



Hope Primary School's local offer for parents and carers of children with SEND





Special Educational Needs and Disabilities

School Offer

Created: July 2015

Most Recent Review Date: July 2018

Next Review Date: July 2019

At our school, we are mindful of and comply with expectations of the SEN code of practice and disability discrimination act as shown in our relevant [school policies](#).

We are committed to providing an excellent education for all children whatever their specific ability or need. We believe that the partnership between parents is essential in ensuring all children reach their potential. We recognise that this is even more crucial for children with special educational needs.

Our school offer sets out the support and services available to children with special educational needs and disabilities here at Hope Primary. Its aims are to give clarity as to how we will work with you to ensure your child receives the best possible education.

If you have any questions about our school offer then please do feel free to make an appointment to speak to us at any time.

Who are the best people to talk to, in school, about my child's difficulties with learning /Special Educational Needs or disability (SEND)?

The first port of call for any concern about a child is the class teacher. In addition to this, there are a number of staff who can help with any concerns you may have.

The class teacher:

- monitors the progress of your child and identifying, planning and delivering any additional help your child may need in liaison with the SENCO;
- works with the SENCO to make sure your child's MSLP (My SEND Learning Programmes) are up to date and being used effectively to maximise progress;
- ensures that all staff working with your child are helped to deliver any planned programmes of support. This may include outside professionals who come into school;
- ensures that the school's SEND Policy is followed in their classroom.

The SENCO (Special Educational Needs Coordinator):

- coordinates all support for children with SEND;
- develops the school's SEND policy to ensure all children receive consistent, high quality support;
- ensures that you are kept informed of support your child is receiving, and are involved in reviewing your child's learning and in supporting learning at home;
- updates the school's SEND register and makes sure that there are excellent records of your child's progress and needs;
- Providing specialist support for teachers and support staff in school so they can help your child achieve the best possible progress;
- Reports to school governors about SEND matters.

The current school SENCO is Mrs. Sally Winfield (Eagles Class Teacher)

swinfield1@hope.derbyshire.sch.uk

The Head Teacher:

- leads on the day to day management of all aspects of the school including the support for children with SEND;
- Oversees the role of the SENCO and the classroom teacher in ensuring that your child's needs are met.

headteacher@hope.derbyshire.sch.uk

The SEND link governor:

- ensures, through Head Teacher delegation, that all teachers are aware of the importance of provision for pupils with SEND;
- makes sure that the necessary support is available for any child who attends the school with SEND.
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The named governor for SEN at Hope Primary School is Sonia Critchlow.

What are the different types of support available for children with SEND at Hope Primary School?

We offer various types of support for children with SEND. We place a great emphasis on excellent teaching within the classroom but also provide additional support depending on individual need.

(i) Excellent targeted classroom teaching within the classroom (Quality First Teaching):

For your child this would mean:

- High expectations for your child and all pupils in the class;
- Teaching based on continuing formative assessment, building on what your child already knows;
- A variety of teaching methods designed to meet the needs of all learners in the class;
- Careful monitoring and assessment to track your child's progress as well any areas where they may need extra help.
- Specific strategies suggested by the SENCO or other professionals may be used within everyday classroom provision.

This type of support is available to any child who has gaps in their learning or is in need of extra support.

(ii) Specific group work within a smaller group of children:

For your child this would mean:

- Targeted small group work within the classroom supported by the class teacher;
- Targeted small group work within the classroom supported by a teaching assistant;
- Targeted small group work outside the classroom (withdrawal groups).

Specific group work is taught by a variety of people including the SENCO, classroom teacher, teaching assistants or outside professionals.

This type of support is also available to any child who has gaps in their learning or is in need of extra support.

(iii) Specialist sessions run by outside agencies:

Your child may have been identified as having needs that require some specialist support in school from a visiting professional. Depending on your child's needs, this may include support from various organisations including the Derbyshire Support Service for Special Educational Needs (SSSEN), speech and language therapists or occupational therapy. This type of support may be put in place in response to particular worries you may have about your child.

For you this would mean:

- You could be asked to come to a meeting to discuss your child's progress and help plan possible ways forward;
- You could be asked to give your permission for the school to refer your child to a specialist professional to help better understand your child's particular area of need.

For your child this would mean:

- The specialist professional will work with your child to understand their needs and make recommendations. This may be within the class or on a one to one basis;
- Targets will be set for your child following the advice of the specialist professional and taking account of their specific needs;
- Your child will receive targeted support in the classroom and, possibly, on a one to one basis. This could be delivered by a specialist or by school staff supported by the guidance of specialist professionals.

The school will always discuss the support and strategies we are using to support your child with you. We will also let you know who is working with them.

An Overview of Provision, Interventions and Opportunities for pupils with SEND (or with gaps in their learning) at Hope Primary School

<p>Social, Mental and Emotional</p> <p>Small class sizes Positive Play Specialist pastoral teaching assistant Staff experienced in delivering 'ELSA' sessions (Emotional Literacy support) Talk Time Buddy Programmes (playground and friendship) Social Stories R Time Learning for Life afternoon each week Celebration assembly Peak Park activities Involvement in Educational Psychologist's -action-research project (2015-16) Specific assembly themes Links to Derbyshire Behaviour Support Links to CAMHS Links to Lynda Joyce (Senior Educational Psychologist)</p>	<p>Sensory and/or Physical Impairments</p> <p>Fantastic outdoor space! ECAM (Every Child a Mover) training Concentration stations in KS1 and KS2 - classrooms Pencil grips Coloured overlays Angled 'rests' for books Specialist sports coaching Swimming in KS2 Extra-curricular activities (cookery, craft, sewing, outdoor adventure, sport) Physical Literacy Blinds and drapes in classrooms to offer better acoustics Large interactive screens in all classrooms Busy fingers groups Aerobics Write Dance Write from the Start Staff trained in sensory processing disorder</p>
<p>Communication, Language and Interaction</p> <p>ECAT (Every Child a Talker) training materials Strong links with SLT (speech and language) service Quality assessment tools (including British Picture Vocabulary Scale) Autism Friendly Files Strong links with Autism Outreach service Positive Play (1:1 support options) Auditory memory activities Buddy system Large interactive screens in all classrooms Regular mixed-age activities where older -children can support younger children A strong ethos that communication is -supported through outdoor learning</p>	<p>Cognition and Learning</p> <p>Quality First Teaching Classroom support (all classes benefit from TA – support) Small class sizes across the school School dyslexia screening toolkit Dyslexia Friendly Files Phonics support/1:1 or small groups Sound Discovery Wave 3 maths intervention Targeted comprehension groups Giggles books Guided reading and writing support groups Memory -games Power of 2 maths support programme Max's Marvellous Maths (Year 1 booster group) Nesy reading and spelling Nesy Maths Auditory memory support materials Staff trained in atunement strategy and knowledge of -working memory Catch-up reading schemes/KS2 phonics readers</p>

Specified Individual support:

If your child has been identified as needing a particularly high level of individual or small group support we may apply to the local authority for GRIP funding (Graduated Response for Individual Pupil) so that we can enhance the provision we are able to offer. If your child's needs are particularly complex we could request an Education, Health and Care Plan (EHCP).

What is an EHCP?

This document is compiled in collaboration with you, the school and outside, specialist agencies and is designed to provide your child with the specific targeted support they need to make the best possible progress.

For you this would mean:

- You may be asked to write a report outlining your child's needs;
- Providing the Local Authority with all the information they need to decide whether your child's needs require a statutory assessment. This may include medical records, evidence from school, evidence from outside agencies and where appropriate evidence from social care;
- Entering into a legal process that will set out the support that will be provided for your child.

When the Local Authority have looked at all the evidence they will decide if your child's needs are severe and complex enough to need an EHC plan or if they can continue to be supported by the school.

If your child is given an Education, Health Care Plan this will mean:

- They will be given very specific targets by specialists in the local authority;
- Your child will receive a specified number of hours of support. This may be within the class, in withdrawal groups or on a one to one basis and may be provided by staff in school or outside specialists;
- In some cases, an additional adult may be used to support your child with whole class learning.

This type of support is available for children whose needs are severe, complex and lifelong.

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

The partnership between parents and school is crucial in ensuring your child makes progress and fulfils their potential. We monitor the progress of all the children in our school very carefully and use thorough formative assessment to identify the next steps in learning. We share this with parents in a number of ways including bi-annual parent's evenings and end of year reports. If we have a specific concern about your child, we will request a meeting with you as soon as possible. If you have a concern, you are always welcome to make an appointment to talk to the class teacher, the SENCO or the Head.

How is extra support allocated?

- The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget allocation in consultation with the school governors and based on the current level of needs within school.
- In collaboration with the SENCO and class teachers; the Head Teacher will decide what resources, training and support are needed. This is reviewed regularly and changes are made where necessary.

Who are the other people providing SEND support at Hope Primary?

The following professionals and agencies are available to provide support in school where necessary:

- Derbyshire Support Service for Special Education needs (SSSEN);
- School nurse;
- Occupational therapy;
- Speech and language therapy;
- Physiotherapy;
- Educational psychology;
- Services for children with visual or hearing or physical impairments;
- Derbyshire Positive Play Service

It may be useful to look at Derbyshire's Local Offer, which has links to all the above services as well as support and guidance for families of children in Derbyshire.

<http://www.derbyshiresendlocaloffer.org/>

How are the teachers in school helped to work with my child and what training do they have?

The SENCO's role is to support the class teacher in planning for children with SEND. Our school SENCO, Mrs Sally Winfield, holds the National Award for SEN coordination. She has undertaken research projects around supporting children with poor working memory and in evaluating the effectiveness of Nurture Groups.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND where necessary.

Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. We understand the partnership with parent is crucial in order to share information about what is working well at home and school.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals is discussed with you.

- Your child's MSLP (My SEND Learning Programmes) is shared with you and we will review it together at least twice a year.

How is Hope Primary accessible to children with SEND?

Both the main school building and the smaller classroom across the playground are accessible to wheelchairs and have ramps. The main school building has a disabled toilet just off the main entrance.

- We ensure that equipment used in school is accessible to all our pupils.
- After-school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

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

We understand that moving between schools or classes can be a big step for all children including those with SEND. As a school, we do all we can to make this transition as easy as possible for our children.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child;
- We will make sure that all records about your child are passed on as soon as possible;
- If necessary, we can arrange for your child to visit their new school on several occasions.

When moving classes in school:

- Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher;
- Your child's MSLP will be shared with the new teacher and the first set of targets will be set in collaboration with you, the new teacher and the previous teacher.