

# HANDCROSS PRIMARY SCHOOL

## SEND Information Report (Including Accessibility Information)

**Date of review: September 2018**

**Date of next review: September 2019**

**At Handcross School, every child is special .**

**We aim:**

- To provide a safe, happy and stimulating environment where all children are valued, respected, listened to and have a sense of belonging.
- To create a trusting atmosphere where children develop confidence, independence and a positive attitude to learning and life.
- To have high expectations which inspire, motivate and challenge **every** child to learn and think independently.
- To develop excellent relationships between home, school and other agencies to support and benefit the children and the whole school community.
- To plan creative, exciting, well- resourced and memorable lessons, based on our knowledge of *how* children learn.
- To accurately assess pupils so that the teaching is differentiated and interventions have a direct *impact on the children's learning*.
- To provide children with the skills to talk about progress towards their targets and for their achievements to be celebrated.
- To prepare the children socially, emotionally and educationally to become well rounded members of society, who can make a positive contribution to British life. (September 2018)

### **Introduction**

The SEND Code of Practice 2014 sets out four main areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

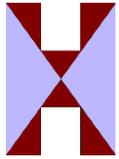
The Code of Practice states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools ...”

### **What is the SEND Information Report?**

The Children and Families Act 2014 says that all schools need to publish a Special Educational Needs (SEND) Information Report every year. This report explains how Handcross school meets



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the needs of children with SEND. It is published on the school website and is part of West Sussex County Council's 'Local Offer', which gives information about services that are available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. The intention of the Local Offer and the SEND information report is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision locally. In the Handcross SEND information report, we outline how we meet our duties towards pupils with special educational needs and disabilities

The governing body have delegated the responsibility for the ongoing implementation of the SEND or Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDCo) who monitors the progress of all vulnerable learners and any issues with regard to the school's provision. The SENDCo is responsible for reporting regularly to the governing body.

Our SENDCo at Handcross is the Headteacher, Mrs Sharon Bondonno, who can be contacted via the school office: [office@handcross.w-sussex.sch.uk](mailto:office@handcross.w-sussex.sch.uk). She is also available at the gates most days for an informal discussion.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care. Mrs Stone is the Designated teacher at Handcross.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, **all teachers** are teachers of pupils with special educational needs and EAL.

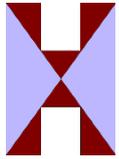
Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

At Handcross we recognise that the quality of teaching within the classroom has the greatest influence over children's progress. We therefore invest in training resources and monitoring to ensure our classrooms are an inclusive place for all children. This is known as Wave 1 or Quality First Teaching level.

Additional interventions at Wave 2 are planned to help children accelerate their progress and work at, or above the expectations for their age. These are generally taught in a small group and sometimes a one to one situation. Interventions run for 10 weeks and are reviewed as part of the school's pupil progress structure.

A child identified as having SEND receives Wave 3 interventions. These may be provided individually or in a small group and the support provided is personalised to enable the child to achieve his/ her potential. This support is additional to or different from the everyday curriculum for that class and is detailed in an Individual Learning Plan (ILP). This plan is prepared by the class teacher, overseen by the SENDCo and is reviewed termly. It may also include provision / advice from an external agency or professional, such as a Speech and Language therapist.

**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?**



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Our staff know each and every child and track the progress and attainment of all our pupils. We use this data and assessment to identify any additional needs and to celebrate achievement. Our staff are vigilant in raising concerns and liaise with the SENDCo to discuss best provision. Our open door policy encourages parents/carers to speak to the class teacher and SENDCo about any concerns they may have as soon as possible. Equally, teachers will approach parents about any concerns they have about a child.

Children with special educational needs may be identified in a number of ways:

- They may have been identified as having special educational needs before joining the school;
- Teachers use observations and assessment data to identify children who may not be making expected progress;
- Parents raise concerns with their child's teacher.

Any initial concerns parents/ carers have can be raised with the teacher. These concerns will be noted and followed up appropriately, possibly referring the case to the SENDCo. We will discuss how the concerns can be addressed and will arrange a further meeting to see if any changes have taken place or if further or different support is needed.

After concerns have been identified, the school will take action to remove barriers to learning. This process becomes increasingly personalised to meet the individualised need. The process of 'Assess-Plan-Do-Review' enables us to continually reflect on our approach to the child's learning and provides opportunities to engage with parents and pupils to ensure a shared understanding and awareness of needs that enable good progress and outcomes. This Assess, Plan, Do, Review four-part cycle is as follows:

**Assess:** analyse the child's current performance, with information from teachers, parents and other supporters and professionals.

**Plan:** the teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

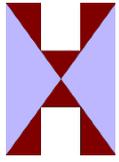
**Do:** the teacher and teaching assistants put the plan in place, with support from the SENDCo.

**Review:** assess how the plan is working. If the child also has an EHC plan this must be done every 12 months.

Where appropriate, advice is obtained from outside agencies and professionals such as the Child Development Team, Educational Psychology Service or Speech and Language Therapists.

### **How will the school staff support my child?**

We provide quality first teaching provision to support all children within the classroom. Where necessary, support may be provided in a small group or on a one-to-one basis to deliver specific programmes. Teachers or teaching assistants may work with your child to help deliver their programme of support. The TA role may be to reinforce concepts being learnt in class, prepare children for new learning or to use specialist resources or interventions to meet specific needs. Children and parents will be consulted by the teacher to establish their views and input on what the child needs help with. The SENDCo will liaise with any professionals and other staff working with the child. You may also have meetings with the SENDCo.



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Our Governors oversee implementation of the SEND policy and are aware of the current needs in the school. Governors are also involved in the allocations of funds and staffing for special educational needs. Special educational needs provision and changes within the school are regularly reported to the Governors.

### **How will the curriculum be matched to my child's needs?**

At Handcross, good quality whole class teaching, including differentiation, is embedded in our practice. We have a broad, balanced and exciting curriculum and, where possible, we personalise learning to encourage all pupils to make progress. This is an inclusive approach that means the children can access the same topics at their level, alongside our ongoing assessment of children's learning.

Our SENDCo works closely with all teachers to ensure that they are provided with the most up to date information on the needs of individual pupils. An Individual Learning Plan (ILP) for each child with SEND will be drawn up to show strategies and resources that will enable children to access the curriculum. Teachers' planning will show how different approaches and tasks may be used and adapted to enable all pupils to participate. The school assesses how all pupils are doing in line with National Curriculum expectations on a termly basis. The individual learning plans for children with special educational needs are reviewed and evaluated each term to see how well they are doing against the targets set.

This approach ensures that the curriculum and learning environment is accessible for all. This is monitored by lesson observations and learning walks by the senior leadership team.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

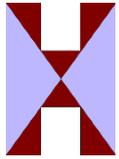
Parents are invited to meet with the teacher once a term to see how their child is progressing and to ensure they are involved in the target setting process. Extra meetings can be arranged in between these times should concerns be raised by the child, parents or staff. If there is a concern identified, the SENDCo may use specific tests to see how pupils are progressing. Some of the interventions that we use also include assessments at the beginning and end to show how much progress has been made. Staff working with children with special educational needs will keep notes to feedback where they see changes and improvements. There may also be additional communication or meetings where outside professionals are involved in assessment or support for a child's needs.

Your child's progress will be discussed with you at regular intervals in order to ensure ILPs have agreed individualised targets to support your child's learning, which are reviewed termly. They will also identify ways you can help at home or resources you may find useful. Your advice and opinion may be sought on other occasions, such as for special events or planned trips so that we can prepare and provide for your child to access all the experiences in school. The annual report for your child will also outline whether a child is working above, below or in line with where they should be.

We regularly offer parent workshops in supporting all children with reading, phonics and maths at different stages in school. We can pass on details of events and information held by the Local Offer website. We also invite parents/carers to Celebration assemblies, and end of term class assemblies to ensure they are fully informed about school life.

### **What support will there be for my child's overall well-being?**

We have golden rules in school to keep us "safe, happy and learning". Pupils are encouraged to talk to staff if the need arises and the system developed by our learning mentor allows for this to be



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discrete if necessary. We also have a nominated “worry warden” who children can talk to if they are feeling anxious.

Our Learning Mentor supports individual children who may be experiencing emotional or behavioural barriers to learning as well as working with groups on individual programmes to develop social skills and promote self-esteem. The SENDCo can also refer children to outside agencies.

All staff are trained on our Safeguarding and Child Protection Policy and procedures and know who the Designated Safeguarding Lead is.

Our Positive Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented and shared throughout the school. Should a pupil require additional support in this area then we ensure that we do all we can to respond to the child’s needs.

Each pupil belongs to a house, with siblings in the same house, and house points are awarded and celebrated throughout the week.

We rigorously monitor attendance and take the necessary actions to prevent any unauthorised absence. Good attendance is rewarded with an end of year prize.

The school has a number of staff who are fully trained first aiders and has a policy for the safe administration for medicines.

Pupil voice is important to us and we have a School Council to elicit the views of the pupils.

Children are involved in their class target-setting and ILP targets. They also participate in surveys about school life which is fed into our on- going school improvement cycle

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

All of our teachers hold qualified teacher status and regularly receive training to keep their practice up to date. We have a Learning Mentor in the school who works with a number of children throughout the school on social and emotional needs.

Some of our staff are trained in specialist areas to support additional needs.

We share our knowledge and expertise with others schools in the local network and meet regularly to share best practice.

We have access to a range of professionals for support and advice. Services include, but are not limited to: School Nurse, Family Link Worker, Speech and Language Therapy, Inclusion Support team for learning and behaviour, Social Communication Team, Education Psychologist.

### **What training are the staff supporting children with SEND had or having?**

The SENDCo keeps up to date in the briefings and information meetings held by the local authority regarding legislation for special educational needs. The SENDCo accesses the locality SEN Hub for professional advice and up to date information.

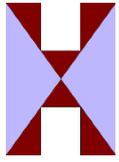
We regularly invest time and money in training our staff to improve classroom provision and delivery.

Teaching Assistants have been trained in interventions, including speech and language therapy for small groups or one to one targeted support.

Our Learning Mentor continues to receive training through our locality group and through in - house training from a qualified Thrive practitioner.

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

We aim for all children to access activities outside the school setting and school trips will be planned in advance, taking into consideration the needs of all children. Sometimes we may need to make adaptations to support specific needs: this may be extra adult support on a trip or may involve inviting a parent or carer to join us. Trained First Aiders accompany classes or groups on trips and are able to administer medicines where necessary. Parental advice may be sought about



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the suitability of an activity outside of the school setting and what we can do to make it accessible.

### **How accessible is the school environment?**

#### *Wheelchair access:*

There are 2 classrooms upstairs which are inaccessible to a wheelchair. There are steps in the main corridor which separates the two halves of the ground floor. One half is accessible from the main entrance and the other half is accessible from the back of the school.

#### *Auditory and visual environment:*

All classrooms are fitted with an interactive whiteboard and speakers along with wi-fi.

#### *Disabled changing and toilet facilities:*

There is an accessible toilet for the disabled which can accommodate changing facilities.

#### *Communication with parent carers whose first language is not English:*

The school has links with the English Minority and Traveller Achievement Service (EMTAS) within the local authority who can help with communication needs of parents and children. We use interpreters when necessary to facilitate meetings.

### **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?**

Carefully planned induction and transition meetings are key to helping a child have a happy and settled start in a new setting.

Before starting school, EYFS staff in Handcross will visit the major feeder pre-school settings to meet the children and staff who have been working with them. Children are invited to spend time in their new class before starting the school. Information meetings are held for parents to express their views and ask any questions they may have.

In Year 6 the school prepares pupils to move into their next stage of education through working with Transition Mentors from the local secondary schools to ensure children are ready for this change. The Transition Mentors visit our Year 6 class and work with the children. There are meetings held meet with teachers, additional meetings related to children with special educational needs who will be joining their school and Handcross will arrange visits to the school they will be moving to. Extra visits can be arranged for a child when necessary to help them gain more familiarity with the new environment. We also pass on each child's special educational needs file which includes all their ILPs, reports from professionals and any relevant meeting notes.

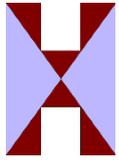
Our local secondary schools have a detailed transition form which we complete outlining the needs of the child, the support they have received and our recommendations for support they will need in their new school. We invite Transition Mentors and special educational needs staff from the secondary schools to attend important meetings related to individual children in Year 6 so that they are best able to prepare for the transition.

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

The Headteacher, Governors and School Business Manager oversee all matters of finance. Budgets are monitored and aligned to the school development plan. Interventions and support are allocated according to the needs of the child and are costed to ensure value for money. The SENDCo and Business manager meet regularly to consider budget issues and discuss the spending of additional funds made available to some children such as Pupil Premium funding.

### **How is the decision made about what type and how much support my child will receive?**

Quality first inclusive teaching is clearly defined in our setting and we monitor all staff to ensure they are delivering this. Should additional support be required, decisions are taken after



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consultation with relevant stakeholders such as SENDCo, other relevant staff, outside agencies, the child and their family.

All interventions are monitored for impact and outcomes are defined at the start of any intervention. Parents/ carers are invited to discuss and agree targets and will be sent a copy of the Individual Learning Plan (ILP), in order to play an active role in supporting progress. ILPs are reviewed termly and provision is adapted as needed.

The SENDCo annual report to governors includes information on the progress of pupils with SEND.

### **How are parents involved in the school? How can I be involved?**

We strongly believe that a partnership approach with parents/ carers achieves the best outcomes. As well as the regular meetings, parents are encouraged to maintain a regular dialogue with the teachers either verbally, through a home/school book or via telephone/email. We have parent helpers in the school as well as a Celebration assembly each week that parents are welcome to attend. Parent views are established through questionnaires, meetings and workshops. Our Governing Body includes parent Governors we welcome volunteers to assist in the classroom, subject to DBS checks

### **Who can I contact for further information?**

Your first point of contact would be your child's teacher who will meet with you to discuss any concerns you may have. They are available at the end of the school day, or can make an appointment at a mutually convenient time. The learning mentor may also have a role in your child's education, particularly if your child has social or emotional needs. When appropriate, the Head Teacher / SENDCo may also be part of the discussion.

If further discussion or action is necessary a date can be arranged to meet again to discuss progress, changes or ways forward. The SENDCo / Headteacher is available on the school gate most days. If you have a concern, or you need further clarification, the Headteacher is happy to meet with you, please contact the school office to book an appointment

Other support services:

The SEND Service aims to help parents communicate with schools and the local authority. It provides impartial advice and information as well as supporting parents during the school application process.

Contact details: 0330 222 8555 or email: [localoffer@westsussex.gov.uk](mailto:localoffer@westsussex.gov.uk)

The Local Offer can be accessed via this link:

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/>

West Sussex County Council also has information about children with disabilities and special educational needs. Their website is [www.westsussex.gov.uk](http://www.westsussex.gov.uk)