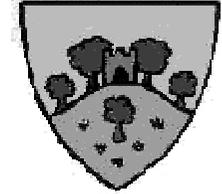


HOLTON LE CLAY FEDERATION OF SCHOOLS



SEN LOCAL OFFER

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

- Meet with your child's class teacher and explain your concerns, you may need to make an appointment.
- If you are still concerned, then speak to Mrs Marsden - Special Educational Needs Coordinator- SENCO. You can also speak to Mr Leeman – Deputy Headteacher at the Infant School or Mrs Hunt – Executive Headteacher.

How will the school respond to my concern?

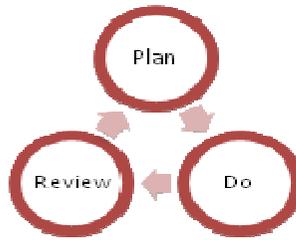
- We will listen to your concerns and discuss the situation with you.
- If a longer meeting is needed, this will be arranged.
- Your concerns will be looked into over an agreed length of time, with the sharing of information between school and home.
- A follow-up meeting will then be arranged to discuss the next steps.
- We will do our best to support you as much as possible.

How will school decide if my child needs extra support?

- The decision will be made by the SENCO and the Class teacher based on evidence of your child's progress in class. (This could be academic or social.)
- We will discuss the next steps with you and your child and discuss the setting of targets. It may be that your child will be placed on the Special Needs register at this stage.

What will the school do to support my child?

- We will agree on specific targets for your child to work towards.
- Additional support will be organised by the class teacher. This could be individual work, small group work or the use of specific resources.
- Outside Agencies may be consulted.
- Any additional support will be recorded on the school provision map, showing support provided across the school.
- If your child is on the Special Needs register, the targets will be recorded on a plan that will be reviewed three times per year.



Who will support my child in school?

Your child will be supported by:

- The class teacher.
- Additional adults (teaching assistants) working within class.
- Volunteers who listen to children read or support in class.

What training and experience do staff have for the additional support my child needs?

- The SENCO has a certificate of Advanced Professional studies in Special Educational Needs.
- All staff are trained in autistic spectrum disorders and mental health issues.
- Teaching Assistants have trained in the delivery of a range of different interventions.
- All staff are First Aid Training.

Who else might be involved in supporting my child?

Where appropriate, outside agencies will be asked to support your child. They will also work with the school staff.

These include:

Educational Psychologist
Specialist Teaching and Applied Psychology Service (STAPS)
Speech and Language Therapist
Social and Communication Outreach Teacher
Sensory Education Support Service
Dyslexia Outreach Services
Child and Adolescent Mental Health
The School Nurse

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

- The emotional and social well-being of your child is of great importance to us.
- Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour. We operate a 'Happy' Book, to celebrate good behaviour and achievements. Our 'Sad' Book is for children whose behaviour or actions are not acceptable.
- We will contact you if your child's attendance falls below 94%.

How will my child be able to contribute his/her views?

How will my child be involved in the process?

- Your child will be involved in discussions about his/her progress, what is being put in place to help.
- Your child will have their targets discussed with them and will know what it is that we are trying to help to improve or develop.
- Your child's views will be taken into account at review meetings.

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

- We have a creative curriculum.
- Children of all abilities are able to access the curriculum through a range of different strategies. For example, using ICT to record/support learning, using concrete apparatus, grouping, using Talking Partners etc
- Classroom layouts, including seating arrangements and displays.
- All lessons are differentiated to meet the needs of individual children, and where appropriate, additional adult support will be provided within class.
- If your child needs support above and beyond what can be provided in class, additional individual or group intervention work will be offered. This will be with a teacher or a teaching assistant and occasionally outside agencies.

What opportunities will there be for me to discuss my child's achievements?

How will I know how my child is progressing?

- We welcome parents to school to discuss how their child is progressing. If you wish to speak to your child's class teacher, please make an appointment.
- If you have more pressing concerns, a meeting with your child's class teacher or the SENCO can be arranged with the relevant member of staff.
- We hold a parents' consultation evening twice a year, to discuss your child's progress and attainment.
- We review Individual Education Plans 3 times during the year and try to make these times co-inside with Parent's evenings. Where a review meeting is not held at Parents' evening, these will be arranged for a mutually convenient time.
- We provide an Interim report twice a year and a Full report once a year. All reports show progress and attainment.
- In some instances (when agreed by school and parents) a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.
- Feedback from assessments or observations may be given by Outside agencies.

How does the school know how well my child is doing

- We track all children's progress closely over the year. We measure the amount of progress children make over the year, and how their attainment compares with age related expectations.
- For children in Reception we assess children using the Early Learning Goals.
- For the majority of children in Years 1-6 we assess using National Curriculum levels.
- Any children working significantly below age expectations are assessed using PIVATS (Performance Indicators for Value Added Target Setting). This enables us to measure small steps of progress, and set appropriate specific targets.
- We assess children using teacher assessments and standardised assessments . These are used to provide a clear and detailed picture of your child's progress and attainment.
- All children have individual targets to support them in their next steps of learning.
- Standardised assessments – completed by, for example, Specialist teachers and Educational Psychologists.

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

- We have a range of school clubs. All children are welcome to attend these clubs. The clubs are run by school staff or commercial companies, e.g. Grimsby town. We will endeavour to provide support to enable all pupils to attend.
- We have a regular programme of school trips and residential visits. We will always include your child, ensuring that any specific needs are taken in to account with our risk assessment. We will always discuss issues with you first.
- We ensure that we have enough adults on trips to enable all children to take part. Sometimes this means that we ask parents or other volunteers to help.

How accessible is the school environment?

- The school is fully accessible to wheelchairs and there is an accessible toilet.
- We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise.
- We use technology to support children's learning, and use specific equipment and resources to support individual and specific needs.
- We have a hygiene suite.

How will the school prepare and support my child to join the school?

- We organise a series of events for children starting from pre-school/nursery.
- Parents and children are included in the Transitions from pre-school and nursery, to Reception and Year 2 to Year 3 (because of the change of building.)
- These include; a parent/carer information meeting and an opportunity for parents/carers to meet staff and visit their child's classroom.
- Should your child benefit from a more personalised transition programme we are happy to work with you to organise this.
- For children starting at other times of year or in other year groups we encourage you to look round, and if possible for your child to spend some time in their new class getting to know the adults, the children and the routines.

How will the school prepare and support my child to transfer to a new setting or school?

- Children leaving our Federation in Year 6 move to a range of Secondary education.
- The local secondary schools organise transition events and taster days. They also work closely with our staff to share relevant information about children.
- We invite the SENCOs from the secondary schools to this school, to speak to the children and their parents.
- If your child needs more support with transition we will arrange this in conjunction with his/her new school. E.g. Extra visits.

How can I be involved in supporting my child in school?

- We encourage all parents to be actively involved in their children's education.
- Please read to your child regularly and discuss what you are reading. Please hear your child read regularly.
- He/she will receive homework weekly, please support your child in doing it and handing it back to school on time.
- Your child's individual targets will be shared with you, along with ways for you to support him/her in achieving them.
- Useful information is on our website. **www.holtonleclayschools.co.uk**
- We have an active P.T.A. who organise many events and support with fundraising. All parents/carers are invited to attend meetings, and new members are always welcome.
- It is also helpful if you can follow any specific agency advice that you may be offered– e.g. games, organised strategies such as visual timetables, strategies to support behaviour.

How can I access support for myself and my family?

- **Parent Partnership** – A group for parents whose children have special educational needs. They can provide a wide range of advice, both on the phone and in leaflets.
- **Additional Needs Services** – This is part of the Local Education Authority and can be contacted on 01522 553332. They also have a website which provides advice and support. www.lincolnshire.gov.uk/parents/schools/sen/

Who can I contact for further information?

It is very important that the school and parents work together. If you have worries or concerns, please contact your child's classteacher, by making an appointment. Your child's teacher will contact you, in the same way, if there are concerns.

If you feel that you need further support please speak to Mrs Hunt –Executive Headteacher or Mrs Marsden - Assistant head teacher / SENCO, who will be able to advise you. 01472 826432 (KS2) or 01472 822065 (KS1)