

Hallaton CofE Primary School - Local Offer

School/College Name:	Hallaton CofE Primary School
Address:	Churchgate Hallaton LE16 8TY
Telephone Number:	01858 555629
Name of Head teacher/Principal:	Mrs Diane Riley
Head teacher/Principal's contact details:	office@hallatonprimary.leics.sch.uk
Website address:	www.hallatonprimary.co.uk
Facebook account details:	
Twitter Feed details:	
School/College Specialism:	Mainstream Primary school
Age Range of students (start and finish) to include Post 14 onwards where relevant):	Ages 4 to 11
Date of Last Inspection:	30 May 2012
Outcome of last inspection:	Good

Total number of students with special educational needs at college/setting :	5
Total number of students receiving additional learning support:	11

1. The kinds of special educational needs for which provision is made

Hallaton CofE Primary School is a mainstream setting with no designated special unit.

Hallaton is committed to offering a fully inclusive curriculum which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

The school is committed to the principle that 'every teacher is a teacher of every pupil whether or not they have Special Educational Needs and that all teachers, therefore, have the responsibility for identifying and supporting young pupils with SEND.' (Code of Practice 2014)

Sometimes children and young people may have special educational needs that cover one or more of the following areas:

- **Communicating and interacting**

Some young people have speech, language and communication problems which make it difficult for them to make sense of language or to understand how to communicate effectively with others.

- **Cognition and Learning**

Sometimes children learn at a slower pace than their peers, have difficulty understanding parts of the curriculum, have problems with organisation and/or memory skills or have a specific difficulty literacy or numeracy.

- **Social, emotional and mental health difficulties**

Managing relationships with others can sometimes be difficult for young people. They may be withdrawn, behave in ways that hinder their own or other children's learning, or that have an impact on their health and wellbeing.

- **Sensory and/or physical needs**

Some children have visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

At various times many children require additional help and support to improve their learning or meet their needs either for a short period of time or for their whole primary school education.

2. Information about policies for the identification and assessment of pupils with special educational needs

Some children with SEND can be identified at an early age for example through parent/carer concerns, a health professional, an educational psychologist or a pre-school setting. However, for other children, difficulties become more evident as they get older:

- The child may be performing below age related expectations in spite of intervention or may be making slow progress.
- Concerns may be raised by the class teacher because of aspects of behaviour or self-esteem

which may be affecting achievement.

We ensure that whole school data is used as an early identification tool (entry profiles, Foundation stage profiles, school tracking, RAISE online)

The SENCo is an experienced Specialist Teacher who can make observations and carry out assessments where appropriate to help in the identification of SEND.

Referrals to outside agencies (with parental consent and involvement) including health and education professionals is made when necessary.

Staff are trained to recognise possible indicators for SEND including Dyslexia, ADHD, Autistic Spectrum Disorders, Dyspraxia and speech, language and communication difficulties.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans:

When a child is identified as having a special educational need, four actions will be put into place known as the Graduated Response - Assess, Plan, Do, Review.

Assess - identify what the difficulty is and plan an appropriate strategy

Plan - plan appropriate intervention and support with consideration about personal learning styles

Do - deliver support

Review - meet and discuss progress with child, parents, class teacher three times a year.

a) How Hallaton evaluates the effectiveness of its provision for pupils with special educational needs?

Pupil progress is reviewed each term and the effectiveness of any additional support or intervention is evaluated. The views of the pupil and parents or carers are taken into account. This review then feeds back into the analysis of the pupil's future needs.

The school monitors and evaluates the quality and effectiveness of provision regularly for all pupils including those with SEN. This is done by scrutinising pupil assessment data and work and observations of learning in lessons. From this academic year we will also be giving out parental and pupil questionnaires to inform next steps and evaluate current practice.

The SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant assessment data as part of the Governing Body's process of monitoring the effectiveness of the School's SEN Policy.

b) How does Hallaton assess and review the progress of pupils with special educational needs?

Parents and carers are welcome to make an appointment at any time to meet with either the class teacher or the SENCo to discuss their child's progress, seek advice or ask for information about how to support their child's learning. We strongly believe that a child's education should be a

partnership between parents and teachers so we aim to communicate well and regularly.

Children identified with Special Educational needs will have a SEND support plan and a one page profile. A review meeting with the pupil, parents and SENCo will be held termly so that progress and next steps can be discussed.

c) What is Hallaton's approach to teaching pupils with special educational needs?

All children (SEND or otherwise) receive high quality teaching. This is differentiated to meet the needs of all children.

- All staff members have high expectations of all pupils.
- When necessary, children receive additional support, both in and outside of the classroom. This could be in the form of small group work, 1 to 1 support or access to specialist equipment. Support is provided by the class teacher or the teaching assistant.
- Some children are withdrawn to work with the SENCo who is also a specialist teacher.
- Sometimes specialist support is brought in from a range of external agencies.
- Staff have a good relationship with parents/carers
- Teachers and Teaching assistants are provided with information about the needs of the individual pupils in their care so that they can plan a differentiated curriculum. Differentiation means that all children can access a lesson and learn at a level that suits them.

• Ofsted 2012

"Pupils currently in Year 2 are attaining above average standards overall and most of those in Year 6 well above average standards. The progress made by disabled pupils and those with special educational needs is equally good"

"The school's strength lies in its caring environment that encourages teamwork and empathy with others. Children blossom into independent thinkers who feel strongly about fairness to others"

d).How does Hallaton adapt the curriculum and learning environment for pupils with special educational needs?

Differentiation

In class support

Small group with TA

Individual support

Wave 3 interventions

Specialist equipment - eg writing slope, handwriting pens, read out loud computers, iPads, reading rulers and coloured paper in exercise books.

e). How Hallaton will provide additional support for learning that is available to pupils with special educational needs.

The school provides various interventions/support that meet the individual needs of the children (see provision map). Children who may require higher levels of support have access to appropriately trained support staff.

Modified print books and enlarged texts are used as required. Access arrangements for tests are put in place according to individual need. This may be in the form of a reader or scribe or whatever is usually used in class.

f). Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

Hallaton Primary School offers a wide range of extra-curricular activities including sports clubs, dance, science workshops, choir and instrumental tuition.

The school offers an after school club run on the premises during term time. Contact the school office for further information of times and costs.

Pupils with SEND are able to participate in school visits and residential trips with prior planning if necessary. Reasonable adjustments will be made to ensure this. Eg. a child who has difficulty with change of routine will be provided with information where they will be visiting or staying, shown pictures of the venue, menu examples and assigned a designated person to talk to whilst on a visit.

g). Support that is available for improving the emotional and social development of pupils with special educational needs.

Designated senior leader

PSHE Seal lessons as part of the curriculum.

School nurse training for staff and contact for parents

Administering medicine in accordance with guidelines.

Safeguarding, three members of staff are DSP trained.

School house leaders are known to all the children as point of contact.

Attendance of children monitored carefully and any concerns are discussed with parents at an early stage.

Behaviour policy – the school has a positive approach to behavior management and there is a high level of mutual respect between adults and children. Every class operates positive strategies with team marbles, Golden stickers in Friday assemblies and earning Golden Time for everyone to share. Any concerns are talked about with parents and solutions discussed.

4)The name of and contact details of SEN co-ordinator

SENCo - Michelle Leah

Tel 01858 555629

Email via office@hallatonprimary.leics.sch.uk

Qualifications

Specialist Teacher Assessor

BA Hons, PGCE, Dip SpLD, CCET, APC

Member of Patoss and British Psychological Society

5) Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise is secured

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Where necessary this is specific to SEND.

The SENCo is a specialist teacher who has a high level of continued professional development in order to remain a member of Patoss and The British Psychological Society. She works in a variety of schools and settings and any relevant training undertaken is cascaded to staff.

Teaching staff and support staff have benefitted from a range of courses including behaviour management, and how to support children with literacy and numeracy difficulties.

Speech, Language and Communication

6). Information about how equipment and facilities to support children and young people with special educational needs will be secured

The schools accessibility plan is available on the website.

Specialist IT equipment including laptop computers, interactive whiteboards, iPads, digital voice recorders and spellcheckers are provided to support access to learning for pupils with learning difficulties. Where appropriate and in consultation with parents and carers, staff members take advice from specialist external agencies to procure specialist resources to support pupils with special needs.

7). The arrangements for consulting parents/carers of children with special educational needs about, and involving parents/carers in, the education of their child

Our school values the importance of home school relationships/liaison. Through strong partnerships we share our expectations, develop our understanding of pupils' needs and celebrate successes. We welcome and encourage our parents to talk to staff about their concerns at any time.

Parent's evenings are held in the autumn and spring terms. Extended parent, teacher and pupil meetings are held at the start of the spring term for year 6 children so that progress and targets can be discussed by everyone.

We also hold extended meetings with parents of children who have a special educational need or disability.

The school has an active Parents association and we encourage involvement at a variety of events in school. Reading breakfasts, maths mornings and internet safety meetings are held annually.

Weekly newsletters go home and parents join us for monthly assemblies in Church.

8). The arrangements for involving young people with special needs about, and involving them in, their education.

We recognise the importance of self-advocacy skills. We want our young people to communicate, convey, negotiate or assert their interests or opinions about their learning. Our young people participate in meetings and reviews. They are involved in the design of their personal support plans and are encouraged to celebrate the things they do well/strengths as well as areas to develop.

If assessment is carried out by the specialist teacher within school then the young person's view is always included in any written reports. Similarly this is the case when external agencies, such as The Educational Psychology service are involved

9). Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at Hallaton Primary School

For information regarding the school's Complaints Policy please see the school's website.

10). How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

Educational Psychology Service - Access through SENCo or see link on Leicestershire County Council's website.

Single Point of Access (SPA) referral forms.

11.) The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32

The first point of contact to share concerns and seek advice and support is the class teacher. You can also arrange a meeting with Mrs Riley (Headteacher) or Michelle Leah (Special Educational Needs Co-ordinator).

Telephone: 01858 555629

Email: office@ hallatonprimary.leics.sch.uk

Further sources of support include the Parent Partnership Service 0116 3055614 or <http://www.leics.gov.uk/parents.htm>

Details of the Local Education Authority's local offer can be found on this website:

http://www.leics.gov.uk/index/children_families/local_offer.htm

12). The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We have a good relationship with our feeder secondary school, Uppingham Community College. Our SENCo also works as a specialist teacher in that setting so good communication about transfer is ensured.

Additional visits are arranged for children who will require extra support and to gain familiarity with the new setting and new staff. Contact is made with any other secondary schools and staff visits are made to exchange information. Our children all take part in induction days in the summer term.

12). Information on school's contribution to the publication of the local authority's local offer

Details of the Local Education Authority's local offer can be found on this website:

http://www.leics.gov.uk/index/children_families/local_offer.htm