

# HAREFIELD PRIMARY SCHOOL

## SEND information leaflet



### **THE SEN CODE OF PRACTICE**

The 2015 Code of Practice states that:

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

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- or
- b) have a disability which 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 education authority.

This could be for a variety of reasons such as a physical disability, sensory impairment or emotional problems, as well as learning difficulties.

### **THE LOCAL OFFER**

Since September 2015, every Local Authority is required to publish information about services they expect to be available in and around their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND). This will be known as the 'Local Offer'. Details can be found at <https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

## **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Harefield Primary School children are identified as having SEND through a variety of ways including: liaison with their previous school / early years provider, the child attaining significantly below age expected levels, specific SEN assessments and tests, concerns raised by a parent or teacher, liaison with external agencies e.g. Occupational Therapist or health diagnosis through a paediatrician.



## **HOW CAN I LET THE SCHOOL KNOW IF I AM CONCERNED ABOUT MY CHILD**

If you have any concerns, please talk to us. Firstly, contact your child's class teacher who will be very happy to talk to you about any concerns or questions that you have. Your concerns and questions may then be taken to our Inclusion Lead/Special Needs Co-ordinator (Claire Sambles) or our Deputy Headteacher (Emma Millard).

## **HOW WILL HAREFIELD PRIMARY SCHOOL SUPPORT MY CHILD?**

Class teachers are responsible for the progress and well-being of *all* children in their class. The SENDCo oversees the progress and support for all children with additional needs in the school. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts. Your child may be placed on the Special Needs Register and, if this is the case, the additional support they have and the impact it has will be tracked using a programme called Provision Map. You will be kept informed of this at Parents Evenings and have the opportunity to discuss your child's targets and progress.

## **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

Governors are regularly kept informed through both meetings and the work they do in school with the SENDCO and the Headteacher. One of the Governors is responsible for SEND and meets with the SENDCO. They also report to the Governors to keep all informed.

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

All work within class is pitched at an appropriate, differentiated level so that all children are able to access their learning according to their specific needs. This may be through the type of task or the use of additional or specialist resources. If applicable, a trained Teaching Assistant (TA) may work with a child 1:1 or in a small group to focus on and target specific curriculum needs. If a child requires a significant amount of additional support an Education Health Care Plan (EHCP) may be considered. These additional, formal procedures are used only where a child requires significant support which is often of a more complex nature. The process formally documents the specific needs and targeted support for a child. A review meeting takes place once a year, with a written report summarising the issues discussed. Copies of this report are shared with parents, supporting agencies and the Local Authority. If a child needs specific additional support with their behaviour, mental health and wellbeing, a Behaviour Response Plan (BRP) may be written alongside parents to outline that support and the outcomes that are being aimed for. Your child may also be referred for Emotional Literacy Support (ELSA), Mental Health Support Team (MHST) or the Child and Adolescent Mental Health Service (CAMHS with your permission.0

## HOW WILL THE SCHOOL HELP ME SUPPORT MY CHILD AT HOME?

It is important for you to be kept fully involved with your child's learning:

- The class teacher will be very happy to suggest ideas for you to try at home.
- The class teacher will meet with you at least on a termly basis (this will usually be as part of Parent's Evening) to discuss your child's needs, support and progress;
- For further information, the SENDCO is available to discuss support in more detail and is available for appointments at any time.



## HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING? HOW WILL THEY KNOW IF ADDITIONAL SUPPORT HAS HAD A POSITIVE IMPACT?

As a school we measure your child's progress in learning against National expectations and age-related expectations. The class teacher continually assesses your child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages. Children who are not making expected progress are picked up through Pupil Progress meetings with the class teacher and a member of the Leadership Team. In this meeting, a discussion takes place outlining why individual children are experiencing difficulty and what further support can be given to aid their progression. Please note that children may move off the SEND register when they have 'caught up' or made sufficient progress so that their difficulties are no longer significant.



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

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this would be your first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as

Mental Health in Schools or CAMHS. The school has a policy regarding the administration and managing of medicines on the school site (available to read on the School Website or a copy is available from the School Office). If your child has a significant medical issues, we will work with you to write a Health Care Plan for them. As a school, we have a very positive approach to all types of behaviour with a clear behaviour system that is followed by all staff and pupils (see school Behaviour Policy on the School Website or a copy is available from the School Office).

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head Teacher. Our Family Support Worker can support you if attendance is difficult and you need more help or guidance.

## HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Children who have additional support can discuss their targets with their class teacher/teaching assistant as they work on them and they are able to discuss how they feel they are progressing. We also use annual pupil questionnaires to actively seek the viewpoints of children in areas, for example safety, behaviour and the curriculum. If your child has an EHCP, they contribute their views prior to the Annual Review.



## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Advisory Teachers, MHST, Health including – GPs, school nurse, CAMHS, clinical psychologist, paediatricians, speech & language therapists, physiotherapists, occupational therapists; social services, social workers and Educational Psychologists.

## **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 wherever practicable. We will provide the necessary support to ensure that this is successful wherever possible.



## **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

The school site is wheelchair accessible with disabled toilets large enough to accommodate changing. The school is all on one level with a ramp to the main entrance. For pupils who require additional resources or equipment to access the curriculum, we seek advice from and work closely with the relevant outside agencies. We train staff in the use of these resources and carry out the necessary risk assessments for these pupils.



## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING OR TRANSFERING TO A NEW CLASS OR 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 assist with the acclimatisation to new surroundings. Where practicable, we

would also visit them in their current school. We write social stories with children if transition will potentially be difficult. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our 'feeder' secondary schools generally run a programme specifically tailored to aid transition for more vulnerable pupils.

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

We ensure that all children who have Special Educational Needs or disabilities have their needs met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving an TA.



## **HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

The SENDCo, class teacher and other adults who work with your child will discuss your child's needs and what support is appropriate. Different children require different levels of support in order to bridge the gap to achieve age expected levels or their own personal targets.

## **WHO DO I TALK TO IF I AM CONCERNED ABOUT THE SEN PROVISION WHICH MY CHILD IS RECEIVING?**

If you have any concerns, please talk to us. Firstly, speak to your child's class teacher who will be very happy to talk to you about any concerns or questions that you have. Your concerns and questions may then be taken to our Inclusion Lead/Special Needs Co-ordinator (Claire Sambles) or our Deputy Headteacher (Emma Millard). If you remain concerned, then this will be escalated to our Headteacher (Emma Charlton).

**A FULL COPY OF THIS REPORT IS AVAILABLE ON THE SCHOOL WEBSITE.**