

# Hanging Heaton CE (VC) J & I School

## Special Needs Information

|   | Questions   | School Responses   |
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| 1 | 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? | <p>We receive information from pupils' previous settings at reception stage or later 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 &amp; Disability Co-ordinator (SENDCO) as appropriate. Further details of the school SEND Policy can be found on the SEN page of this website.</p>   |
| 2 | How will school staff support my child?   | <p>We have a range of interventions in place in our school which may be used when we identify a need for additional support. Many of these are same day interventions and happen at point of teaching where it is thought a child requires further support. This is part of Quality First Teaching (QFT). These are used as and when required depending on the specific needs of the child and where need is greater may result in attending sessions with a trained member of staff.</p> <p>When the school identifies the need for additional intervention over and above this to enable a pupil to make expected progress, outside of QFT 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, included on the Provision Map or a bespoke Individual Education Plan (IEP) or Individual Assess, Plan, Do, Review Plan (IADPR) will be created identifying the immediate next steps for action within school and identifying suggestions for support to help at home. We monitor the progress of children on our Special Educational Needs register termly.</p> <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 SENDCo 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 SENDCo on the progress of these pupils.</p> |
| 3 | How will the curriculum be matched to my child's needs?   | <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>   |
| 4 | How will both you and I know how my child is  | <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,</p>   |

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|   | <p>doing and how will you help me to support my child's learning?</p>                     | <p>individual reading, writing and maths targets and any behavioural, emotional or social difficulties. 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 and children 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><b>SIAMS 2024 - 'The curriculum, driven by the vision, is ambitious for all pupils. Regardless of ability or background, leaders hold equally aspiring expectations. For this reason, pupils with special educational needs and disabilities (SEND) or pupils facing learning barriers are provided with personalised support. They are included within all aspects of school life.'</b></p> <p><b>Ofsted December 2022 'Pupils with special educational needs and/or disabilities (SEND) achieve well. This is because leaders meticulously check that pupils' individual needs are identified. Clear plans of support help staff understand how to meet the needs of these pupils. Teachers make sensible and considered adaptations to the curriculum, where necessary.'</b></p>   |
| 5 | <p>What support will there be for my child's overall well-being?</p>                      | <p>The school has a Young Well-being Champions group to help support in this area and the children are overwhelmingly positive in supporting each other. The well-being of all of our pupils is our primary concern at Hanging Heaton CE (VC) J &amp; I School. They are supported with their social and emotional development through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PHSCE) and Relationships and Sex Education are integral to our curriculum and are also taught explicitly on a half termly basis.</p> <p><b>Ofsted (December 2022) 'Leaders have thought carefully about how the curriculum is structured to support children's personal development. For example, children learn about mental health and resilience.'</b></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. School also access Kirklees Keep In Mind resources and is a MyHappyMind school.</p> <p>Our Positive Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. This also incorporates Anti-bullying and the school has robust methods to deal with any reported incidents. Our Pupil Ambassadors represent Pupil Voice within school and provide continual feedback on initiatives, as does the annual Pupil Voice survey.</p> <p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. 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. We also have a member of staff trained in Youth Mental Health First Aid and a trained Mental Health Lead.</p> |
| 6 | <p>What specialist services and expertise are available at or accessed by the school?</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. The educational outside agencies used are solely dependent</p>  |

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|    |   | <p>upon the needs of the children within school at any one time and can include: Early Years Specialist Support (Portage/Child Care Inclusion/Portex/Educational Psychology (EPS); Behaviour Support (BS); Looked After Children (LAC) Support Outreach Services, including Autistic Spectrum Condition; 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 included 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  | What training have the staff supporting children and young people with SEND had or are having?      | 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).  |
| 7  | What training have the staff supporting children and young people with SEN had or are having?       | Our SENDCo is qualified with the National Award in SENCo-ordination, as well as receiving ongoing SEND 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 eg Makaton.   |
| 8  | How will my child be included in activities outside the classroom including school trips?           | 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. Our Access Plan is reviewed annually and ensures that all aspects of our school is accessible for all.  |
| 9  | How accessible is the school environment?   | Our building is wheelchair friendly. We have an Access 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 Equality Act 2010 and is reviewed annually.   |
| 10 | How will the school prepare and support my child on joining the school or on transition to another? | We have very good relationships with our feeder settings and the schools that our pupils move on to; 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 SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.  |
| 11 | How are the school's resources matched to children's special educational needs?                     | 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. We are also part of a local cluster working group which is new for 2024-25 and will help support children with SEND across the cluster.  |
| 12 | How is the decision made about what type and how much support my child will receive?                | All our 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   |

For further information please contact Mrs Brooke-Mawson (SENDCo) on 01924 463035

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|    |   | outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly updates with the SEND Governor.  |
| 13 | How are parents involved in the school?<br><br>How can I be involved?                   | 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 SENDCo or Headteacher with ease. Parents are invited to become involved in school-life through a number of means eg volunteering at social or fund-raising events and ongoing invitations to school events throughout the year. Our Governing Body includes Parent Governor representatives. |
| 14 | Who can I contact for further information?  | In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENDCo, Mrs Brooke-Mawson. Alternatively, to discuss any aspect of this document or provision within our school, please speak to our Headteacher, Mrs Janet Potter on 01924 463035.  |
| 15 | What action should I take if I believe the Local Offer is not meeting my child's needs? | In the first instance, contact should be made with the Headteacher, Mrs Janet Potter on 01924 463035 or the Governor with SEN responsibilities, Mrs E Exley.   |

**Further support can be obtained from:**

**Kirklees Local Offer** <https://www.kirkleeslocaloffer.org.uk/>

**KIAS – Independent advice and support for parents** <http://kias.org.uk?>

**PCAN – Parents of children with additional needs** <http://www.pcankirklees.org/>

**Glossary of terms**

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| ASC    | Autistic Spectrum Condition                         |
| 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 Therapist                              |
| PSSS   | Physical and Sensory Support Service                |
| PSHCE  | Personal, Social, Health and Citizenship Education  |
| PT     | Physiotherapy                                       |
| SEAL   | Social and Emotional Aspects of Learning            |
| SEN    | Special Educational Needs                           |
| SENDCo | Special Educational Needs & Disability 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 and updated as appropriate.**