

HANDCROSS PRIMARY SCHOOL

SEN Information Report (Including Accessibility Information)

Date of review: June 2017

Date of next review: June 2018

At Handcross School, every child is special

Aims for the School

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing confidence and independence nurtured.
- For there to be high expectations which inspire, motivate and challenge **every** child to learn in every aspect of a broad curriculum. For the children to learn how to think independently, develop their imaginations and have fun. For every day to be used to the full.
- To have good working relationships between all who work in the school and a strong partnership with the parents, other schools and the community.
- To create an in/outdoor environment which is attractive, lively, stimulating, informative and which supports the children's learning.
- For the learning to be based on our knowledge of *how* children learn, the preferences and interests expressed by the children themselves and from stimuli within the locality.
- For exciting and memorable lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences, and for lessons to be suitably differentiated to meet every individual need.
- For the good and relevant use of IT to be fully exploited.
- To set short, medium and long-term goals which challenge and stretch each individual, and for progress to be carefully tracked.
- For teachers to accurately assess individuals at every stage of the learning so that the resulting interventions have a *direct impact on the children's learning*.
- For the children to be able to talk about their progress towards their targets, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a diverse and constantly changing society, in which they will respect British values, adopt a healthy lifestyle, achieve economic well-being, and make a positive contribution.

September 2016

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?

The school has a process of continual assessment which we use alongside national curriculum guidance to assess how children are progressing. Teachers, in discussion with parents and other staff who work with the children, will discuss potential difficulties or special educational needs a child may have with the SEND coordinator (SENDCo). Extra help is then arranged according to needs discussed.

How do you identify children with special educational needs?

This may happen in a number of ways:

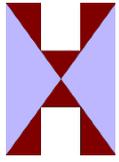
- Children have been identified as having special educational needs before joining the school;
- Teachers use observations and assessment data to identify children who may not be making acceptable progress;
- Parents raise concerns they have with their child's teacher.

After concerns have been raised and recorded, a programme of targeted support and classroom strategies is put in place to address the needs identified.

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 I be able to raise any concerns I may have?

Any concerns you 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.



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How will the school staff support my child?

We aim to provide quality 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.

Who will oversee and plan the education programme. Who will be working with my child and how often? What will be their roles?

Any additional programme of support will be planned by the teacher and SENDCo together. 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. The support will be recorded in an Individual Learning Plan (I.L.P). At times Teaching Assistants may work with your child to help deliver their programme of support. Their 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.

Who will explain this to me?

This will be explained in person by the teacher as part of regular meetings. Meetings may be more regular than this according to the needs of the child at the time. You will also have a copy of the written record of the programme of support (I.L.P) in place for your child.

How are school governors or trustees involved and what are their responsibilities?

We have a SEND governor who is involved in overseeing the SEND policy and is 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 does the school know how effective its arrangements and provision for children and young people with special educational needs are?

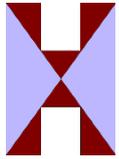
The school assesses how all pupils are doing in line with National Curriculum expectations on a termly basis. The individual learning programmes planned for children with special educational needs are reviewed and evaluated each term to see how well they are doing against the targets set.

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

A plan of support for each individual child with SEND will be drawn up to show strategies and resources that will enable children to access the curriculum within the classroom. Teachers' planning will show how different approaches and tasks may be used and adapted to enable all pupils to participate.

What are the school's approaches to differentiation? How will that help my child?

All lessons are differentiated to match the pupils' needs in the class. This is an inclusive approach that means the children can access the same topics at their level. This is monitored on a termly basis by lesson observations from the Head teacher.



H A N D C R O S S P R I M A R Y S C H O O L

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

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?

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. There may also be extra communication or meetings where outside professionals are involved in assessment or support for a child's needs.

How does the school know how well my child is doing?

Teachers continually assess how pupils are doing. Where appropriate the SENDCo may use checklists and 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 also keep notes to feedback where they see changes and improvements.

How will I know what progress my child should be making?

This is very much dependent on a child's individual needs, any advice we have been given to support the child and can be discussed at the regular meetings. Our annual reports will also outline whether a child is working above, below or in line with where they should be.

What opportunities will there be for regular contact about things that have happened at school e.g. a home / school book?

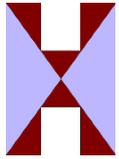
The class teacher will ensure you are kept informed about how your child is progressing and any incidents that may occur. However we do set up Home / School liaison books when necessary.

How will you explain to me how his or her learning is planned and how I can help support this outside of the school?

This will be through the Individual Learning Plan (ILP) designed for your child showing how their needs will be met in class. The ILP will identify ways you can help at home and websites or resources you may find useful. This can be discussed at regular meetings or can be sent home with the child.

How and when will I be involved in planning my child's education?

Each term you will be given the opportunity to do this when we set or evaluate how children are doing with their targets. 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.



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Do you offer any parent training or learning events?

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.

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

What is the pastoral, medical and social support available in the school for children with SEND?

We have a Learning Mentor working within the school. She supports individual children who may be experiencing emotional or behavioural barriers to learning as well as working with groups to develop social skills and promote self-esteem. The SENDCo can also refer children to outside agencies.

How does the school manage the administration of medicines and providing personal care?

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

What support is there for behaviour, avoiding exclusions and increasing attendance?

We currently run Learning Mentor sessions and small group nurture interventions to support children with behavioural needs. The school has a clear Behaviour and Anti-bullying policy that all the staff adhere to and that aims to promote positive behaviour. Some children may have an Individual Behaviour Plan outlining targeted behaviours. Good attendance is rewarded with an end of year prize.

How will my child be able to contribute his or her views? How will the school support my child to do this?

Children are involved in their class target-setting and ILP targets.

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

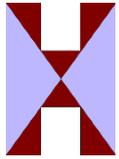
Are there specialist staff working at the school and what are their qualifications?

We have a Learning Mentor in the school who works with a number of children throughout the school.

What other services does the school access including health, therapy and social care services?

The school has access to a number of organisations and services including:

- Educational Psychology
- Speech and Language Therapists
- Inclusion Support and Social Communication Team
- Hearing Impaired Team



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- Visually Impaired Team
- Educational Welfare Service
- Looked After Children Education Service
- Social Services
- Child Development Team
- School Nurse
- Child and Adolescent Mental Health Service
- Occupational Health
- Family Link Worker
- Family and Children's Service
- Transition Mentors
- Children and Young People's planning forum
- Children and Family Centres
- Family Resource Team
- Think Family
- Time for Children

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 the new legislation for special educational needs
- The SENDCo accesses the locality SEN Hub, ASCEND, for professional advice and up to date information
- Learning Support Assistants have been trained in all the interventions, including speech and language therapy.
- Our Learning Mentor continues to receive training through our locality group

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

Will he or she be able to access all of the activities of the school and how will you assist him or her to do so? How do you involve parent/ carers in planning activities and trips?

We aim for all children to access activities outside the school setting. Sometimes 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 the suitability of an activity outside of the school setting and what we can do to make it accessible for a child.

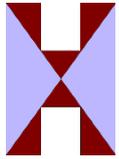
How accessible is the school environment?

Is the building fully wheelchair accessible?

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.

Have there been improvements in the auditory and visual environment?

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



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Are there disabled changing and toilet facilities?

There is an accessible toilet for the disabled.

How does the school communicate with parent carers whose first language is not English?

The school has links with the English as an Additional Language Team (EMAT) 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?

What preparation will there be for both the school and my child before he or she joins the school?

Staff from school 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.

How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college?

The school works with Transition Mentors from the local secondary schools to prepare children for this change. This involves the Transition Mentors visiting our Year 6 classes and working with the children, meeting with teachers, attending meetings related to children with special educational needs who will be joining their school and arranging 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.

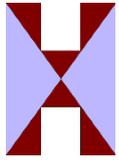
How will you support a new setting / school / college to prepare for my child/young person?

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?

How is the school's special educational needs budget allocated?

Resources and funding are allocated according to the needs of the child. We aim to match the time, adult support, physical resources and interventions needed to the level of need for each child. This may change over time and as needs increase or decrease. Pupil Premium funding which is allocated for pupils with free school meals may also be used to support pupils with special needs.



H A N D C R O S S P R I M A R Y S C H O O L

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

Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?

Decisions take into account the recommendations and views of all stakeholders and when the targets are agreed upon you will be sent a copy of your child's Individual Learning Plan (ILP) and you are encouraged to play an active role in the programmes.

How does the school judge whether the support has had an impact?

See answers to question 2.

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

Describe the school's approach to involving parents in decision making and day to day school life including for their own child or young person.

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 and Parent Governors are available for parents to meet with should they wish to.

Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

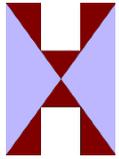
Your first point of contact would be your child's teacher who will meet with you to discuss any concerns you may have. When appropriate, the Head Teacher or SENDCo may also be part of the discussion. If further discussion or action is necessary a date can be arranged to meet again to discuss progress, changes or ways forward.

Who else has a role in my child's education? Who can I talk to if I am worried?

Our Headteacher, Learning Support Assistants and Learning Mentor may also have a role in your child's education. If you have a concern that you feel needs further clarification or is part of a larger school issue, our Headteacher is happy to meet with you.

Who should I contact if I am considering whether child/young person should join the school?

Contact should be with the Headteacher, via the school office.



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Who is the SEND Coordinator and how can I contact them?

The SENDCo is Miss Sturkey and you can contact her via the school office. The SENDCo is available on Thursday afternoons should you wish to meet with her. However, the Head Teacher is available at the front entrance at the beginning and end of most school days. Mrs Greaves is the SENDCo assistant.

What other support services are there who might help me and provide me with information and advice?

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:

Email: cyp.sendias@westsussex.gov.uk
Helpline: 03302 228 555 - Monday to Friday 9am-4pm
Address: St James Campus St James Road Chichester PO19 7HA

West Sussex County Council also has information about children with disabilities and special educational needs. Their website is www.westsussex.gov.uk

Where can I find the local authority's Local Offer?

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/>