

Hanham Primary Federation SEND Local Offer



Hanham Abbots Junior School



Samuel Whites Infant School



At the Hanham Primary Federation there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The Hanham Primary Federation is two inclusive schools which offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to support pupils working towards becoming independent and resilient learners and should not be seen in isolation. The support we provide ensures children reach their potential academically but also underpins and nurtures their emotional and social development. We pride ourselves on working in partnership with parents to ensure that all children in our care are healthy, happy and reach aspirational goals.

Information and Guidance

Who should I contact to discuss the concerns or needs my child?

The class teacher

The SENCO (based at HAJ)

Mrs Jackie Barton

He / She is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all students.
- Checking on the progress of your child and, working alongside the Inclusion Manager, identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support).
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.

<p>The Inclusion Manager</p> <p>Mrs Tanya Richardson</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.
<p>The Headteachers</p> <p>Mr Mike Weenink Mrs Susan Leyden</p>	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for students with SEN
<p>The SEN Governor</p> <p>Mr Chris Hapgood</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • Providing challenge and support to the Federation leadership team around matters relating to SEND.

Assessment, Planning and Review

How can I find out about how well my child is doing?

- On-going monitoring takes place by teachers to identify pupils who are not making progress or who have individual needs which are affecting their ability to engage in learning activities. Information about your child's progress is fed back regularly during Parent Consultation meetings and annual reports. Further meetings will be planned if required.
- After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage. This additional support is documented on school tracking grids, provision maps or individual Pupil Profiles. Children who need very specific small step targets will have these recorded on an Individual Education plan. Where external agencies are involved, their advice and recommendations are included in any support. Actions agreed take into account each student's strengths as well as their difficulties.
- In some cases teaching assistant might work with children, both in and out of the classroom. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.
- Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.
- If your child is continuing to have significant difficulties, further external expertise may be requested.

Tests and Examinations: Access Arrangements

- For some pupils at KS2 additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The school will inform you about eligibility and applications for these arrangements.

What are the different types of support available for children with SEN in the Hanham Primary Federation?

<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<p>For my child this means:</p> <ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>Who can get this kind of support?: All children in school should be getting this as a part of outstanding classroom practice when needed.</p>
<p>Specific group work with in a smaller group of children.</p> <p>This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher, teaching assistant or the SENCO. 	<p>For my child this means:</p> <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A teacher, teaching assistant, the SENCO or outside professional may run small group sessions using the appropriate plans either in a small group or within the classroom setting 	<p>Who can get this kind of support?: Any child who has specific gaps in their understanding of a subject/area of learning. Any child with additional needs in emotional or social areas of their development.</p>

<p>Specialist groups based on advice from outside agencies e.g Speech and Language therapy or Occupational therapy groups</p>	<p>For my child this means:</p> <ul style="list-style-type: none"> • Your child will have been identified by the class teacher (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better o Support to set better targets which will include their specific expertise for teachers to implement o A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory work. o A group or individual work with outside professional <p>The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	<p>Who can get this kind of support: Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>
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Specified Individual support for your child of more than 15 hours in school.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO / Inclusion Manager as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the South Gloucestershire Local Offer.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they have provided.
- After the reports have all been sent in the Local Authority will decide if your child's needs are such that they need more than 15 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Educational Health Plan. If this is not the case, they will ask the school to continue with the support that they have been providing.
- The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Children whose learning needs are:

- Severe, complex and lifelong
- Need more than 15 hours of support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress or emotional or social welfare you should speak to your child's Teacher or Mrs Price, Family Link Worker.
- The concerns may need referring if your child is still not making progress to the Inclusion Manager.
- If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.

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

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO and / or the Inclusion Manager.
- The Hanham Primary Federation has termly Pupil Progress meetings at which pupils who give concern are discussed and appropriate actions agreed and reviewed.
- At the Hanham Primary Federation, there are regular reviews and informal meetings between team leaders, class teachers, the Inclusion Manager and SENCO of to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.
- If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail.
 - To listen to any concerns you may have too
 - To plan any additional support your child may receive
 - To discuss with you any referrals to outside professionals to support your child's learning

Who are the other people providing services to children with an SEN in this school?	A. School Provision	<ul style="list-style-type: none"> • SENCO • Teaching Assistants • Higher Level TAs • Family Link Worker (HAJ based).
	B. Traded services bought in through the school budget	<ul style="list-style-type: none"> • Educational Psychology Service
	C. Other agencies which may be accessed.	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Speech and Language Therapy • Sensory Service for children with visual or hearing needs • CAMHS
	D. Pastoral Support	<ul style="list-style-type: none"> • Family Link worker • Small group programmes • Lunchtime clubs • Mentoring • Quiet room available lunch/break time • Social Skills groups
	E. Medical needs	<ul style="list-style-type: none"> • Care plans for pupils with medical needs.
How are the teachers in school supported to work with children with an SEN and what training do they have?	<ul style="list-style-type: none"> • The Inclusion Manager and SENCO's job is to support the teachers in planning for children with SEN. • The school provides training for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEN issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service 	

<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that you child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO and Inclusion Manager are available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework can be adjusted as needed to your child's individual needs. • The Family Link worker is available to discuss any concerns relating to you or your child.
<p>How have we made the Hanham Primary Federation accessible to children with SEN? (Including after school clubs etc.)</p>	<ul style="list-style-type: none"> • We are a dyslexia friendly federation

**How will we support your child when they are leaving this school?
OR moving to another Year?**

- We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.
- 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 need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school:
 - Information about your child will be shared with their new teachers
 - If your child would be helped by a personalised plan for moving to another year, we will put this in place.
- In Year 6
 - The Inclusion Manager or Family Link worker will arrange visits to new schools/colleges for your child.
 - Information regarding your child will be shared with the receiving school.