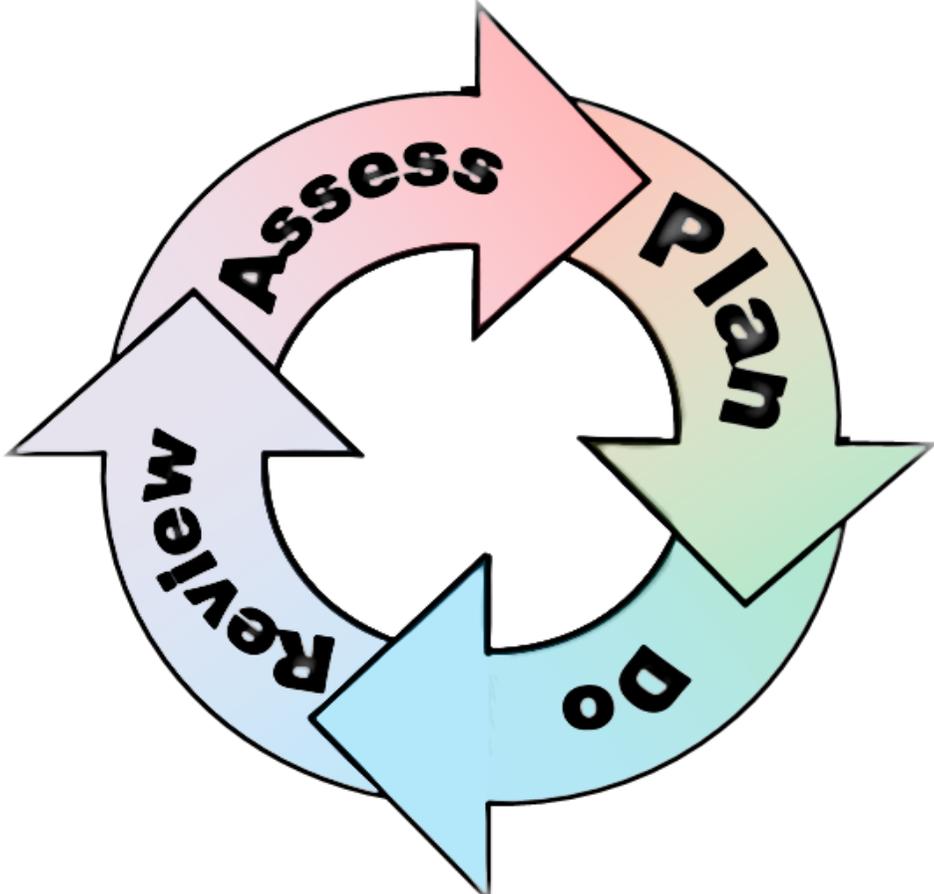


Special Educational Needs - School Offer

Head Teacher: Mrs J. Armstrong
Inclusion Leader/SENCo: Mrs S. Hawes



Contact Details

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Assess

- How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)
- What are the first steps school will take if SEN are identified?
- What should parents/carers do if they think their child has SEND? How can they raise concerns?
- What intervention is available to all children/young people? How will our school involve children in the assessment process?

Plan

- How will our school teach and support children with SEND?
- Who will be working with your child? What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
- How will our school include parents and the child in planning support?
- How will our school teach and support children with SEND?
- What access do our SEND children have to facilities and extra-curricular activities?
- How does our school plan for transition for children with SEND?

Review

- How will we work in partnership with parents and carers?
- How do we assess and evaluate the provision we have arranged for your child?
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer?

Do

- How is the different provision delivered in our school?
- What role will the child teacher/s play in the additional provision?
- Which other services do we use to provide for and support our children/young people?
- How does our school encourage parent/carers to become involved in the additional provision?

Assess

- Teachers regularly assess children's progress. At the end of each half term teachers assess levels of attainment and enter them into the school's tracking system. This, along with discussions between the Assessment Leader and class teachers, is used to help identify pupils who may have SEN. There may also be occasions where the class teacher feels that a child within their class may have specific needs (learning or behavioural) from observations and will seek further guidance from the SENCo, Mrs Hawes.
- If high quality teaching and differentiation are not helping a child to achieve their potential, and we feel a child may have SEND, we will discuss this with their parent/carer and, with their agreement, record them on the school's register of SEND. The school will follow the recommended cycle of 'assess, plan, do, review' to meet the child's needs and support them to achieve their full potential. When needed, we will seek advice from more specialised colleagues such as the Educational Psychology Service, CAMHS, Speech and Language Therapy. When this takes place we always share with parents and carers our findings and the next steps we need to take.
- We assess each child's skills and attainment when they join Hartburn Primary School, as well as talking to their parents or carers to build a picture of individual strengths and needs. If pupils have identified SEND before they join school, we work closely with the people, including professionals, who already know them and use the information already available to identify what their SEN needs are when they join our setting.
- If teachers feel that your child has a SEN need, this may be because they are not making the same progress as other pupils. We will observe the child in their learning environment in order to assess their understanding. If parents/carers feel that their child may have a special educational need or disability, they can discuss this with their child's teacher initially or with the school's SENCo
- If you have any concerns or complaints, then you can follow the school's complaints procedure. The first person to contact is the SENCo. Further complaints can be referred to the Head Teacher, Mrs Armstrong.
- Stockton's Parent Partnership, 01642 527158, can provide independent information and advice.

The SEN Code of Practice can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

Plan

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical Needs

- At Hartburn Primary we believe that all children can work to their full potential, without barriers of SEN. holding them back. We have high expectations for all children and we try to ensure that all children make the progress they are capable of making.
- Lessons are differentiated to cater for the needs of all children in the class, on an individual basis where necessary. Resources are matched to the purpose and needs of the children- with the curriculum adapting to suit the needs of individuals.
- ICT resources are used appropriately to support children in their learning.
- Children with SEN are sometimes allocated one to one support in school or they may have access to an additional adult to complete small group intervention work.
- Children may have issues which are not based on their ability to learn effectively. Emotional and social difficulties are catered for with the same care and attention. If children feel safe and happy in school, they are more likely to succeed.
- At Hartburn Primary we believe that all children should have the same opportunities both inside and after school. All children have opportunities to attend after school clubs of their choice and residential trips in KS2.

Do

- At Hartburn Primary School we look at all children as individuals. We look at specific resources which could be used to support, i.e. iPads to record work, coloured pages in workbooks and overlays to support children with dyslexic tendencies. These arrangements can be made for children regardless of any formal diagnosis. We believe that if children would benefit from certain resources they should be used.
- With some individual children the curriculum is adapted to suit their cognitive ability rather than their age. We ensure that children are working at a level appropriate to them, but with an appropriate element of challenge.
- Class teachers are fully accountable for the progress made by all children, including those who have additional needs. They have the responsibility to plan and assess all children. Sometimes lessons are delivered inside or outside the classroom depending on individual circumstances. These intervention lessons could be delivered by a child's 1:1 support assistant.
- SEN children can also access the many after school activities we provide such as gymnastics, football, choir, athletics, etc. Additional 1:1 adult support may also be given to individuals so that they can take part in these extra-curricular activities safely.
- It is often the case that special arrangements are made for children to be able to access residential visits or school trips. Meetings with parents are held in advance to ensure that all eventualities are discussed. Every effort is made so that children are able to access most if not all activities available to them. For example, with children with health difficulties, an extra car is taken along, should it be needed in an emergency. Children may be given 1:1 support, or small group, to assist with behaviour if necessary so that children do not come to any harm.
- As we have an open door policy, parents know that they are free to discuss any concerns with teachers or the school SENCO, knowing that every adaptation will be made if possible.
- School governors oversee SEN and safeguarding issues which involve working with Health and Social Care, Local Authority support services and other organisations
- Throughout the school, a thorough and varied programme of professional development is in place which provides all staff with opportunities to develop, consolidate and embed good practice through various methods including training.

Review

- Progress of SEN children and all children is assessed on a very regular basis. The school keeps in-depth tracking data of assessments which take place every half term. This data is monitored closely to ensure that all children are making progress, relevant to starting point. If any child is not making progress, we look at putting in extra intervention work so that they are able to catch up.
- In school we hold regular parent meetings where parents can discuss their child's progress. In addition to this we also offer to hold SEN meetings where parents can discuss their child's progress with the SENCO and discuss any worries.
- The whole school SEN register is updated every term. Children are added and removed as the teacher feels necessary.
- Children with Education and Health Care plans are reviewed in a full multi agency meeting every year.
- Some families and children are also part of a 'Team Around the Family' provision where the children needs are looked at in the home as well as school. These meetings take place when necessary.
- Some children are also involved with our school Educational Psychologist. This involves having joint consultation meetings with parents and teachers to discuss a plan of action to support the child. Their progress is reviewed throughout the year.
- At all review meetings parent's information is absolutely essential. Parents know their children best and their input is invaluable in building a holistic picture of the child. Parents are invited to speak about their experiences at home so that this can be compared to how the children are within the school setting.
- Depending on the cognitive ability of the child, they too can be involved in the process of reviewing their own provision. This is a very useful process so that their individual viewpoint can be heard.

Communication and Interaction

- Children with social and communication difficulties are given the support they find most useful. With some children this means an extra adult is on hand to support them to access the curriculum. Alongside educational support these children are given access to small group work to encourage socialisation and building friendships. Social stories and social skills activities are used to teach the children about how to work with others effectively.
- We recognise that some children cannot work in a big group or in a noisy environment as they are easily distracted. They can be offered an individual place to sit at where they can concentrate more readily.
- Children are sometimes taken to quiet areas in times of distress, enabling them to remain calm.
- Simple modifications can be made to lunch and break times if this helps the child., ie going in for early lunch so that they can sit with an adult. Children with difficulties in controlling their behaviour are often allocated additional support at break times to keep them and other children safe.
- Resources are used within school to support children with communication difficulties. Particular attention is given to supporting children to understand and control their own emotions so that they can deal with difficult circumstances.
- Transitions between key stages are carefully managed. Transition meetings for Year 6 children with special needs are held with secondary school staff so that they are fully informed of the children's needs. Class teachers speak about the children to their next teacher so information is transferred and the same routines can be kept if they work for the child.

Cognition and Learning

- Children with difficulties in areas of cognition and learning are given regular, focused intervention.
- Children are given practical aids for learning e.g. table squares, time/number lines, word mats, pencil grips pictures, photos, accessible reading material suited to age.
- Lessons are planned and differentiated so that all children are given the chance to be successful.
- Increased access to ICT
- Children are given additional support in areas in which it is needed. We strive to make the children as independent as possible.
- ICT is sometimes used to support children with learning difficulties as this can often be a great motivator as well as supporting children who find recording their work difficult,
- Adaptations to assessments are made to enable full access for all children, e.g. readers, scribe, ICT
- Teachers ensure that all children are involved and learning in class through differentiated questioning and activities in teaching sessions.
- Children are given a chance to over learn through frequent repetition and reinforcement.
- Although work is differentiated, we believe that we should not categorise children by saying that they cannot do something. We have high expectations of all children and we do not accept underachievement from any child. The children are all challenged, regardless of their ability.

Social, Emotional and Mental Health

- As a school we recognise that children with social, emotional and health difficulties often require an area to calm down in or to relax in. Individual work stations are used when necessary if this support the child with their learning.
- Individualised rewards systems are sometimes used to motivate children to learn.
- Some children in our school have access to counselling services. We have found this to be very beneficial to children as they are more likely to open up in a relaxed situation.
- Some children may need increased access to additional adults in the classroom, so that they are in a position to learn more effectively. We recognise that some children need to unload their fears and difficulties before they are in a 'place for learning' and need to know how they deal with their anger and emotions.
- We are also in close contact with the Bungalow Project. Referrals can be made to the Bungalow Project who will then work with the child and their family to assess and support children's specific needs. Strategies and provision is put in place with children being supported with their behaviour in and out of school.

Sensory and/or Physical Needs

- Modifications to resources are made, such as copying materials in larger print, using coloured paper overlays. Hearing aids and radios are worn to support children with hearing difficulties.
- Specialist teachers visits school regularly for those children who are hearing or visually impaired.
- Therapy programmes are delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists. Some children have access to specific and individual gross and motor skills activities.
- The curriculum can be adapted to enable full access e.g. alternative recording devices, modified PE curriculum.
- If necessary school will apply to High Needs Panel for additional funding for specialist equipment.

Transition Within School and Across Other Schools

Many strategies are put in place to enable pupil's transition to be as smooth as possible. These include:

- When moving within school, all pupils spend part of the day towards the end of the school year where they spend time with their new class teacher.
- Discussions are held between class teachers within school on at least one occasion.
- When a child with SEND or a EHC plan is transferring to or from another school, the SENCo will make contact with the new or previous school and the parent to make sure all relevant information is passed on. This will be shared with the class teacher and any other relevant staff in school.
- Additional visits are arranged for those children who need extra time in a new school.
- Secondary school staff visit pupils prior to them joining their new school.
- Our SENCo liaises with SENCos from secondary schools to convey information regarding SEND pupils.
- Where children have more specialist needs, a separate Transition Guarantee meeting takes place with the SENCo from the secondary school, our SENCo, the Head Teacher, parents and any relevant outside agencies and, where appropriate, the pupil.