

Hartest Church of England Primary School SEND Information for Parents

At Hartest CE Primary School every member of the school community is valued and respected. Within our safe, stimulating and inclusive learning environment we acknowledge and celebrate that all children are ‘the same and are different,’ particularly in their life experiences and physical, learning, sensory and emotional stages of development. We aim for every child to be able to access our broad, balanced and creative curriculum and to participate in every aspect of school life in order to achieve and be successful. This does not mean that we treat all children the same, as we will respond to the needs of each child on an individual basis providing each child with support and challenge according to their needs and experiences. Every teacher is a teacher of children with special educational needs and together with all our support staff, are committed to ensuring that every child is safe and is able to learn with confidence and achieve their full potential.

Who are the best people to talk to in this school about my child’s Educational Needs and/or Disabilities (SEND)?	
The class teachers	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child’s individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SEN Team know as necessary. • Communicating specific targets and sharing and reviewing these with parents at Parents Evenings • Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child’s work • Knowing the needs of the students and planning their lessons accordingly to meet these needs • Ensuring all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Teachers and support staff attend training that is relevant to the needs of groups or specific pupils.
The Special Educational Needs Coordinator (SENDCo):	<p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school’s SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.

<p>Mrs K Temple–Nidd</p>	<ul style="list-style-type: none"> • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child’s learning • kept informed about the support your child is getting • involved in reviewing how they are doing • involved in planning ahead for them. • liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Behaviour Support Service, Educational Psychology • Updating the school’s SEND record of need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child’s progress and needs. • To provide specialist support for staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. • Ensuring school staff are aware of the needs of individual pupils • Advising school staff of recommended strategies to support individual pupils with SEND • Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school.
<p>SEND Governor Mrs A Laflin</p>	<p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is provided for any child who attends the school who has SEND, through regular contact with school staff.

How will school measure the progress of my child?

- Your child's progress is continuously monitored by his/her class teacher/s and discussed at progress meetings every term.
- Progress is measured in steps and compared to age expected levels. At the end of each key stage the pupils are required to be formally assessed. This is something the government requires of all schools.
- For pupils accessing additional intervention progress is measured against specific targets. This is reviewed termly.
- The progress of pupils with statement/EHCP is reviewed formally at an Annual Review with all adults involved with the child's education, the pupil and the parent/carers.
- The SENDCo will also review the progress of cohorts of pupils with SEND to inform staff training needs.

How can I let the school know I am concerned about my child's progress in school?

Class Teacher

- If you have concerns about your child's progress you should initially contact your child's class teacher. This is best done in person at the end of the school day. Alternatively you may telephone the School Office (01284 830343)

SENDCo
Headteacher

- If you still have concerns you can contact the Headteacher or SENDCo via the School Office.

How will the school let me know if they have any concerns about my child’s learning in school?

If school is concerned that your child is not making progress the school will contact you to discuss this in more detail. We may;

- Seek your views and listen to any concerns you may have
- Plan any additional support your child will receive
- Discuss with you any appropriate referrals to outside professionals to support your child’s learning.

What are the different types of support available for pupils with SEND in this school?

Types of Support	What could this mean for your child?	Who can get this kind of support?
Class teacher input via good/outstanding classroom teaching	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all students in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or pair work. • Putting in place specific strategies (which may be suggested by specialists from external agencies) to support your child to learn. 	All pupils receive this provision.
<p>Specific small group work or individual intervention which may be :</p> <ul style="list-style-type: none"> • <i>Run in or outside of the classroom</i> • <i>Run by a Learning Support Assistant, Class Teacher, SENDCo or outside professional who has had training to run these groups.</i> <p><i>(These are called Intervention groups)</i></p> <p><i>*examples below</i></p>	<ul style="list-style-type: none"> • Staff including the SENDCo will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap. • Staff will plan sessions for your child with targets to help your child to make more progress. 	Any child who has specific gaps in their understanding of a subject/area of learning or social development.

<p>Specialist monitoring and assessment by outside agencies</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENDCo (or you will have raised your concerns) as needing more specialist input instead of or in addition to class teaching and intervention groups. • You will be asked to give your permission for the school to refer your child to an outside professional e.g. Speech and Language Therapist, Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them most effectively in school. • The outside professional may work with your child to understand their needs and make recommendations, which may include; <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. changing some aspects of teaching to support them ○ Support to set targets ○ Group or individual work led by the outside professional (or by school staff under their guidance.) • The school will tell you how support will be used and what strategies may be put into place. 	<p>Pupils with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.</p>
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*Examples of Intervention work may include the following:

- Literacy booster groups
- Maths booster groups
- Social skills work
- Individualised reading, spelling or number programmes
- Supported reading

What happens for children whose learning needs are severe and complex?

This is usually detailed via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENDCo as needing a particularly high level of support or provision which cannot be provided from the resources normally available in the school. Your child may need specialist support in school from a professional outside the school.

- The school (or you as a parent) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more about this by talking to the SENDCo, Mrs Temple-Nidd.
- The local authority will get information from school and from you. They then decide whether they think your child's needs seem complex enough to need statutory assessment. If this is the case, they will ask you and all professionals working with your child, to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the support currently available.
- After all the reports have been sent in, the local authority will decide if your child's needs are severe and complex. If this is the case they will write an Education, Health and Care Plan (EHCP).
- The EHCP will outline the support your child should receive and what strategies should be put into place.
- The SENDCo is available to guide you throughout this process.
- SENDIASS is a service also available to support parents through this process.

How is extra support allocated to pupils?

The funding for SEND is contained within the schools budget. Additional funding (High Tariff Needs Top Up funding) can be applied for, by the school, for individuals whose needs are severe and complex.

What support do we have for you as a parent of a child with SEND?

School staff are able to signpost parents and carers to appropriate support groups or outside agencies.

SENDIASS

Access Unlimited

- Prior to your child joining our school the class teacher/SENDCo is available to meet with you to discuss your child's needs and any concerns you may have.
- All information from outside professionals will be shared with you. The school will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Formerly Suffolk Parent Partnership Service. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to young people and children with SEN or disabilities aged 0 -25, and their parents, about education, health and social care.
In Suffolk parents and young people can contact the Helpline on 01473 256210 or via the website at www.suffolk.gov.uk/sendiasm which includes a wide range of information linked to SEN questions and queries.
- www.access-unlimited.co.uk is for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits, about how Suffolk aims to support children through education, health and social care.

How accessible is our school for pupils with SEND?

The school is on a various levels linked by slopes or short flights of stairs. All areas are accessible to students with physical disabilities. Access to the playground is limited; however this is being addressed on the school's Improvement Plan.

There are accessible toilets in 3 areas of the school. There is a chairlift in the front entrance to enable wheelchair access.

We monitor school and site development to ensure that, within the resources available to us, all new equipment or buildings are accessible to all pupils, regardless of their needs.

How will we support your child when they are moving to another class or leaving this school?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Within our school or to another Primary School.

When moving classes in our school: information, including data, is accessible to all teachers. Teachers hold 'Handover meetings' in July to share information and prepare for the new academic year. Pupils have at least one session where they visit their new classroom and teacher. If your child is moving to another school we make sure that all records about your child are passed on as soon as possible. The SENDCo will often have a phone conversation with the SENDCo at the receiving school in order to help them prepare in advance and to answer any questions they may have.

Primary to High School transition.

The following is in addition to transition arrangements for all year 6 pupils.

- The SENDCo will contact High School SENDCos during the summer term to ensure that information is shared between schools.
- Year 6 pupils with SEND may be invited to attend an additional transition day to meet with SEN team.
- SEND pupils are supported by SEN teams from the receiving high schools. We ensure that transition visits and liaison with the SENDCo take place. We may also arrange for a teacher or LSA from school to accompany the pupil on a visit if this is helpful.

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Outlined below are examples of support available through the school and the Local Authority.

School	Universal	<ul style="list-style-type: none"> • Quality first teaching • Broad and balanced curriculum, appropriately differentiated to meet with needs of individuals • Home school communication
	Additional	<ul style="list-style-type: none"> • Access to an LSA in identified lessons • Enhanced support at break and lunchtimes, including group structured activities. • Differentiated curriculum. • Literacy booster group • Maths booster group • Supported reading • Individualised spelling programmes • Speech and Language sessions following advice from therapist. • Self-esteem and self-confidence programmes • Positive behaviour programmes / reward systems • SAT access arrangements • Enhanced home school communication via email or home school contact book.
	Exceptional	<ul style="list-style-type: none"> • Individual LSA support • Highly modified curriculum

		<ul style="list-style-type: none"> • Time out systems • Enhanced ICT access with access to specialist hardware / software • Adapted environment including provision of specialist equipment and seating • Individualised programmes, working towards independence and enhancing self-care
Local Authority / MAT or purchased from Independent Providers	More detailed information can be found on the website www.access-unlimited.co.uk	<ul style="list-style-type: none"> • County Inclusive Resource • Behaviour Support Service • Looked After Children’s Education Support Service • Educational Psychologists • Integrated Team (CAF/TAC process) • Advisory Teachers for Sensory Impairments • Educational Welfare Officer • Speech and Language Therapy Service • Occupational Therapy Service • Norfolk and Suffolk Foundation Trust, including Primary Mental Health Worker • Physiotherapy • Special Schools outreach Service, including ICT assessments • Schools Nursing Team

GLOSSARY			
K	SEN Support (*this is the code SIMs will use for census)	LAC/CiC	Looked After Child
CISS	County Inclusion Support Service	EAL	English as an Additional Language
EHCP	Education Health Care Plan	MED	Medical
SpLD	Specific Learning Difficulty (Dyslexia, dyspraxia, Dyscalculia)	GLD	General Learning Difficulty
VI	Visual Impairment	HI	Hearing Impairment
SALT	Speech and Language Therapy	ASC	Autistic Spectrum Condition (including Aspergers)
SEMH	Social, Emotional and Mental Health	EP	Educational Psychologist
PRU	Pupil Referral Unit	SEND	Special Educational Need and/or Disability