



The Local Offer - Supporting Pupils with SEND at Hob Hill

Hob Hill CE/Methodist (VC) Primary School is an inclusive learning environment which offers a range of interventions and provision to support children with special educational needs and disabilities. Our aim is to provide for pupils' individual needs so that they can overcome barriers that might otherwise prevent them from making the progress of which they are capable.

Children can experience a range of special educational needs and disabilities including:

- communication and interaction;
- cognition and learning difficulties;
- social, mental and emotional health problems;
- sensory and physical needs.

Support is provided to meet individual pupils' needs following thorough assessment both within school and through the support of external agencies. Support is designed to help pupils to work independently and with confidence within an inclusive, positive and creative learning environment.

Information and Guidance

Who should I contact to discuss the needs of my child?

Class Teachers

Class teachers are responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils. The teacher will check on the progress of your child and will identify, plan and deliver any additional support.
- The teacher will devise personal learning plans to prioritise and focus on the next steps for your child's learning.
- The class teacher will apply the school's SEND policy.
- If you have any concerns about your child then you should speak to the class teacher first. You may then be invited to meet with the SENDCo.

Special Educational Needs and Disability Coordinator (SENDCo) - Mr Ben Preston

The SENDCo is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy.
- Ensuring that parents and carers are supported to help their child to learn at home and at school.
- Keeping parents informed about the range of support offered to their child.
- Ensuring parents are included in evaluating the impact of interventions on their child's learning.
- Ensure that parents are consulted about planning successful transition from each class and to secondary school.
- Working in partnership with a range of agencies who can offer support to help children overcome any barriers to learning.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.



Headteacher - Mr Ben Preston

The headteacher is responsible for:

- The day to day management of all aspects of the school including the provision made for pupils with SEND.
- Line management of the SENDCo.

SEND Governor - Mrs Melody Jones

The SEND governor is responsible for:

- Supporting and evaluating the quality of SEND provision in school.
- Liaising with the SENDCo and headteacher with regards to SEND policy and provision.

Assessment, Planning and Review.

How can I find out about how well my child is doing?

Class teachers monitor and assess their pupils to identify children who are not making expected progress or who may be experiencing difficulties which affect their ability to engage independently in learning. Following discussions with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group/ individual support to enable pupils to make progress. This additional support can be seen in our school SEND provision map. In consultation with parents, teachers and the SENDCo, short term targets are agreed which prioritise key areas of learning or behaviour. Progress of each child is then measured against each target.

In some instances teaching assistant support may be provided. This support is deployed so that your child can engage in all aspects of the school day. It also encourages independent learning and confidence.

Review meetings are held each term and where necessary, external agencies will be invited to attend to offer support for parents and the school. We place great importance on the role of parents and the contributions they can make at these review meetings. If your child is continuing to have significant difficulties and is not making the expected progress, further external expertise may be requested.

Accessing Tests and Assessments

Will my child be expected to take the same tests as other pupils?

For some children additional arrangements and adjustments can be made to enable them to access a range of tests and assessments. This might include additional time, rest breaks or use of a scribe or reader. The SENDCo or class teacher will inform you about the eligibility and applications for these arrangements.

Curriculum and Teaching Strategies

How will teaching be adapted to meet the needs of my child?

At Hob Hill CE/Methodist (VC) Primary School, teachers are skilled at adapting the teaching to meet the range of need in each class. Daily planning takes into account individual pupils' needs and



requirements. Differentiation of teaching and of tasks enables all pupils to access the curriculum, experience success and challenge in their learning.

Grouping of pupils is flexible and there are regular opportunities for mixed ability and ability groupings. Additional adults are used creatively to support groups and individuals. Monitoring of additional adult support takes place so that children do not become over reliant and dependent on an adult.

Access to Learning and the Curriculum

What strategies are used to support children with SEND?

We use a wider range of support strategies to provide for the needs of pupils with SEND. Some of these are classroom based, whilst others are completed outside the classroom or at home. The following are some of the approaches we use:

- Learning support staff
- Strategies/programmes to support speech and language
 - Speech and language therapist support for all staff.
 - Individual or group therapist support for pupils.
- Strategies to support reading and literacy
 - 1:1 reading and literacy intervention
 - Group reading and literacy support
 - Dyslexia specialist teaching
 - ICT to support reading and literacy across the curriculum, e.g. Lexia
 - Phonic support
- Strategies to support numeracy
 - Maths Pre-teach sessions
 - Individual and group intervention
 - ICT to develop mathematical understanding and access to learning at home, e.g. Mathletics
 - Pre tutoring of mathematical vocabulary
- Strategies to support independent learning
 - Mentoring by teachers and support staff
 - Access to extra-curricular activities
 - Visual timetables for individual children
 - Daily opportunities for feedback to evaluate learning against success criteria and plan the next steps towards targets.
 - Use of rewards and team points to encourage and celebrate success.
 - Pastoral Support
- Strategies to support the development of pupils' social and emotional needs.
 - Nurture Room
 - Play Therapy
 - Small group and individual intervention
 - Mentoring
 - Coaching
 - First Friday Celebration (monthly)
 - Opportunities to work in pairs, small groups and whole class learning



- Regular communication with parents and carers
- Transition support
- Strategies to support behaviour
 - School behaviours and rewards policy
 - Framework for Intervention
 - Behaviour support service
 - 1:1 support and group support
 - Trained staff to support playtimes and lunchtime activities.
- Planning, assessment, evaluation and next steps
- Regular opportunities for parents to meet with teachers and teaching assistants
- Pupil progress reviewed each term
- Support plans for children who require additional support and intervention
- Differentiation across the curriculum including home learning activities
- Whole school provision map
- Increasing Accessibility
- Access to strategies/programmes to support occupational/physiotherapy needs
- Advice from Learning Support Team
- Use of any recommended equipment and training for all staff
- Access to modified equipment and ICT
- Software to support the range of learning needs
- Use of iPads and laptops to support learning
- Specialist equipment as required on an individual basis to enable all children to access the curriculum

Partnerships with External Agencies

What support from outside does the school use to support my child?

- Special educational needs and inclusion service
- Behaviour specialists
- Dyslexia specialists
- Occupational Health
- Autism Outreach Team
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychologist
- Speech and Language Therapy
- School Nurse
- Key Learning Centre
- Paediatric Services
- Looked After Children Service

Transition

How will the school help my child to move to a new class/year group or to a different school?



Children with SEND and their parents can become anxious about 'moving on' so we support successful transition through:

- Liaising with SENDCo's to share information about special arrangements and support for your child
- Passing on records relating to SEND
- Information sharing with new teachers
- Shuffle days and transition days to secondary school
- Multi-agency meetings where necessary

Staffing Expertise

How skilled are staff in meeting the needs of my child?

A programme of training is planned each year in order to maintain and extend our staff's knowledge and skills for providing for the varying needs of our pupils. Training is organised flexibly to respond to changing needs within the school.

The Inclusion Coordinator attends regular SEND briefings with local schools, as well as other courses and conferences, in order to develop her professional capacity to lead SEND provision within the school.

Specialist advice for children with complex needs

How will my child be included in activities outside the classroom, including educational visits?

- Consultation with parents prior to any educational visits and outside activities to ensure that all needs are met.
- Risk assessment of activities and visits including residential visits
- Provision mapping for staff support
- Evaluation of all outdoor activities and educational visits to review the impact on your child's learning.

How are the school's funding and resources allocated and matched to meet the needs of children with SEND?

The Headteacher and governing body review the budget annually and allocate resources according to the range of need:

- Resources can be allocated to provide individual and small group support
- Resources can be allocated to purchase specialist resources to support children with SEND
- If additional funding is required then the school would engage multiagency support to establish if the child meets the criteria for additional funds

What can parents do if they are unhappy with the support provided for their child?

Concerns and complaints can be raised following the guidance in the Complaints Procedure which is available on the school website or from the school office.

Who can I contact for further information?

- Class Teacher



- SENDCo
- Headteacher
- District SEN Support Team - 01543 512050
- Staffordshire SEND Family Partnership- 01785 356921
- [Staffordshire local offer](#)