



SEN Local Offer Information

In June 2014 a revised Special Educational Needs and Disability code of practice was published. In line with that report this SEN information contributes to Wakefield MDC Local offer. We plan to develop this information further by working closely with parents and carers.

Introduction

At South Hiendley School our motto is 'Everybody Equal, Everybody Happy'. This is an inclusive school which ensures every child has access to an education. Children's needs are taken into account when planning and delivering the curriculum to make it accessible to all. Quality First Teaching is vital, however for some children there are occasions where additional support may be needed in order for them to reach their targets.

Teaching staff liaise with the SENCo, Miss Whiteley to monitor the pupil's progress and plan interventions where progress is slower than expected. School has regular contact with a wide range of external agencies that are able to give more specialised advice.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed to work alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

Following the publication of the revised SEND code of practice the Local Authority consulted closely with parents/ carers. The several questions were devised; please see South Hiendley's response to these questions below.

How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?

We know if pupils need help if;

- concerns are raised by parents/ carers or teachers
- limited progress is being made
- there is a change in a pupil's behaviour or progress
- baseline assessments indicate the child is working below age related expectations

If you have any concerns about your child's behaviour or progress please speak to their class teacher or the SENCo.

How will school staff support my child/young person?

- Each child's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's. This may include additional, general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education such as literacy or numeracy then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary but is generally for a term. The intervention will be regularly reviewed by the SENCo, teacher and/ or teaching assistant to measure its success and ensure progress is being made. Interventions will be recorded on the school's Provision Map.
- Pupil progress meetings are held each term between the class teacher and senior leadership team. In this meeting the progress of all children in the class is discussed and can be useful for highlighting potential problems and planning further support.
- Occasionally a pupil may need further, specialised support from an outside agency such as Speech and Language Therapy, Communication and Interaction Team etc. A referral will be made with parental consent and forwarded to the most appropriate agency. After a series of assessments a programme of support is usual provided to the school and parents/ carers.
- The Special Educational Needs governor is Ms Debbie Jones

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small group to target more specific needs.
- If a child has been identified as having a special need they will be given a One Page Profile (OPP) or My Support Plan (MSP). Targets will be set according to their area of need. This will be monitored by the class teacher and SENCo. OPP's are discussed with parents at Parents' Evenings and a copy given to them.

How will I know how my child is doing and how will you help me to support my child?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's teacher will be available to speak to at the end of each day. Appointments can be made to speak in more detail with the class teacher or SENCo.

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

- The SEN budget is allocated each financial year.
- Our SEN budget and top up funding for those children with Statements / EHCPs is used to provide additional support or resources dependent on an individual's needs.
- This includes funding for the following members of staff; a SEN HLTA to deliver intervention programmes to individual and groups of children, SEN teaching assistants to work on a 1:1 basis with SEN children, additional lunchtime assistants to provide additional supervision at lunchtime.
- The local authority, Educational Psychology Service receives funding from us as a school in order to provide support to those children with a high level of needs.

How will school support my child in making transitions/ joining from new schools?

Strategies include

- Discussions between previous or receiving schools are made prior to leaving/ starting

- All year 6 pupils spend a transition day at their new high school. Additional visits are arranged for pupils who need extra time in their new school

How is the decision made about what type and how much support my child person will receive?

- These decisions are made in consultation with the class teacher, SENCo and senior leadership team. Decisions are made upon termly tracking of pupil progress and as a result of assessment by outside agencies.
- During their school life if further concerns are identified due to lack of progress or well-being then further interventions will be arranged.

Who can I contact for further information?

If you wish to discuss any aspect of your child's education or SEN please make an appointment to speak with their class teacher or our SENCo, no issue is too small, we are always happy to talk at a mutually convenient time.

Examples of support for particular need types

Behaviour, Emotional and Social difficulties (see behaviour policy for further info)			
Socially speaking group	SEALs emotional literacy	Buddy system at playtimes	Learning Mentor support
Celebration assembly to raise self esteem	Team teach training		

Speech and Language difficulties			
Pre-learning by TA	Time to talk delivered by TA	Visual cues	Referral to SALT for tailored support programme
Learning Difficulties including literacy and numeracy support			
Differentiated teaching from the class teacher	Rapid interventions from HLTA	Catch-up reading	Referral to Learning Support Service
Additional use of visual and practical resources	Teacher led booster groups/ guided groups	Peer and self-assessment for pupils to take ownership of their own learning and progress.	
ASD			
Inclusive classroom environments e.g. visual timetables, prompt cards to encourage independence, a range of kinaesthetic resources available	1:1 timetables , personal curriculum	Support from CIAT, EPS and other relevant outside agencies	
Physical difficulties and medical needs			
Pencil grips/Specialist pencils/Posture support	Further differentiation of physical activity (fine and gross motor)	Physical Adjustments and support as necessary Provision of specialist equipment & resources	Support from OT/ school nursing