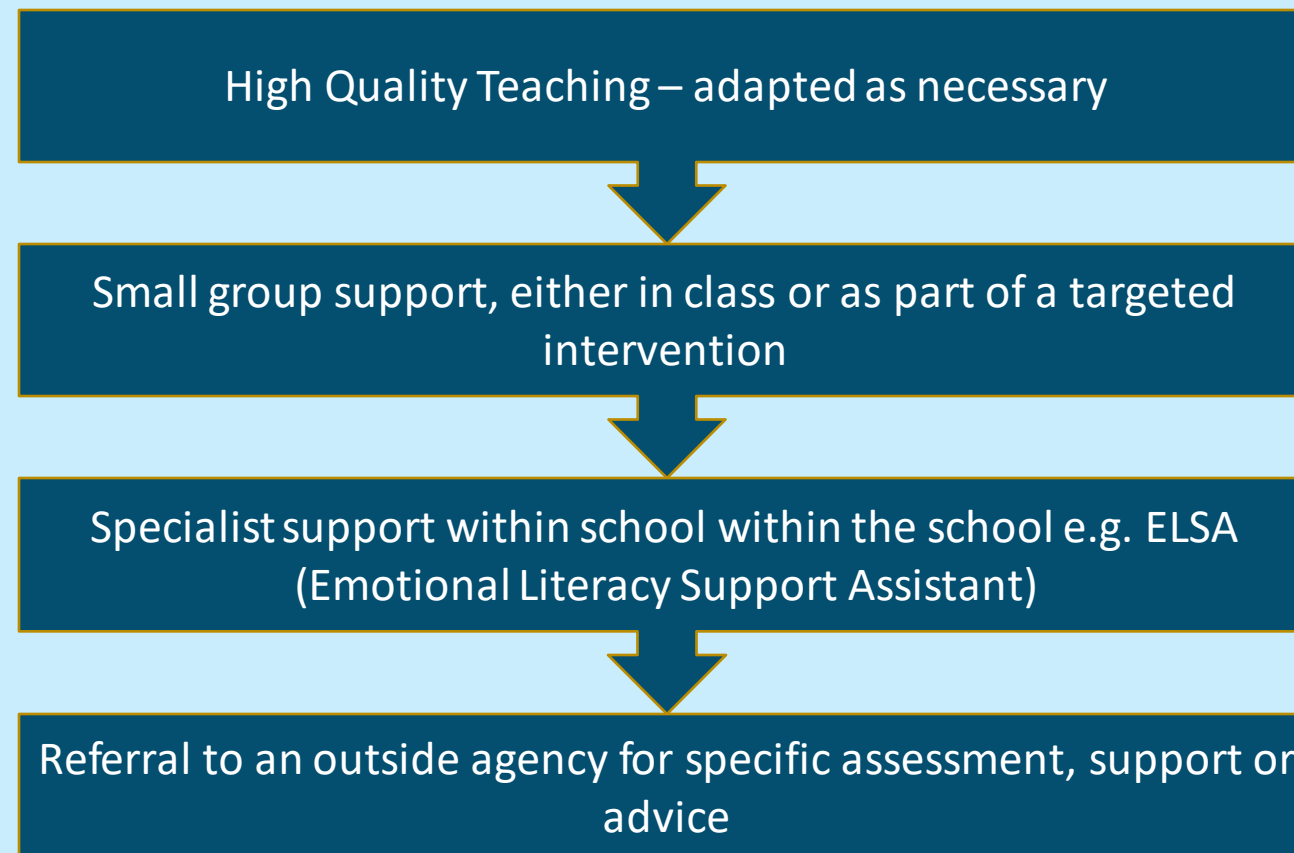
HOW DOES HYDE PARK SUPPORT CHILDREN WITH SEND?



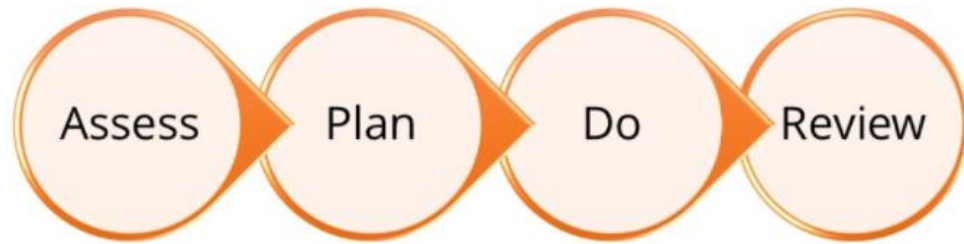
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Wherever possible, the teaching and learning environment is tailored to meet the needs of all children. In addition to this we have a progression of steps in order to support children who have, or may have SEND.



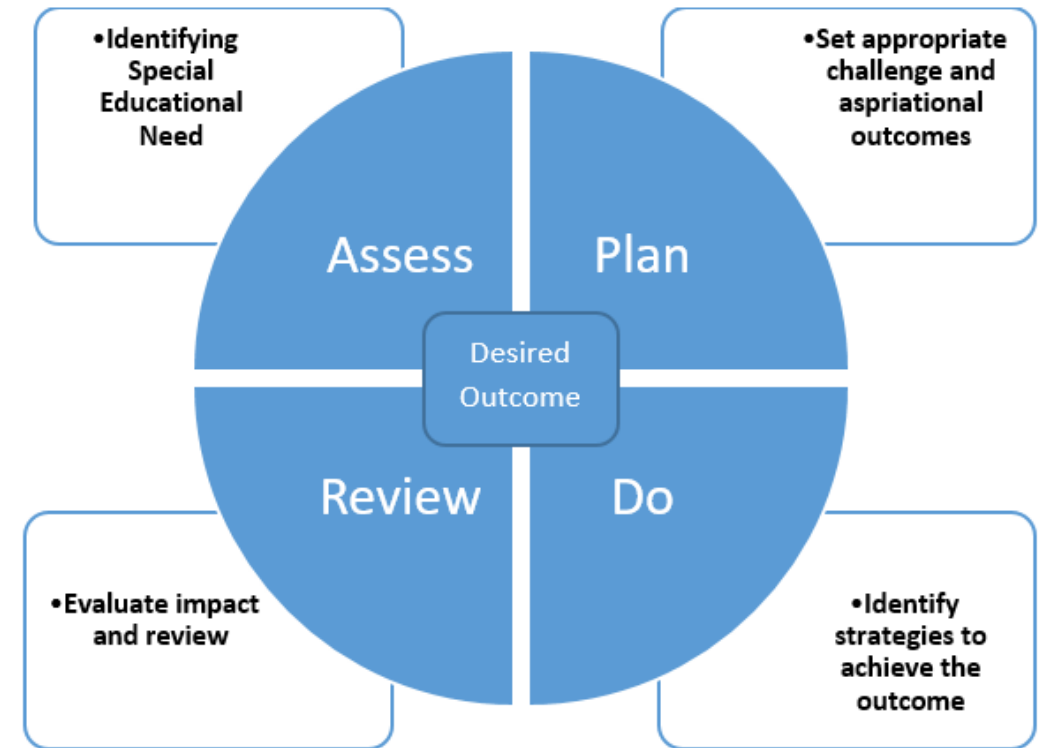
GRADUATED APPROACH



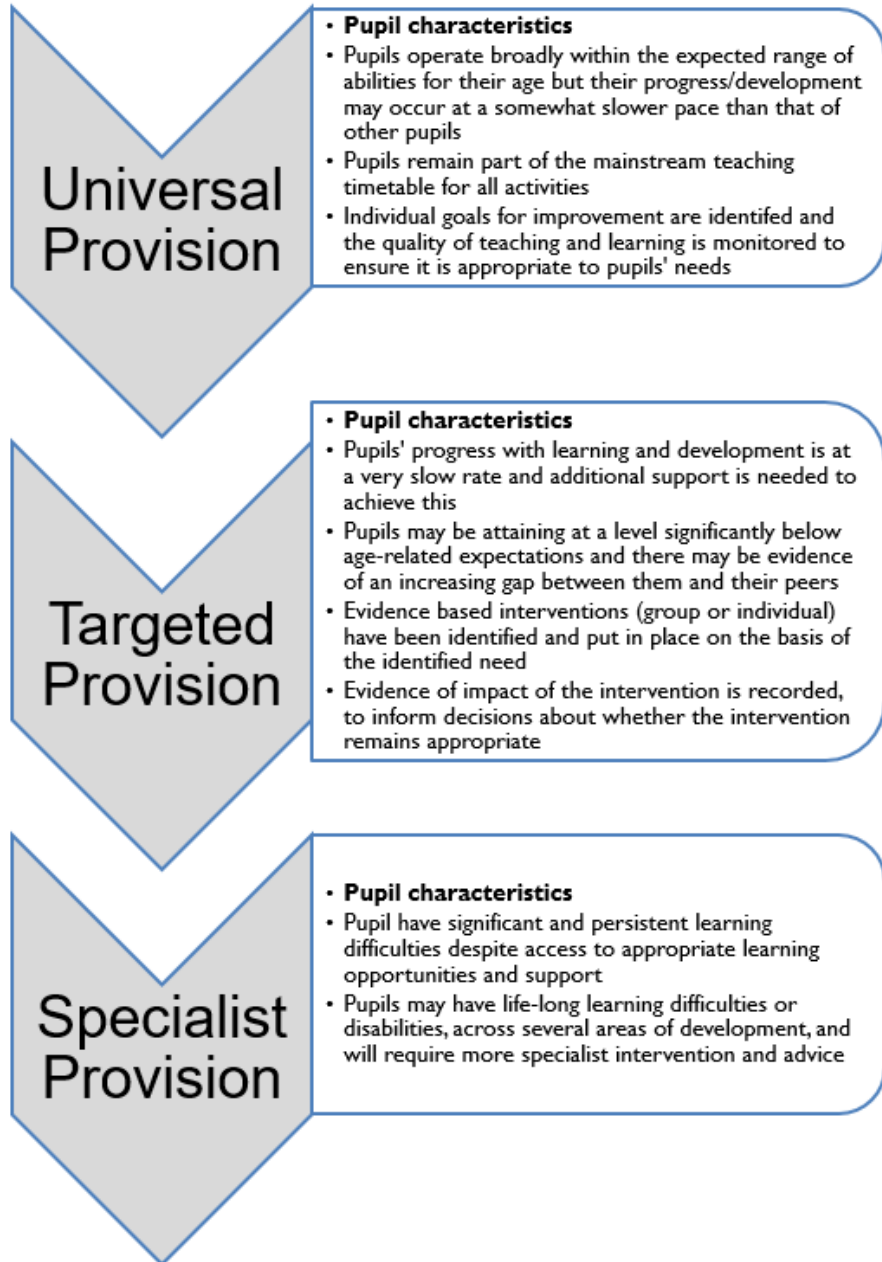
Graduated approach to inclusion

plymouthonlinedirectory.com/plymouthlocaloffer

The school follows the graduated approach to inclusion and an assess, plan, do review cycle to help target the support a child requires.



The 3 levels of SEN provision within the Approach



- At Hyde Park Schools, the majority of pupil's needs will be met through universal provision.
- Should a child be identified as needing targeted provision, their needs will be discussed with the SENCO at termly meetings, as well as communicated to parents through an open door policy and parents evenings.

WHAT WILL HAPPEN IF MY CHILD DOES NOT MAKE EXPECTED PROGRESS OR IS IDENTIFIED AS NEEDING MORE SUPPORT?



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- Each class teacher will assess the children continually, as part of their everyday teaching. If teachers feel a child is not making expected progress they will try different approaches and styles to help them to learn. This will then be discussed with the Special Needs Co-Ordinator (SENCo) at a Termly Pupil Progress Meeting and next steps recorded.
- If more or different support is needed, targeted provision will be put in to place to support the child to help them to make more progress. This is discussed with parents. This is monitored through SEND Review meetings with the SENCO and class teacher.
- Sometimes, the school's SENCO will offer advice on their particular difficulty and appropriate support/resources recommended. Screening tools may also support this.
- If necessary the SENCO will seek advice from other professionals to make more detailed assessments. An IEP may be needed at this point, to support the delivery of specialist advice and measure impact.
- If a multi-agency response is required, targets may be documented through a Multi Agency Support Plan (MASP/TAM) or an Early Help Assessment Tool (EHAT). This helps co-ordinated the advice from multiple agencies. Such advice may point to the use of specialist resources, which are either secured through the school SEN budget or accessed through Outreach Services.

SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS



- The majority of Teaching Assistants have been trained in Emotional Literacy Support, which is a way of developing the independent strategies pupils need to manage emotions and feelings. Children receive approximately 6 sessions of ELSA support before having a further 6 weeks of light touch observation and monitoring to see if the strategies are being applied.
- Each new academic year school starts with a Mental Health Week for all pupils.
- Class work around emotions, relationships and mental health is part of our curriculum offer, and like all areas of the curriculum is adapted when necessary to support access by all pupils.
- We employ a Family Support Advisor with a background in Mental Health work with children and she has a regular caseload of children she supports with social and emotional development both in groups and individually.
- Children's needs are accommodated in a range of classroom adjustments to support them, including but not limited to: early entry, meet and greet, sensory room use, quiet withdrawal spaces, sensory toys, visual timetables, decompression "3 O'Clock club" at the end of the school day.

WHAT SUPPORT IS AVAILABLE FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN WITH ADDITIONAL NEEDS?



- The designated teacher for looked-after children and previously looked-after children is Mr Mark Dellow for KS2 pupils and Mrs Jennifer Hussey for KS1 and EYFS children.
- Children who are looked after and have special educational needs will be supported directly by the Hthe designated teacher is responsible for managing the emotional and educational needs of looked after and previously looked after children, and maintaining their personal education plan.
- The designated teacher will work with Mrs Harris, our SENCO, to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.
- Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will ensure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

WHERE CAN I FIND INFORMATION ABOUT HYDE PARK'S APPROACH TO PUPILS WITH SEND?



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- Our school website has lots of information about the school. There is a designated area for SEND, where you can find a copy of the SEND Policy, as well as a link to the Plymouth Online Directory (POD), which has a wealth of useful links.
- Alternatively, you are welcome to contact Mrs Harris, our school SENCO, Mrs Hussey (Head of School HPI)/ Mr Dellow (Head of School HPJ) or Mrs Jones (Executive Headteacher), who will gladly discuss any issues with you.



Mrs Hussey



Mr Dellow



Mrs Jones

Photo
to
follow

Mrs Harris

WHO IS THE PERSON RESPONSIBLE FOR CHILDREN WITH SEND?



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- Mrs Harris is our school SENCO. This stands for Special Educational Needs Co-ordinator. She co-ordinates the provision for our SEND children across the school.
- Each class teacher is responsible for the day to day teaching of SEND children in their class. The Heads of School and the Executive Headteacher has overall responsibility for all pupils.
- All of the staff within the school work in partnership with Mrs Harris to meet the needs of our SEND children.
- Mr Dellow works across both Hyde Park Schools to provide strategic oversight of inclusion.
- The Schools' SEN Policy can be found here:

HOW DO I CONTACT THE PEOPLE RESPONSIBLE FOR SEND OR ARRANGE TO MEET THEM?



Mrs Harris can be contacted:

1. In Writing:

Hyde Park School

Hyde Park Road

Peverell

Plymouth

PL3 4RH

2. By Telephone:

01752 225314

3. By email:

hydepark.office@horizonmat.com

WHAT TRAINING OR SPECIALIST EXPERTISE DO THE HYDE PARK STAFF HAVE AROUND SEND?



- Mrs Harris has been a SENDCo in Plymouth for over 20 years, and has a wealth of experience working with other agencies in Plymouth.
- Mrs Harris and Mr Dellow regularly attend specialised CPD and share this with school staff.
- All staff are Trauma Informed, and many have had training in supporting children through specific approaches including Precision Teaching, Colourful Semantics, and supporting strategies for pupils with signs of ADHD and Autism. All staff have all been trained in the use of Cued Articulation to support speech and language development.
- The majority of our Teaching Assistants have received training in ELSA (Emotional Literacy Support Assistants) and Lego Therapy.
- SLT and select members of staff have received CPI (Crisis Prevention Institute) training on either de-escalation techniques or de-escalation and positive handling techniques.

WHAT FURTHER EXTERNAL SUPPORT CAN HYDE PARK ACCESS AND WHEN WOULD THIS HAPPEN?



When an adapted, targeted curriculum is no longer having an impact on a child's progress or emotional well-being the SENCO may request further advice, support or assessment from relevant outside agency. The school has access to other services:

- Speech and Language Team – NHS or PLP
- Communication Interaction Team (CIT)
- School Nurse
- Multi Agency Support Team (MAST) including Family Support Workers and Educational Psychologist
- Transition support from the local secondary schools
- Social Services
- Primary Mental Health Team
- CAMHS
- Adoption Support UK
- Jeremiah's Journey
- Woodlands Outreach Team
- Child Development Centre – via the GP
- Occupational Therapy

WHO CAN I CONTACT TO PROVIDE ADDITIONAL ADVICE AND SUPPORT FOR MY FAMILY?



- Mrs Warne is available to support families in her role as the Family Support Advisor. She is able to offer a range of support and impartial advice including:
- Signposting parents to different organisations that may help them such as Plymouth Information Advice and Support for SEND (PIAS) [Plymouth Information Advice and Support for SEND](#)
- Listening and talking to parents about their anxieties or difficulties.
- Providing support for parents to help them deal with parenting challenges such as behaviour, sleeping, eating, bereavement and other difficulties.
- Depending on the issue, the class teachers, Executive Headteacher and SENCO are also able to offer advice and support.
- Parents can also access the Plymouth Online directory for further advice or support:
- [SEND Local Offer - Plymouth Online Directory](#)

HOW ACCESSIBLE IS THE SITE?



- Hyde Park Schools were built in 1904. The Victorian buildings have the schools arranged over three floors. There are playgrounds at the front, back and one side of the building. There are many stairs providing access to the classrooms and no budget to include an elevator of any kind. Two of the playground spaces are only accessible via steps and there is no way to navigate the site without encountering some steps. The canteen is a separate building on the back playground.
- Staff are skilled in making good use of the indoor and outdoor spaces, although the building does present a barrier in supporting children with mobility issues.
- The Accessibility Plan for both Schools can be found here: [Hyde Park Schools Accessibility Plan](#)

HOW DOES HYDE PARK INVOLVE PARENTS AND CHILDREN IN THEIR SEND SUPPORT?



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- At Hyde Park we value our strong relationships with parents and carers. We recognise the importance of working together to secure the best possible outcomes for all children. We also have regular parents meetings with class teachers, where parents can share and review targets, progress and support arrangements.
- Children are actively encouraged to understand their targets and celebrate their success in achieving them and a 'Person Centred Planning' approach is taken.

PARENT TESTIMONIAL



‘This time last year, we considered moving him to a Special School: searching for advice and consulting with numerous Special School head teachers throughout the summer term. However, Mr Dellow and other staff went out of their way to reassure us that they could accommodate A’s social, emotional and educational needs in the forthcoming years. They even switched the location of no less than six classrooms, to locate his class as near as possible to the Snug, withdrawal room! That is definitely ‘going above and beyond’ for a pupil. This year the SENCo has worked tirelessly for the benefit of our child: expertly chairing regular meetings, with all professionals involved with A; filling in endless, but necessary paperwork; devising and adapting challenging, engaging and well-pitched timetables to meet his unique needs; and above all been his strongest advocate. She is incredibly well informed and has supported us with positivity and kindness, when we have struggled to understand the referral processes and how to seek the support we need.

When receiving a class with a child, such as A, the task of differentiating so widely must have been daunting. His class teacher has been a true professional and expertly adapted the curriculum to both engage and challenge him. He has returned home ‘buzzing’ about all that he has learnt in school that day; wanting to research further or read more about a given topic.

A’s 1 to 1 TA is simply the most wonderful human being that a child (and parent) could have the pleasure to meet. She is a whirlwind of fun, love, compassion, firmness, trust, challenge and mischief. To say that we have been bowled over with the level of commitment she has to the Special Needs children of Hyde Park School would be an understatement. Watching her interact with A is quite something to behold. This is an educator, who really, truly understands the complexities of a neurodivergent child and loves them for it. ‘

WHERE CAN I FIND INFORMATION ABOUT THE LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEN AND THEIR FAMILIES?



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- The Local Authority's Local Offer can be found at:
- [SEND Local Offer - Plymouth Online Directory](#)
- This contains a directory of services available to parents and children and provides information about SEN support and provision in Plymouth.
- For any other information about our school and the opportunities we offer, please refer to our website or contact the school office on 01752 225314.

HOW DO THE SCHOOLS CONTRIBUTE TO THE LOCAL OFFER?



- Hyde Park Schools collaborate with the Local Authority and other agencies around the city. The Schools always attend SENDCo briefings in the City as well as within the Learning Academies Trust.

WHAT HAPPENS AT DIFFERENT TRANSITION POINTS?



- The school works closely with parents and local pre-schools to ensure quality transition into school, for pupils with SEND. This is to ensure successful strategies can continue within a new setting, as well as communication of needs and support required.
- The school adheres to the Local Authorities Transition Programme using the appropriate paperwork and transition codes.
- The transition process to Secondary School for children with SEND, begins in Year 5. Parents will be involved in the process of an enhanced transition, through TAM meetings and visits to the Secondary School.
- Throughout Year 6, children with SEND are provided with a gradual, planned transition. Those needing it will have this enhanced transition to familiarise themselves with the new setting and staff. In this way a thorough exchange of information about the child will take place and they will be supported from both staff at Hyde Park and the receiving school.

IF I AM NOT HAPPY WITH THE PROVISION AT HYDE PARK, HOW CAN I SHARE MY CONCERNS OR MAKE A COMPLAINT?.



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- We very much hope that you will be happy with the provision for children with SEND at Hyde Park. However, if you are not happy with the provision in place for your child, there are several ways to resolve this:
- Talk to the class teacher
- Talk to the SENCO
- Talk to the Head of School/Executive Head
- Contact Plymouth Information Advice and Support for SEND who offer impartial support and advice.

GLOSSARY

CAMHS – Child Adolescent Mental Health Support

CDC – Child Development Centre

CIT – Communication Interaction Team

EHAT – Early Help Assessment Tool

ELSA – Emotional Literacy Support Assistant

EP – Educational Psychologist

IEP – Individual Education Plan

MASP – Multi Agency Support Plan

MAST – Multi Agency Support Team

PIAS – Plymouth Information Advice and Support

POD – Plymouth Online Directory

TAM – Team Around Me meeting

SENCO – Special Educational Needs Co-Ordinator

SEND – Special Educational Needs and Disabilities