

Himbleton Church of England First School

SEND REPORT 2017:

Local Offer for Children with Special Educational Needs/Disabilities

By 2014, schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'Local Offer'.

At Himbleton Church of England First School we strive to support all children to enable them to make the best possible progress and achieve their very best. We are an inclusive school and we ensure that all pupils are included in all aspects of learning and school life. In order to do this many steps are taken to support our children during the time they are in our school.

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can achieve their very best.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. The Offer is subject to change depending on budgetary constraints and policy review. Please view our Local Offer and if you would like to find out more.

What kind of special educational needs do we have provision to support at Himbleton Church of England First?
As an inclusive school, special education needs and provision can be considered under four broad areas: <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, mental and emotional health• Sensory and/or physical
How do we identify and assess pupils with special educational needs?
Children are identified through a variety of ways including: <ul style="list-style-type: none">• Liaison with pre-school/ previous school• Child performing below age-expected levels• Concerns raised by parent/carer• Concerns raised by a Teacher or Teaching Assistant• Liaison with external agencies• Health diagnosis

How is Himbleton Church of England School accessible to children with SEND?	
<ul style="list-style-type: none"> • The building is accessible to children with physical disability. We ensure that all equipment used is accessible to all children regardless of their needs. • All children are included in all parts of the school curriculum and we will provide the necessary support to ensure this is successful. • Extra-curricular activities are accessible for children with SEND. A risk assessment is carried out prior to these activities to ensure everyone's health and safety is not compromised. On occasions it may be agreed that it is unsafe or inappropriate for a child to take part in an activity in which case alternative activity will be provided. Sometimes it may be a more personal support is needed and a parent may be invited to attend too. • After school provision is accessible to all children including those with SEND. 	
What support is available for improving the emotional and social development of pupil with SEND?	
As a school we believe every child is a unique individual and we will work with all stakeholders to ensure every child is happy and healthy at school. For those children who need additional support we can offer an individualised and personalised support. Additionally we work with other agencies to make referrals to CAMHS (Child and Adolescence Mental Health Service), counsellors, Educational Psychologist and Behaviour Support.	
How will the teaching be adapted for my child with SEND?	
<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met • The Teacher or a Teaching Assistant will support your child's learning in the classroom • Specific resources and strategies will be used to support your child individually and in groups as appropriate • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs • Support systems will be implemented to support your child as identified eg Visual timetable, personal desk base, 'chill out' resources/space 	
What are the different types of support available for children with SEND at Himbleton School?	
<p style="text-align: center;">SEND ~ WAVE 1</p> <p style="text-align: center;">Class Teacher input via excellent targeted classroom teaching also known as Quality First Teaching</p> <p>All children at Himbleton School will be getting this as part of excellent classroom practice.</p>	<p>For your child this would mean:</p> <ul style="list-style-type: none"> • The Teacher has the highest possible expectations for your child and pupils in their class • All teaching is based on building what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies which maybe suggested by the SEND Leader or outside staff, are in place to support your child to learn.
<p style="text-align: center;">SEND ~ WAVE 2</p> <p>Specific group work either individually or with a smaller group of children.</p> <p>Often called intervention groups by schools, may be:</p> <ul style="list-style-type: none"> Run in the classroom or outside Run by a member of staff who has had training to run these groups <p>This means children have been identified by the Class Teacher as needing some extra support in school.</p>	<p>For your child this would mean:</p> <ul style="list-style-type: none"> • Your child's Teacher will have carefully checked your child's progress and will have identified a gap in their learning/understanding and needs some extra support to help them make the best possible progress. • They will engage in group sessions with specific targets to help them to make more progress • A Teaching Assistant, Teacher or outside professional (eg a Speech and Language Therapist) will run these small group sessions <p>This type of support is available for any child who has specific gaps in their understanding of a subject/ area of learning.</p>

<p style="text-align: center;">SEND ~ WAVE 2</p> <p style="text-align: center;">Specialist groups run by outside agencies e.g. Speech and Language therapy and/or individual support</p> <p>This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching or intervention groups.</p>	<p>For your child this would mean:</p> <ul style="list-style-type: none"> • Your child will have been identified by the Class Teacher, Headteacher, SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • You may be asked your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist, Educational Psychologist, medical professional etc. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. - Support to set targets which include their specific expertise. - A group run by experienced school staff which may be under the guidance of the outside professional e.g. social skills group - A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
<p style="text-align: center;">SEND ~ WAVE 3</p> <p style="text-align: center;">Specified Individual Support</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means that your child will have been identified by the class teacher/SEND Leader as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available in school.</p> <p>Usually your child will need specialist support in school from a professional outside the school.</p>	<p>For your child this would mean:</p> <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child. • After school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support already in place. • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. <p>This type of support is available for children whose learning needs are severe, complex and life long.</p>

How will we measure the progress of your child in school?

- Your child’s progress is continually monitored by their Class Teacher who notes areas where they are improving and where further support is needed.
- Children who are not making expected progress are picked up through half termly ‘Pupil Progress’ meetings with the Class Teacher and the Headteacher. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.
- Each child’s progress is reviewed half yearly against National Curriculum expectations in Reading, Writing, Mathematics and Science.
- All children at the end of Year 2 are required to be formally assessed using Standard Assessment Tests (SATs). This is a national requirement and results are published nationally.
- At the end of Years 2,3, and 4 children will be tested using age standardized tests ie Incas or GL Assessments
- The SEND Leader will continually monitor your child’s progress within any individual work and in any group that they take part in.
- Children with an Individual Provision Map will have regular formal reviews
- Children with an EHC Plan will have a formal Annual Review with all adults involved with the child’s education.

How do we evaluate the effectiveness of our provision for pupils with special educational needs?

We evaluate the effectiveness of our provision by using the following criteria:

- The school ensures that any child’s SEND are identified early
- The school exploits ‘best practice’
- We take account of the views of the parents and the child
- Progress is monitored and reviewed at least termly and good
- There is co-operation between agencies and feedback is extremely positive

Who are the best people to talk to at Himbleton Church of England First School about my child’s difficulties with learning/ Special Educational Needs or disability (SEND)?

Class Teacher Responsible for:	<ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, such as targeted work, additional support, and letting the SEND Leader know as necessary • Sharing and reviewing Individual Provision Maps with parents • Ensuring all staff working with your child in school are well supported to deliver the planned work/ programme for your child so they can make the best possible progress. • Ensuring the school’s SEND Policy is followed in their classroom, and for all pupils they teach with SEND.
SENCO Responsible for:	<ul style="list-style-type: none"> • Co-ordinating all the support and provision for pupils with Special Educational Needs or disabilities (SEND) • Ensuring they are involved in supporting and reviewing your child’s learning • Liaising with all the other people who may come into school to help support your child’s learning eg Speech and Language Therapist, Educational Psychologist etc • Ensuring all SEND records are kept up to date • Providing specialist support for Teachers and support staff in school so they can help children with SEND achieve the best possible progress.

Headteacher	<ul style="list-style-type: none"> • The day to day management of the school, including the support for children with SEND
Responsible for:	<ul style="list-style-type: none"> • Checking on the progress of your child and working with the Teachers in identifying, planning and delivering any additional help your child may need. • Putting in place arrangements to ensure parents are regularly engaged in discussion about the progress of their child • Ensuring the Governing Body is kept up to date with any issues in the school relating to SEND.
Governors	<ul style="list-style-type: none"> • Making sure that the necessary support is given for any child with SEND who attends the school.
How are the staff in the school supported to work with children with SEND and what training do they have?	
<ul style="list-style-type: none"> • The Headteacher/SEND Leader supports Teachers and Teaching Assistants in co-ordinating provision for children with SEND. • At Himbleton we ensure that all members of staff receive appropriate training in order to provide the very best possible for all children, including those with SEND • Individual teachers and support staff attend training courses run by outside agencies relevant to the needs of specific children they work with. 	
How are equipment and facilities allocated to support children with SEND?	
<ul style="list-style-type: none"> • The school budget, received from Worcestershire LA, includes money for supporting children with SEND. • The Headteacher in consultation with Governors decides on the budget for SEND, on the basis of needs in the school and the profiles of each child. • The Headteacher and Finance Governors decide what resources/training and support is needed based on all the information they have about SEND in the school, including: <ul style="list-style-type: none"> the children with a statement/EHC plan the children receiving extra support already the children needing extra support the children who have been identified as not making as much progress as would be expected • All resources/training and support are reviewed regularly and changes made as needed and identified. 	
How will the school let me know if they have any concerns about my child's learning in school?	
<p>If your child is identified as not making expected progress the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • listen to any concerns you may have too • plan any additional support your child may receive • discuss with you any referrals to outside professionals to support your child's learning 	
How will my child be able to contribute their views?	
<p>Consulting and seeking the views of our children is an integral part of what we do at Himbleton. All children are given many opportunities to influence decisions concerning the wider school community. They are also encouraged to reflect on matters which are more personal to them and your child's views will be sympathetically sought by people who know them.</p>	
How can I let the school know if I am concerned about my child's progress in school?	
<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's teacher initially. • If you are not reassured that the concerns are being managed and that your child is still not making progress you should speak to Miss Rushton, SEND Leader or Mrs Chatterton, Head Teacher 	

How will the school support my child when they are starting at Himbleton or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When children with SEND join our school:

- We encourage all new children to visit the school prior to starting so they can become familiar with our school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings and adults.
- We create and share social stories if transition is potentially going to be difficult.
- We will contact staff who worked with your child, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing to leave us for a new school, typically to go to Middle School:

- We arrange additional visits for your child and your child's Teacher may accompany you both.
- If appropriate, we arrange for staff from the new school to visit your child at Himbleton.
- We create individualised 'Pupil Passports' with children with SEND to support them when moving on to another school.
- We contact the school SEND Leader and ensure they know about any special arrangements or support that need to be made for your child.

What support do we have for you as a parent of a child with SEND?

- From day to day the Class Teacher or Teaching Assistant will maintain an informal brief dialogue with you to give you a feel of the events of the day.
- The Class Teacher will meet with you regularly, typically weekly or fortnightly for a short meeting, to discuss your child's progress or any concerns, and to share information about what is working well at home and school so similar strategies can be used.
- The Headteacher/ SEND Leader is more than happy to meet with you to discuss your child's progress or any concerns or worries you may have
- Meetings will be arranged for you with outside professionals for feedback following assessments of your child and to discuss the subsequent reports
- The Headteacher/ SEND will provide you with a copy of all information/ reports available about your child's SEND.
- The Headteacher/ SEND Leader will discuss all information/ reports from outside professionals with you.
- Review meetings will take place as agreed between you and the school, with additional meetings as requested from either party.
- Homework will be adjusted as needed for your child's individual needs.

Who can I contact for further information?

- First point of contact would be your child's Class Teacher
- You could also arrange to meet the Teacher or Teaching Assistant who provides your child with additional support
- You may also wish to meet with Miss Rushton SEND Leader, or MRs Chatterton, Head Teacher