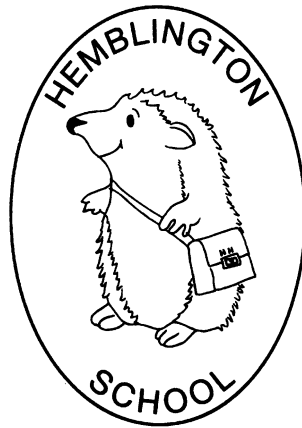


Hemblington Primary School



Local Offer and Information Report for SEND

Signed:

Date Reviewed: September 2018

Next Review Date: September 2019



Hemblington Primary School -Information Report September, 2018

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

"Children have a *learning difficulty if they:*

- have a significantly greater difficulty in learning than the majority of children of the same age;**
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;**
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)**

HOW DOES OUR SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Hemblington Primary School children and students are identified as having SEN through a variety of ways, including the following:-

- Liaison with previous educational setting (playgroup / nursery)
- Child performing below age expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical, sensory
- Health diagnosis through paediatrician

HOW DO I RAISE CONCERNS IF I NEED TO

- Talk to us - firstly contact your child's class teacher or the SENDCO (Special Educational Needs & Disability Co-ordinator) . At Hemblington Primary School this is the Headteacher.
- We pride ourselves on building positive relationships with parents and working as a team.

HOW WILL HEMBLINGTON PRIMARY SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN, & WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made in every area.
- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- There may be support staff working with your child, either individually or as part of a group, if this is seen as necessary by the SENDCo. The regularity of these sessions will be explained to parents when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher or SENDCo will explain provision to parents/carers and will discuss your child's needs, support and progress regularly.
- For further information, the SENDCo is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCo reports to our school governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENDCo. They also report to the governors to keep them all informed.
- The governors agree priorities for SEND spending with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE SCHOOL CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

HOW DOES OUR SCHOOL APPROACH DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within each class and subject area is set at an appropriate level so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be different levels of work set for the class, including individual differentiation if required.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own level within the class setting.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome at any time to make an appointment to meet with either the class teacher or the SENDCo to discuss your child's progress. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, so we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. There are always two Parents'/Carers' Evenings each year; other meetings are organised as required, for instance discussing targets set on a Pupil Passport.
- If your child has an EHCP (Education, Health & Care Plan), a formal meeting will take place to discuss your child's progress annually.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- We measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress more formally every term, and use a variety of methods to assess progress.
- Children who are not making expected progress are picked up through this rigorous termly monitoring. Appropriate interventions will then be introduced to help children to reach their potential.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN OUR SCHOOL?

- We are an inclusive school: we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to well-being. We have caring, understanding staff looking after our children. At Hemblington Primary School we take a strong stance against bullying of all types: see our school policy for further details.
- Our class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo /Headteacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Care. In this way, the school can provide for most types of SEND; if necessary, we will signpost to other agencies or schools at an appropriate time.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- We have a policy regarding the administration and managing of medicines on the school site. We are committed to helping children with medical needs stay in school.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained.
- Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children/young people. We aim to help children with specific health issues fully access schooling.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- At Hemblington Primary School, we promote positive behaviour.
- We support any child with identified behavioural needs and relevant interventions are put in place.
- After any incident involving unacceptable behaviour, we expect the child to reflect on their behaviour with an adult. We take a restorative justice approach where appropriate. Our behaviour policy is available on the school's website.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the school.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. Our School Council also sends representatives to the Cluster Schools Council.
- Pupils' views are sought regularly by staff regarding their experience of school.
- If your child has an EHCP, their views will be sought before any review meetings. Where children need specific support for their learning or other educational needs, a 'Pupil Passport' will be drawn up; children, parents/carers, teachers and the SENDCO all contribute their views to this document.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY OUR SCHOOL?

- Our SENDCo meets regularly with other SENDCos in the Cluster to share expertise.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Health - for example, GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists;
 - Social care, including family support workers, social workers;
 - Educational Psychologists and Specialist Support Teachers - we currently subscribe to the Norfolk EPSS service for advice and assessments relating to SEND.
 - Other local specialists and charities, e.g. Autism Anglia.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

Within the Thorpe Cluster and the Yare Education Trust, we share expertise across the schools. In addition, one of our staff members has completed the national qualification for SENDCos to add to the expertise and support available within the school staff.

Hemblington's teaching staff and support staff have benefited from Cluster and other specialist training in:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Condition
- Visual stress (e.g. Meares Irlen)
- Mindfulness
- Hearing support
- Epilepsy
- Diabetes management in schools
- Aspects of mental health

We also have staff trained in Catch-Up for Maths and Literacy, and for the use of other interventions.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure no-one's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to

take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. This would always be done in consultation with the parents.

HOW ACCESSIBLE ARE THE SCHOOL ENVIRONMENTS?

We have an up to date Single Equalities Scheme and Accessibility Plan. We aim to make our school as accessible as possible within the constraints of the site.

- We liaise with EAL (English as an Additional Language Service) where required to assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting, when they will be shown around the school. For children with SEND, we would encourage further visits to help them get used to the new surroundings. We also visit children in their current setting where appropriate and make home visits to our new Reception intake each year.

- Teachers make use of a transition document to ensure all necessary steps for a successful transition have been completed; this will include discussions with the child.

- When children are preparing to leave our primary school at the end of Year 6, we arrange additional visits, in conjunction with the secondary school.

- We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If your child has complex needs then an Education, Health and Care Plan review will be used at a transition meeting, during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.

- We have support staff who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.

- The budget is allocated on a needs basis; and this is reviewed regularly.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- At Hemblington Primary School, we recognise that excellent teaching enables every child to make the best progress.
- Support staff will always work under the close direction of a class teacher or the SENDCo. All staff recognise that children need to become independent learners and therefore they may work with groups of children rather than individuals.
- The class teacher, alongside the SENDCo, will discuss the child's needs and what support or teaching strategy would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels or the best possible progress.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- We use the Assess, Plan, Do, Review approach to monitor impact.
- We measure impact by looking at progress in any of the following areas:
 - Communication and Interaction (speech and language)
 - Cognition and Learning (e.g. English and Maths)
 - Social, Mental and Emotional Health
 - Sensory and Physical
- Verbal feedback from the teacher, parent and pupil contributes to evidence of progress.
- Children may be considered to no longer have SEND when they have made sufficient progress in any of the above areas.

If there are any concerns or complaints, the first step is to speak to the SENDCo or Headteacher. We have a full complaints procedure that can be accessed if required but we hope to work successfully with all parents and carers to resolve any issues that may arise.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact at Hemblington Primary School is your child's class teacher to share your concerns. The Headteacher / SENDCo is also available.
- Look at the SEND policy on our website.
- Contact Parent Partnership - www.norfolkparentpartnership.org.uk

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Places are allocated by the Local Authority.

Contact the school office on 01603 713243 (office@hemblington.norfolk.sch.uk) for an appointment to meet the appropriate member of staff.

For contact details of Local Authority Children's Services personnel, go to <http://www.schools.norfolk.gov.uk>

For the details of Norfolk County Council's Local SEND offer, see <http://www.norfolk.gov.uk/SEND>