

# Hanging Heaton C of E (VC) J & I School

## Special Needs Offer (SEN Report)

	Questions	School Response
1	<p><b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b></p>	<p>We receive information from pupils' previous settings in the case of our reception children or schools if children join us later on in school. The progress of all pupils is monitored regularly by class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned as to the most appropriate action to be taken.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher/ to discuss their concerns, who will then liaise with Mrs Brooke-Mawson, Special Needs Coordinator (SENCO) as appropriate.</p>
2	<p><b>How will school staff support my child?</b></p>	<p>We have a range of interventions in place in our school which may be used when we identify a need for additional support. These are used as and when required depending on the specific needs of the child and may result in attending sessions each week with a trained member of staff.</p> <p>When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and encouraged to discuss this further if they need further clarification. If the pupil meets the criteria for special educational needs or disabilities (SEN Support), i.e. needing external support from other agencies and individualised activities, then they will be placed on the special educational needs register and a bespoke Individual Education Plan (IEP) or Support Plan will be created in conjunction with parents and pupils identifying the immediate next steps for action within school and identifying suggestions for support to help at home. We will monitor the progress of children on our Special Educational Needs register with parents and pupils termly.</p>

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<b>2</b>	<b>How will school staff support my child?</b>	<p>We will also monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Our SENCo will oversee all this activity. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with special needs and they will receive a report from the SENCo on the progress of these pupils.</p>
<b>3</b>	<b>How will the curriculum be matched to my child's needs?</b>	<p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. All teachers are skilled in satisfying the needs of various different learning styles in their class and are regularly trained on aspects of Special Educational Need. Work is planned for groups and individuals according to need: for example, for a child who has certain Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.</p>
<b>4</b>	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<p>Annual reports and Autumn and Spring termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic position, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. In addition, parents and carers are provided with half termly updates in terms of their children's progress towards their targets and also where the child has special educational needs or disability, an additional termly review of their Individual Education Plan or Support Plan within the review meetings. Parents and children with an Education, Health and Care Plan (EHCP) will also have an Annual Review of their plan in addition to the termly meetings. If at any time there is concern about the progress that a child is making, then parents will be contacted and a meeting held in which the child will be included in some or all of it (depending on age).</p> <p>Parents are strongly encouraged to work with school in agreeing individual targets, undertaking tasks to support progress at home and in reviewing how well children have done with their targets.</p> <p>SIAMS June 2016 'Attainment for all pupils, including those in receipt of pupil premium, is consistently high and above both local</p>

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		<p>and national averages. This is as a direct result of excellent teaching, careful curriculum planning and effective monitoring of attainment for all pupils'. This was recognised in the recent Ofsted inspection which stated 'Pupils make the progress that is expected of them and many make more than expected'. Ofsted (March 2016)</p>
<p>5</p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<p>The well-being of all of our pupils is our primary concern at Hanging Heaton C of E (VC) J &amp; I School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHCE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a half termly basis. In our last full Ofsted (June 2011) we were complimented in this area with '<i>The quality of care, guidance and support is outstanding.</i>'</p> <p>Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.</p> <p>Our Positive Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. Our Pupil Ambassadors represent Pupil Voice within school and provide continual feedback on initiatives, as does the annual Pupil Voice survey which all children complete.</p> <p>We regularly monitor attendance, reporting half termly to parents in terms of their child's attendance figures, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive training as required. We have a medical policy in place and individual care plans for those children who need them.</p>
<p>6</p>	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>All external partners we work with are vetted in terms of safeguarding and when buying in additional services or offering any additional interventions within school we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>The educational outside agencies used are solely dependent upon the needs of the children within school at any one time and can include: Early Years Specialist Support (Portage / Child Care Inclusion</p>

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		<p>/Portex /Educational Psychology (EPS); Behaviour Support (BS); Looked After Children (LAC) Support, Outreach Services, including Autistic Spectrum Disorder; Children's Emotional Wellbeing Service (ChEWS), Early Help Intervention and others as and when required. Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS) and other health professionals.</p> <p>We also work with Social Services and the Community Police.</p>
7	<p><b>What training have the staff supporting children and young people with SEN had or are having?</b></p>	<p>We regularly invest time and money in training our staff to improve day to day class teaching (known as Wave 1 provision) for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions generally on a one to one basis).</p> <p>Our Special Educational Needs Co-ordinator (SENCo) is qualified with the National Award in SENCo-ordination, as well as receiving ongoing SEN training in specific areas. All our teachers hold qualified teacher status and all staff members, including classroom support assistants, receive regular training to best support our pupils with SEN, for example in dyslexia, speech and language needs, developing independence skills. In addition, as the need arises, specific members of staff are invited to attend child relevant training, e.g. Makaton.</p>
8	<p><b>How will my child be included in activities outside the classroom including school trips?</b></p>	<p>Our Disability Equality Scheme (DES) promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are involved in any planning required.</p>
9	<p><b>How accessible is the school environment?</b></p>	<p>Our building is wheelchair friendly. We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. We have disabled and ambulant toilet facilities and provision to change pupils where necessary. Our policy and practice adheres to The</p>

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		Equality Act 2010 and is reviewed annually.
10	<b>How will the school prepare and support my child on joining the school or on transition to another?</b>	In September each year each class produces its own Class Book which supports any new learners who join us part way through their primary education. We have very good relationships with the majority of our feeder settings and the schools that our pupils move onto; we share information to support pupils' learning and well-being at transition. We have parents' evenings to support children who start school together with home visits to develop relationships with new children. We also have stay and play sessions to ease the transition into school. Further support is provided as necessary for those with SEN including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
11	<b>How are the school's resources matched to children's special educational needs?</b>	Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.
12	<b>How is the decision made about what type and how much support my child will receive?</b>	All out teachers are equipped to provide quality teaching within the classroom which includes all our pupils. Our aim is that the majority, if not all of our teaching is performed within cohorts in the classroom (known as Wave 1 teaching). Should additional (small group or individual - Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly updates with the SENGovernor.
13	<b>How are parents involved in the school?</b>  <b>How can I be involved?</b>	We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher or SENCo or Headteacher with ease. Parents are invited to become involved in school-life through a number of means e.g. volunteering at social or fund raising events and ongoing invitations to school events

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13	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>throughout the year. We host various parent focus sessions to model our approaches to learning, giving parents the confidence to support their child's learning at home and begin each year with a Class Parents' Information Evening to share information around what children will be learning within their classes. Our Governing Body includes Parent Governor representatives.</p>
14	<p>Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEN, further information and support can be obtained from the SENCo, Mrs Brooke-Mawson. The Kirklees Council Local Offer can be found on their website. Alternatively to discuss any aspect of this document, or provision within our school, please speak to our Headteacher, Mrs Janet Thompson on 01924 325252.</p>
15	<p>What action should I take if I believe the Local Offer is not meeting my child's needs?</p>	<p>In the first instance contact should be made with the Headteacher, Mrs Janet Thompson on 01924 325252 or the governor with SEN responsibilities Mrs E Exley.</p>

### Glossary of terms:

ASD	Autistic Spectrum Disorder
BS	Behaviour Support
CAMHS	Child & Adolescent Mental Health Service
DES	Disability Equality Scheme
EHCP	Education, Health and Care Plan
EPS	Educational Psychology Service
HI	Hearing Impaired Service
IEP	Individual Education Plan
LAC	Looked After Children
OT	Occupational Therapy
PSSS	Physical and Sensory Support Service (PSSS)
PSHCE	Personal, Social, Health and Citizenship Education
PT	Physiotherapy
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SLCN	Speech, Language and Communication Needs
VI	Visually Impaired Service

This Local Offer has been produced in conjunction with parents and will be reviewed annually with parents and updated as appropriate.

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