



## **Holdbrook SEND Information for Parents 2016**

### **1. How does Holdbrook Primary school know if children need extra help? What should I do if I think my child may have special educational needs?**

- The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age related expectations or children making less than expected progress will usually be identified through Pupil Progress meetings at the start of each term. Those children will be highlighted to the Senior Leadership Team (SLT) including Assistant Head for Inclusion (AHT);
- Additional support will be put in place after an initial discussion with the child and parents to highlight any areas of difficulty they may have identified. This would usually be high quality teaching targeted at their area of weakness and the child's progress monitored closely over half a term.
- If progress continues to be less than expected it may be necessary to put in place additional support or targeted intervention and a thorough assessment of a child's needs takes place. This draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views. If there is an indicator of a range of learning difficulties or disabilities then the child will be recorded as having Special Educational Needs (SEND). Parents will be involved throughout this process.
- Parents who are concerned that their child may have Special Educational Needs should either speak to their child's class teacher in the first instance or contact the Assistant Head for Inclusion, via the school office, to arrange an initial meeting.

### **2. How will Holdbrook Primary school staff support my child?**

- If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness.
- If progress continues to be less than expected it may be necessary to put in place additional support or targeted intervention. This support is usually delivered by a teacher or Learning Support Assistant and it is the Assistant Head for Inclusion, alongside the class teacher who co-ordinates this support based on a detailed assessment of the child's individual needs and the skills of each member of the team.
- Support usually takes place within the classroom as part of the lesson to maximise impact.
- On occasions some interventions may require the child being taken out of the classroom. Where this is necessary detailed planning takes place to minimise any disruption to learning. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. The Assistant Head for Inclusion, alongside the class teacher, is responsible for co-ordinating the provision for children with SEND and the effective implementation of support.

- It is each teacher's responsibility to provide for children with SEND in their class and to follow the school's procedures for identifying, assessing and making provision to meet those needs.
- Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with the support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.
- All support for each child in the class is recorded on a Class Provision Map which gives an overview of all interventions in place for all pupils. These are produced termly but are updated frequently and used as a working document to ensure that they reflect the current support in place in class. This support is monitored closely by both the class teacher and Assistant Head for Inclusion and amended to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and the impact of the interventions is maximised.
- There is a school governor for SEND who is fully informed about SEND issues, oversees the school's work for children with SEND and ensures the quality of SEND provision is regularly monitored.

### **3. How will I know how my child is doing?**

- All teaching in school is of a high quality. All teachers are highly adept at differentiating work to ensure that all children are encouraged to reach their full potential.
- High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least the expected progress and frequently higher than expected progress.
- Some children still require additional support. Where a child requires additional support a discussion is held with parents and additional support and targeted intervention is put in place. This support is monitored rigorously by both class teacher and Assistant Head for Inclusion and regularly modified to ensure maximum impact.
- Most interventions take place over one term and progress is reported back to the parents each half term throughout the intervention, usually verbally by the class teacher at Parent's Evening and recorded on the class provision map which details the type, duration and personal frequency of support and who is responsible for delivering the support.
- On some occasions it is necessary to have daily contact with parents. On these occasions it has been found to be effective to have a home/school book in place where things that have happened at home or at school can be shared with both staff and parents.
- All attainment and progress data is tracked closely and discussed during Pupil progress meetings which are usually attended by the class teacher, Headteacher and Assistant Head for Inclusion where possible.
- The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

#### **4. How will the provision be matched to my child's needs?**

- A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented.
- A cyclical approach of assessing, planning, implementing and reviewing is integral to the process of meeting the needs of children with SEND. Each intervention is carefully weighed up to ensure it is the most effective for each individual child with their own particular needs before it is implemented.
- Parents and children are consulted throughout the whole process and are vital to decisions about what support is needed and will yield most impact.

#### **5. What support will there be for my child's overall wellbeing?**

- Attendance is regularly monitored by the Attendance Improvement Officer (AIO). Good attendance is rewarded by the best class percentage of the week choosing a reward and children with one hundred percent attendance over the school year are rewarded with a trip in the summer term. Children also receive 'Simply the Best' certificates, these are given out in whole school assemblies on a Friday.
- The school has a consistent behaviour policy which is published on the school website. There is a code of conduct on display in each classroom which is regularly reviewed. The reviews of both the behaviour policy and code of conduct involve the school council to ensure that pupils are able to have their say as well as parents.
- All class teachers teach Personal and Social Education as well as regular slots in assemblies. Children have regular opportunities to speak to their Class Teacher when they need advice, guidance or support.
- The Assistant Head for Inclusion is trained in Protective Behaviours and will work with children in assembly, as a whole class, in groups or individually to teach the children how to keep themselves safe.
- Place2be is employed by the school to provide support for children's social, emotional and mental health needs. Children can be recommended to Place2be to see the counsellors by staff in discussion with their parents. The children can request a meeting at Place2talk during lunchtimes using the yellow slips and postboxes. Children can attend in groups or individually. Parents are given the opportunity to refuse consent for this.
- The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child, including lunch time staff.
- There is a designated school nurse who works together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service such as Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC) or Communication Disorder Assessment Clinic (CDAC) or Challenging Behaviour Team.

- There is an assigned Speech and Language Therapist that works very closely with the school. The school uses the Wellcomm assessment to screen all children as they enter Nursery or Reception and if necessary places the children within a support group to help their language development. After this the school can refer children, after an initial discussion with parents, and then a Speech and Language assessment takes place. If a child requires support a Learning Support Assistant implements a speech and language programme set by the Speech Therapist. The child is assessed every few months and amendments to the programme are made.
- The school has brought in extra Speech Therapy support for a day a week to ensure Early Identification of needs and to train staff in supporting children with these needs.

## **6. What specialist services and expertise are available at or accessed by the school?**

- There are nine Learning Support Assistants, a Nursery Nurse and a one to one special needs support assistant.
- All staff have ongoing training in different areas of Special Education Needs to develop specialisms to ensure that there is a wide range of skills and expertise in all areas of SEN. Specialisms include behaviour support, Autism, Specific Learning Difficulties e.g. dyslexia, dyscalculia, literacy and maths interventions, reading intervention, gross and fine motor skills difficulties e.g. dyspraxia, Speech and Language and signing and supporting parents.
- The school has a link Educational Psychologist, Speech Therapist and school nurse to whom they can directly refer to. The school nurse is then able to refer to different health services such as CAMHS, CDC and CDAC. The school can also access outreach services such as behaviour support (The PSB, Andrews Lane/ESC), moderate learning difficulties (Middleton/Amwell View) specific learning difficulties (Bonneygrove Outreach Service) Communication Disorders Team and Occupational Therapist.

## **7. What training have the staff, supporting children and young people with SEND, had or are having?**

- All staff are trained in supporting children with Autism, First Aid and Safeguarding.
- Specially trained paediatric first aiders for each phase of the school.
- The Headteacher and Assistant Head for Inclusion are the designated safeguarding and deputy safeguarding leads for safeguarding concerns. Their training is completed every two years.
- Early Years staff are trained in Wellcomm assessment so that an accurate assessment of a child's language needs is completed on entry to nursery or school and appropriate provision implemented.
- Other staff have been trained in ELKLAN (Speech and Language Support), Autism, dyslexia, dyscalculia, literacy and maths interventions, reading intervention, behaviour strategies, gross and fine motor skills difficulties e.g. dyspraxia, signing, communication in print and working with parents.
- Learning support staff are trained to a NVQ level 2 or 3.

- The Assistant Head for Inclusion (AHT) has the National Award for Special Needs Coordination. The AHT is currently studying for the OCR5 Teaching Learners with Specific Learning Difficulties.
- Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

## **8. How will you help me to support my child's learning?**

- Parent's Evenings are held in the Autumn and Summer term to keep parents fully informed of their child's progress and an annual report is written for each child in the Spring Term.
- Parents are involved in reviews of the provision maps and their views are sought at each opportunity to help support their child's learning.
- Children are set homework regularly each week which will involve reading and at least one piece of literacy, maths or topic work so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary. This year, the children will also receive topic homework, from which they must select at least two activities to complete.
- Information letters are handed out each term so that parents are informed which topics will be covered.
- Parents are invited in to meet their child's new teacher informally after school and are invited to a class/year group assembly each term.
- In the Foundation Stage informative afternoons for parents are held on all aspects of their child's education and continue throughout the key stages with phonics training for parents in KS1 and e safety training for parents in KS2.
- Surgeries are held with outside agencies such as the school nurse and parents support worker present to answer any questions parents might have.

## **9. How will I be involved in discussions about and planning for my child's education?**

- There are formal occasions, such as Parent's Evening, where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/piece of information or a meeting is planned where a longer discussion may be needed.
- Working parents are able to telephone to arrange for a teacher to call them back via the school office if there is a particular issue they wish to discuss.
- Parents are represented on the school governing body.
- Parents of children with SEN are regularly involved in discussions through reviews of their statement or EHCP.
- Children with SEND are represented on the school council and are able to have their voice heard on all issues relating to school.
- Pupils with SEND have one to one meetings with the Assistant Head for Inclusion or their class teacher in which they have an opportunity to explain what their barriers to

learning are, how best to support them and any other additional information they would like to share.

**10. How will my child be included in activities outside the classroom including school trips?**

- For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm.
- All children with SEND are included on all school trips and when appropriate additional staff are deployed.
- Parents are consulted to ensure full participation and active engagement of all children.
- Where the outings are run by outside agencies they are made aware of each child's needs so that they can deal with them in sensitive and appropriate manner.

**11. How accessible is the school environment?**

- The school is fully compliant with Equality Act and reasonable adjustments are made for all children with SEND where necessary.
- The building is fully wheelchair accessible and has two disabled changing and toilet facilities.
- Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.
- The school has staff familiar with different languages to aid communication with parents, whose first language is not English, or can access an interpreter and arrange for school documents to be translated if necessary.

**12. Who can I contact for further information?**

- In the first instance it is appropriate to speak to your child's teacher who will then, with your consent, pass information on to the Assistant Head for Inclusion who will then contact you to discuss concerns further or arrange a meeting if necessary.
- The school has a non-class based full time Assistant Head for Inclusion, Miss Esther Morrison, who can be contacted by telephone and is available to meet with parents if you have any concerns about your child.
- If you wish to make a complaint the school has a complaints procedure which is available from the school office.

**13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development.
- In the foundation Stage there are visits to the child's current setting, meetings with their current teacher and visits to the school for a morning.

- In KS1 and KS2 the children have a move up day in July where they meet their new teacher and see their new classroom.
- The Year 6 children also have a move up day and some secondary schools offer additional support for transition such as additional visits, summer school and activities planned to minimise any anxieties the child may have.
- Other support during transition offered is a pupil passport to take to the next teacher, photographs of the staff and classroom to take home with them and additional opportunities to visit their new classroom. There is also 1:1 support available for individual children from the Assistant Head for Inclusion or LSA.

**14. How are the school's resources allocated and matched to children's special educational needs?**

- The school has an amount identified within its overall budget called the notional SEN budget which is used for resources to support the progress of children with SEN. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised training for staff.
- Where a child requires provision which exceeds the nationally prescribed threshold additional top-up funding can be applied for through the local authority. (Exceptional Needs Funding).

**15. How is the decision made about how much support my child will receive?**

- The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher.
- Support is reviewed regularly with amendments being made to the programme of support. Targets are set and progress towards targets is reported back to parents at regular intervals.
- Interventions typically last half a term with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

**16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

- The authority's local offer of services and provision for children and young people with SEN can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)