

Special Educational Needs & Disabilities

SEN Information Report

<p>What is the SEND and Disabilities offer?</p>	<p>In July 2014, the Department for Education (DfE) issued the Special Educational Needs and Disability (SEND) Code of Practice 2014. The new Code came into force on 1st September 2014. This document is part of the Local offer for Havering. Under the Children and Families Bill, which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.</p>
<p>What is SEND?</p>	<p>A pupil is identified as SEND when their learning difficulty or disability requires provision that is additional to or different from that which is normally available to pupils of the same age.</p>
<p>What do I do if I think my child has SEND?</p>	<p>If you have concerns about your child, talk to your child's teacher who will discuss your child's progress with you. They will then follow the correct assessment procedures, alongside the SENCo.</p>
<p>How will the school know if my child requires additional support and what will they do about it?</p>	<p>If the class teacher feels that your child may have SEND they will follow the schools procedures. The class teacher may feel that your child has SEND for a variety of reasons and these would be discussed in a parent/ teacher meeting. Slow progress and low attainment are not the only indication that a child has SEN. At Hacton Primary School we would consider the four categories of SEN, set out in the Special Educational Needs and Disability Code of Practice: 0-25, to measure the nature of your child's SEN.</p>

<p>What happens if my child is registered as having SEND?</p>	<p>First the class teacher, with input from the parent, pupil, SENCo and any other outside agencies (if necessary) will create an Individual Education Plan (IEP). This provides an opportunity for a positive dialogue culminating in a single document with the purpose of supporting the pupil in their learning journey.</p> <p>The IEP will include a clear set of outcomes and success criteria. Once on the SEND register, the pupil will work under the 'Assess, Plan, Do, Review' strategy of support. This will mean that their progress is closely monitored.</p> <p>It is hoped that, with targeted interventions and personalised learning, a pupil will make accelerated progress. However, in some circumstances, the school may feel it is necessary to apply for an Education Health Care Plan (EHCP). At this point, the SENCo would make an application for an EHCP, in consultation with the parent/ carer, if we felt that the pupil required additional support to that which can be provided through the school's current SEN funding; for example when a child requires 1:1 support.</p>
<p>How will the school assess my child's progress and how will they inform me about this?</p>	<p>Your child's progress will be discussed at Parent Consultation Meetings which are held in October and March. In addition to this, as part of the 'Assess, Plan, Do, Review' strategy, the class teacher will meet with the parent/ carer and pupil termly to review the outcomes set in the pupils Learning Plan. Depending on the outcome, the child will either: be set new outcomes, be removed from the register or recommend applying for an EHCP. If at any point before or after the termly review meeting, the parent/ carer or class teacher has concerns regarding the pupil then a meeting with the SENCo will be arranged.</p>

<p>How will the curriculum be matched to my child's needs?</p>	<p>When a pupil has been identified with SEND the class teacher will use the IEP to differentiate lesson plans to meet the individual child's needs. Strategies will be used to remove barriers to learning and enable the child to access the curriculum more easily.</p> <p>Specific intervention programmes such as Speech, Language and Communication, 1:1 tuition and personalised learning programmes are available to support individual needs. These interventions will be discussed with you and will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.</p> <p>If appropriate, specialist equipment may be given to the pupil to support their individual need.</p>
<p>What specialist provision is available for my child's SEN?</p>	<p>At Hacton we pride our self on being an inclusive school. We have an on-site Provision for Hearing Impaired Children where children with hearing impairments are supported by qualified teachers of the deaf and communicators, all of whom have expertise in using British Sign Language.</p> <p>Children learn core subjects in small groups and additionally are supported in the mainstream classroom environment by P-HIC staff in order that they are accessing the foundation curriculum alongside their mainstream peers.</p>

<p>Have any staff received specialist training in SEND?</p>	<p>The School's SENCO is an experienced qualified teacher who has completed the National Award for Special Educational Needs Co-ordination.</p> <p>In addition to this several of the teaching assistants have certificates in specialist areas, such as Speech, Language and Communication.</p> <p>We are fortunate to have a qualified speech and language therapist on site to support both pupils and advise staff.</p> <p>All staff in our Provision for Hearing Impairment and <u>some</u> mainstream staff have expertise in British Sign Language.</p> <p>Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist, Social Communication Advisor or Paediatrician. This support will be discussed with you and referral forms will be completed and forwarded to the most appropriate agency.</p>
<p>How will the school ensure that my child will be included in all activities at school?</p>	<p>Activities and school trips are available to all. All school trips require a risk assessment to be completed. If this suggests that 1:1 support is required for a pupil, then we may ask the parent/ carer to attend.</p> <p>All extra-curricular clubs and activities are open to all pupils and if 1:1 support is required then this will be arranged.</p>

<p>What support will there be for my child's overall wellbeing?</p>	<p>The school offers a range of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include lunchtime clubs, extra- curricular study support, access to a Home-School Support Worker and counsellor as well as access to outside agencies. Members of staff are readily available to pupils and parents to discuss issues and concerns.</p>
<p>How is the school accessible to children with SEND?</p>	<p>The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.</p> <p>The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.</p> <p>Each classroom is equipped with a Soundfield system in order support children with hearing impairment.</p>
<p>How will the school support my child's medical needs?</p>	<p>The school works closely with the School Nurse to ensure pupils with medical needs are support effectively. If a pupil has a medical need a detailed Healthcare Plan is compiled by the School Nurse in consultation with parents/carers and a member of school staff. These care plans are discussed with all staff involved and if necessary appropriate training is given.</p>

<p>How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?</p>	<p>On entry to the school parents/carers are invited to a meeting so that they know what to expect and are encouraged to discuss any concerns with the school.</p> <p>Home visits are completed for all children in the EYFS. Where concerns are raised the school SENCo may also visit the setting or a Person Centred Review Meeting may be held.</p> <p>At the end of every academic year, the pupil's current class teacher will meet with the class teacher for the next year. In this meeting they will discuss the needs of the whole child, including discussion regarding their IEP.</p> <p>For pupils in year six, the SENCo will arrange to hold a Person Centred Review Meeting (PCRM). A PCRM provides an opportunity for the pupil to lead a meeting to answer any concerns they may have regarding secondary school.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The SEN Budget is allocated each financial year and is used to provide additional support or resources dependant on individual needs. The level of support needed is individual to each child and is decided in consultation with the class teacher, SENCo and Senior Leadership Team.</p>
<p>What can I do to find out more information?</p>	<p>To find out more information you can:</p> <ul style="list-style-type: none"> • Contact your child's class teacher • Contact the school office for an appointment with the school SENCo.