



Harold Court Primary School SEND Information Report

Academic Year 2018-2019

What is the local offer?

Under the 2014 Children and Families Bill, schools are required to publish and keep under review, information about services which are available to support children and young people with additional needs and/or disabilities, aged 0-25. This is called the **local offer**. It provides parents/carers with information about how to access services in their area, and what they can expect from those services. In addition, it enables parents/carers and young people to know how schools and colleges will support them, and what to expect across local settings.

Harold Court Primary School is an inclusive school which offers a variety of provision to support children with a range of needs. This SEND Information Report outlines information regarding the ways in which Harold Court provides support for all students with Special Educational Needs and Disabilities (SEND), in order to grow and develop into confident and independent young people where they can achieve their full potential in their academic, creative, personal, physical, moral and spiritual development.

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Children at Harold Court Primary School have a range of needs including;

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health difficulties
- Sensory or Physical difficulties.

There are a range of questions, devised by an initial steering group, in consultation with parents/carers and other agencies, which reflect their concerns and interests. The answers provided by agencies, schools and colleges offer information to parents/carers to enable them to make decisions about how best to support their child's needs.

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Below are Harold Court Primary School's current responses to these questions. As an inclusive school we are continually looking at how we can improve the provision for our pupils therefore provision may develop and change as deemed best for each child. Therefore, the information in these responses will be regularly reviewed and updated as necessary.

How does Harold Court know if a child needs extra help?

At Harold Court children are identified as having a SEND through a variety of ways including the following;

- Information provided by pre-school/nursery or with a previous school
- Child performing below age expected levels
- Concerns raised by the Parent
- Concerns raised by the Teacher; for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g Speech & Language therapist, CAHMS
- Health diagnosis through Paediatrician
- Observations from teacher/SENDCo
- Formal assessments e.g language link, diagnostic tests

What should I do if I think my child has special educational needs?

Please talk to us; we have an open door policy for you to meet with the class teacher or SENDCo.

- Speak to your child's class teacher
- Contact the school's SENDCo Mrs W Donnelly-Symes – Our SENDCo is also available during parent consultation meetings and offers a SENDCo teaching and learning coffee session
- Depending on the need, other contacts could include the School Nurse, your child's GP or Health Visitor

How will Harold Court Primary School support my child?

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- All pupils at Harold Court School will have access to the school's broad and balanced curriculum in an inclusive classroom. This will be achieved through differentiation of work and tasks planned by teachers through **Quality First** teaching. Pupils falling just below national expectations will receive targeted in class support by the teacher or teaching assistant. Every class has the support of a teaching assistant and they may work with children either individually or as part of a group.
- When a teacher or SENDCo identifies a child with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the child's needs.
- Our aim is to match provision to need. If your child has a need related to more specific areas of the curriculum (such as spelling, handwriting, maths, literacy skills); speech and language difficulties or social skills then your child will be placed in a small focus/intervention group. These groups will be run by a teacher, teaching assistant, SENDCo or speech and language specialist. The length of time of the intervention will vary according to need.
- We offer a range of support through group and individual interventions, which are overseen by our SENDCo, including;
 - o Speech and language programmes – as identified by the NHS speech and language therapist/NHS caseload
 - o Language groups – identified through language link
 - o Precision teaching - ranging from initial sound and high frequency words to number bonds and times table facts
 - o Essential reading skills
 - o Fine/gross motor skills – identified by occupational health
 - o Nurture groups/ 1:1 with our pastoral support team
 - o Social and emotional groups – Time to Talk, You and Me
 - o Counselling
 - o Individualised behavior plan
 - o Pastoral support plans – in liaison with Havering Behaviour Support Team
 - o Maths/reading/writing/spelling phonics groups
- The interventions are recorded on a provision map (a record of the interventions timing and impact). Each intervention is reviewed regularly to determine its effectiveness and to inform future planning. The impact of interventions is shown through the use of assessment and termly tracking.
- Each child with special educational needs will have a Pupil Passport/IEP which will be drawn up by the class teacher and overseen by the SENDCo. It will include individualised targets and the provision that will enable your child to achieve these targets. The targets set are SMART targets (Specific, Measurable, Achievable, Realistic, Time Scaled) to suit your child's individual needs. These targets are reviewed with parents at our SEN reviews held 3 times a year. These meetings are an opportunity for shared discussions which highlight successes,

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concerns and the next steps needed to support your child's individual needs.

- Occasionally a child may need more expert support from an outside agency such as the Speech Therapist or Educational Psychologist. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. The school has trained teaching assistants to implement speech and language programmes for identified children. Language Link and Speech Link assessments are used to identify difficulties and plan a programme of support.
- In their support and challenge role the Governors of Harold Court Primary School ensures that the school is inclusive as possible and procedures reflect this.

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

- All teachers are teachers of special educational needs and inclusion. High quality teaching and planning ensures that work is differentiated to closely match your child's ability and learning needs. When a child has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. Differentiation takes on many forms; this can be through resources used, questioning, tasks set, teaching or support.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips, colour overlays or easy to use scissors.

How will I know how my child is doing?

- We have regular parent consultation meetings, where you and your child can meet with the class teacher to discuss progress, set targets and look at your child's work. At these meetings you will receive a one page report which outlines your child's progress and their new targets. We aim to meet with all parents termly.
- Parents can request a parent/teacher consultation meeting at any time of the year. Appointments can be made to speak to your child's class teacher or SENDCo.
- Parents/carers of children at SEN Support and those with a Statement of Education Needs or Educational Health Care Plan will be invited to

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termly SEN review meetings with their child to review their progress and set new targets. Children, parents/carers are encouraged to contribute their views.

How will you help me to support my child's learning?

- An overview of your child's year group's curriculum will be provided at the beginning of each term, it can also be found on the school website.
- We operate a school diary which your child will bring home each day so that comments from parents and teacher can be shared and responded to when needed.
- Curriculum workshops and learning and coffee meetings will be organised through the year.
- Your child's class teacher will speak to you about any individual tasks or approaches that may benefit your child.
- Mrs Donnelly-Symes (SENDCo) or Mrs Doody (Pastoral Lead and learning mentor) may meet with you to discuss strategies to use if your child is having difficulties in their learning, their behaviour or require social and emotional support.
- Outside agencies such as Speech and Language therapist, Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Sharing resources/learning packs that can be used to support at home.
- Information and support regarding special educational needs and areas of the curriculum can be found on the school website.

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

Harold Court Primary School offers a wide variety of pastoral support for all pupils including those with emotional, social, mental health and behavioural difficulties. The support we can provide includes;

- 1:1 nurture time with members of the Pastoral Team including Mrs Doody (Pastoral lead and learning mentor) to support a wide range of issues your child may encounter e.g self-esteem problems, friendship difficulties, bereavement etc
- Members of staff are readily available for children who wish to discuss issues and concerns
- The school curriculum includes PSHE sessions following the Jigsaw programme of study which target social skills, self-esteem, emotional well-being and anger management.
- Social skills, nurture and friendship groups are run by the pastoral lead, teachers, teaching assistants, HTLA'S (Higher Teaching and Learning Assistant) and Behaviour Learning Mentors according to children's needs.
- We have 2 Behaviour Learning Mentors who support children across the school through nurture, positive reinforcement and emotional support.
- Each class has a 'worry box' and 'circle time activities' which provide opportunities to deal with any issues, concerns or emotions
- Our Positive Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of

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helping everyone to learn academically, socially and emotionally. Our approach is known as the 'Harold Court Way' it aims to promote an environment where everyone feels happy, safe and secure.

- Our 'Staying on Gold' behaviour strategy works across the whole school. The aims of this strategy are;
 - o For pupils to have opportunity to make positive choices about their behaviour and influence outcomes (recognised for achievements)
 - o For children to understand what 'Gold' behaviour looks like
 - o Children take responsibility for their behaviour
 - o For children to understand there are consequences to making the wrong choices
- Access to counselling services
- Lunchtime support to promote social skills, turn taking and how to play with others
- The School Parliament is very active within the school and provide all children with a voice to contribute their ideas and views.

Pupils with medical needs

- If a child has a medical need then where appropriate a detailed Health Care Plan will be compiled by the School Nurse in consultations with parents/carers and the Deputy Head Teacher (Inclusion Lead) and/or SENDCo. These are discussed with all staff who is involved with the child and a photo of the child is displayed in the staff room to ensure all staff are aware of their needs.
- All staff members receive annual epi-pen training by the School Nurse
- A number of staff have received paediatric first-aid training and there is a programme to train staff in basic first aid
- Staff are also trained in other specialist medical conditions e.g Diabetes
- Some members of staff are trained to carry out Physiotherapy exercises
- The school has a policy regarding the administration and managing of medicines on the school site. As necessary, and in agreement with parents/carers, medicines are administered in school, when a Health Care Plan is in place.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day and arrangements, where appropriate, can be made.
- The school has a policy for Intimate Care.

What specialist services and expertise are available at or accessed by Harold Court?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies available to the school include:

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- Speech and Language Therapy (NHS)
- Educational Psychologist
- Havering CAD 5-19 (Advisory Teachers)
- Behaviour and Attendance Support Service
- CAMHS (Child & Adolescent Mental Health Service)
- You and Me Counselling
- Educational Welfare Officers
- LSS (Learning Support Service) to support pupils with learning, hearing, visual or physical Impairment
- Social Services – Early Help Service
- EAL support services
- Occupational Therapy
- Physiotherapy
- NHS services incl. Paediatricians
- School nurse
- Havering and Brentwood Bereavement Services

Involvement of outside agencies is always discussed with parents/carers and often the professionals will generally meet with parents/carers to give feedback after an assessment has been completed. Advice will be provided to both the school and parents/carers on how to best support the pupil in order to meet their needs.

What training have staff had or undertaking to support children and young people with SEND?

Staff have received training related to SEND and inclusion, it has been carried out by our Deputy Head (Inclusion Lead), SENDCo and external agencies/providers. Training is targeted to address the needs of identified pupils. This may be delivered to a member of staff supporting a child on a 1:1 basis, a small number of staff working in one year group or to all staff. For a child who requires a specific and personal plan of support, appropriate training will be sought, to best support the child and those working with them.

Sessions on the following have been delivered to staff addressing a range of needs:

- How to deliver Speech & Language programs from Speech & Language therapists.
- How to support children with Speech and Language Needs – Language Groups, Lego Therapy, Colourful Semantics, Eikan (Havering

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Advisory Teachers)

- How to support children with social communication difficulties
- How to support children with reading difficulties (Educational Psychologist)
- How to support children with behavioural difficulties (Positive handling)
- How to support children with sensory issues
- How to support children on the autistic spectrum including work stations, visual schedules, sensory needs (Autism Ambassadors from Sycamore Trust)
- How to support children with Emotional and Mental Health Needs (Behaviour and Attendance Support Service)
- How to support children through precision teaching (Educational Psychologist)
- Several members of staff have followed 'Positive Play' training and play therapy
- Our SENDCo is fully qualified and accredited. She also takes part in the local authority SEN panel for Educational Health Care Plans (EHCPs) with other professionals from a range of services.

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

All children are welcomed and encouraged to take part in extra-curricular activities/clubs and all aspects of the curriculum. We aim for full inclusion on school trips.

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required measures may include additional 1-1 staffing, a parent or carer may also be invited to accompany their child during the activity in addition to the usual school staff. The child will still be included if the parent/carers is unable to attend.
- A pre-visit to the site may be made to ensure disabled access and adaptation of the specific activity that requires differentiation to meet an individual's need will be implemented.
- Suitable transport for disabled children will be arranged where ever possible. If this cannot be arranged due to a lack of suitable vehicles then discussion with the parents will take place to discuss a way forward. .

How accessible is the school environment?

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Harold Court is wheelchair accessible and we are happy to discuss individual access requirements. We will make every effort to make reasonable adjustments where possible.

Facilities we have at present include:

- A disabled toilet
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- A ramp (situated near the staff car park) is available into school to ensure the site is accessible to all
- A discreet and private medical room is available in order to enable a safe place for physiotherapy; insulin testing/injections takes place in a quiet room by a trained member of staff.
- An up to date Accessibility Plan

How will the school prepare and support my child when joining and leaving Harold Court Primary School?

We endeavour to make children's transitions as smooth as possible and use a range of strategies. These include:

On Entry

- Reception staff visit children in their pre-school setting prior to starting school in September. Where concerns are raised, the SENCo may visit the setting and a Person Centred Review (PCR) meeting will be held.
- In the summer term prior to children starting in September parents are invited to the school to meet with the Head Teacher, Deputy Head, SENDCo, Pastoral Lead and the Early Years Lead to find out what to expect and are encouraged to share any concerns with the school.
- Children starting school in September are invited with their parents/carers to the class swap day and stay for lunch and our annual Teddy Bears Picnic with the Reception classes in the summer term.
- Extra visits to Harold Court may be appropriate for some children prior to them starting in September

Mid-Year Transitions

- We encourage parents/carers and children to have a tour of the school. They will be introduced to their year group, teachers and key members of staff.
- Harold Court will liaise with the receiving school regarding any child leaving mid-year.
- Children will be partnered with a buddy to help familiarise them with the school and our Pastoral Team will meet and talk with children to ensure they are settling well into Harold Court

Transfer to secondary school

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- Secondary school staff visit pupils prior to them joining their new school,
- Where a pupil may be vulnerable, have specialised needs, a statement of educational needs or an educational health care plan then a separate meeting (PCR) may be held. This will be arranged by the SENDCo and will include the child, parents/carers, class teacher, teaching assistant (if child has 1:1 support), Harold Court's and the new secondary schools SENDCo and any other relevant professionals. At the meeting it may be decided at additional visits to the secondary school may be necessary
- In the summer term, small group sessions in preparation for secondary school may be offered for children considered vulnerable and where appropriate

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

- The SEN budget is allocated each financial year; it is managed by the Head Teacher and the Governing Body.
- The money is used to provide additional support through the deployment of teaching assistants or resources dependant on an individual's needs. These are reviewed regularly depending of children's needs and any additional needs that may arise.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies.
- Funding may be used to buy in specialist support.

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

- The Senior Leadership Team, SENDCo and class teacher agrees the level of support needed based on an individual child's needs. The support is then planned by the class teacher in consultation with the SENDCo. Support may take on the form of additional individual or small group support in class or in other focus groups tailored to children's needs.
- The SENDCo draws up, in consultation with the class teacher and professional reports, a list of non-negotiables tasks/interventions etc for children who need extra support to ensure their needs are being met. This may include 10 minutes fine motor skills intervention three times a week or daily physiotherapy sessions.
- All interventions have defined outcomes at the start and are monitored for impact.
- If further concerns are identified during your child's school life due to lack of progress or well-being then other interventions and support will be made.
- Parents/carers will be made aware if their child is receiving 1:1 or small group support outside the classroom.

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

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We believe that having a positive home/school relationship and working closely together in partnership helps to ensure that each child has the opportunity to fulfil their potential. This partnership is the best way to support your child's learning and needs as such we value and encourage all parents/carers to contribute to their child's education. This may be through:

- Discussions with the class teacher informally or during parent consultation meetings
- Discussions/meetings with the Deputy Head (Inclusion Lead), SENDCo or Pastoral Lead
- The termly SEN review meetings where parents/carers are encouraged to comment on their child's pupil passport with suggestions that could be included
- Discussions with other professionals

Who can I contact for further information?

If you wish to discuss your child's education needs please contact the following:

- First point of contact would be your child's class teacher to share your concerns.
- Mrs Donnelly-Symes (Assistant Head Teacher/SENDCo)
- Mrs Doody(Pastoral Lead)
- Mrs Hogan-O'Niell (Deputy Head Teacher and Inclusion Lead)

Appointments can be made with any of these members of staff through the school office. Tel 01708 342275

Information on the Local Authority's Local Offer can be found here:

www.haveringsfd.co.uk

Contact the local authority SEND department via the main switch board on 01708 434343

We hope that we have answered any queries you may have but please do not hesitate to contact the school if you have any further questions.

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