



HEADLEY PARK

PRIMARY SCHOOL

Policy Documentation

Policy: Special Educational Needs and Disability Information for Parents

Responsibility for review: LGB

Version history		Key changes made
Date written	September 2021	
Date of review	September 2022	Vision updated Additions to governor section
Date of review		
Date of review		
Date of review		

Vision

Headley Park Primary is an inclusive mainstream school whose aim is to create a safe, happy and caring learning environment whose aim is to ensure that every pupil leaves the school with the ability and desire to learn more, unlock their potential and make their mark in the world. Staff are committed to providing an appropriate and high quality education for all whatever their age, gender, ethnicity, impairment, attainment and family background.

Children and Families Act 2014

The Children and Families Act (2014) takes forward the Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, looked after children, family justice and Special Educational Needs and Disabilities (SEND).

The Act makes several changes to the law, regulations and practices on SEND; these include:

- Replacing statements of SEND and learning difficulty assessments with a new, 0 – 25yrs Education and Health Care Plan (EHCP)
- Improving cooperation between all the services that support children and their families

Assistant Head Teacher and SENCO Mark Inskip

Assistant SENCO Mrs Allison Elson

How are the school governors involved and what are their responsibilities?

The governor responsible for SEND is Mr Dan Brown.

The SENDCO reports to the school governors once a year to inform the governors about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. The governor responsible for SEND communicates with the SENDCO more frequently.

The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

Any complaints or concerns about the provision for SEND children should be made in the first instance to the SENDCO and then to the Headteacher and Chair of Governors.

The SEND governor works closely with the SEND team in school to act as a critical friend. They take part in learning walks throughout the year to gain a first-hand understanding of the impact of SEND provision for pupils.

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

If you feel your child may have a special educational need, please talk to their teacher about your concerns. Or you can arrange to see the SENDCO directly to discuss their needs. We strive to have open and honest relationships with our parents and would hope that you feel confident in talking to us about the support you feel your child needs.

How does the school know if a child may need extra help?

We would use the following ways to identify whether or not a child may have special educational needs:

- Concerns raised by a parent
- Meeting with the child's nursery school/ previous school
- Concerns raised by the child's class teacher e.g. the child is performing below age expected levels
- Meeting with outside agencies e.g. a speech and language therapist
- Health diagnosis from a paediatrician

At Pupil Progress Meetings staff discuss the progress and attainment of all children in the school. They can refer any child they feel may have additional needs to the SENDCO for further discussion. Children we feel have special needs will be placed on an SEND register. The parents and children will be involved in every stage of the 'Graduated Response'. The Graduated Response is where we identify need through assessment, plan for your child's support from our knowledge and that of education and health specialists, carry out the planned intervention and continually review the progress and impact.

The school will always talk with you if we feel your child may have additional needs and will gain parental consent before any referrals are made to outside agencies.

How can I support my child at home?

We offer an open door policy. You are welcome to make an appointment to meet with your child's class teacher or the SENDCO anytime to discuss how your child is getting on. We will offer advice and practical ideas for how you can support your child at home.

Your child's teacher will regularly set homework tasks and update families on what work the class has been doing and how best to support them at home. We also have many opportunities throughout the year to welcome families into school.

How will my child be taught and supported?

Our SENDCO oversees the support that is offered to children requiring additional help across the school.

Your child's class teacher will oversee, plan for and work with each child with additional needs in their class to make sure they are making progress in every area of the curriculum. They will follow the guidance of medical and outside agency professionals to make sure they are giving the best support they can. Your child may have a Pupil Profile, Support Plan or EHCP which will highlight strategies being used to support your child.

There may be an LSA (Learning Support Assistant) working with your child either individually or as part of a small group. Different LSAs may work with your child throughout the day depending on which intervention they are doing.

How will I know my child is doing the right sort of work?

Teachers will use their knowledge of your child to plan work which is just right for them. They will make sure there is sufficient challenge and support, sometimes providing different activities for small groups. The teacher will also direct any other adults in the room such as LSAs who are working to support your child.

The class teacher and SENDCO will discuss interventions which are suitable for your child's needs to support their learning and progress. In a very small number of cases children may follow individual programmes of work for parts of the school day.

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

We see that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available. The Headteacher and SENDCO make sure the budget is fairly spent, with the children who have the most complex needs, being given the most support often involving an additional adult. This spending is reviewed by the governors.

In some cases the school will apply for extra funding to make sure we can supply the support for your child's needs. You will be told about any extra funding the school has for your child and how it is spent.

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

The class teacher along with the SENDCO will discuss the child's needs and decide what support will be appropriate. The SENDCO will observe your child in class to support these decisions.

The SENDCO will visit all the classes to observe pupils where there is a concern related to a child. This will happen three times a year. The teacher and SENDCO will also review the SEND register and see what support children are having.

Your thoughts and views are always welcome in this matter and you will be invited to regular meetings to review the support your child is having and the impact it is making.

What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

- Bristol Autism Team
- CAMHS Primary Mental Health Service
- Educational Psychologists
- Occupational Therapists
- Physiotherapy
- School Nursing Team, Paediatricians and GPs
- Social Care teams
- Child Protection Officers
- Speech and Language Therapists
- Sensory Support Services
- Ethnic Minority and Traveller Achievement Service
- Supportive Parents

How will you and I know how well my child is doing?

Teachers regularly assess children's progress and compare it to school national and personal attainment. They may use standardised tests and assessments to make their judgements.

You will have the chance to meet with your child's teacher at least three times a year, when you can discuss and find out about the support your child will be having and the progress they are making.

If your child is on the SEND register they may have a Pupil Profile, Support Plan or EHCP which will show the strategies and support being used with your child. A Pupil Profile will be reviewed and updated regularly throughout the year and you and your child will be an integral part of the process.

If your child has meetings with outside agency staff, such as Occupational Therapists or Speech and Language support, then you will be invited into school to meet them and see how their suggestions are being carried out in school. Some children may have multi-agency meetings where many different staff from a variety of outside agencies meet to discuss progress and decide the best ways to support. You will always be informed and invited to these meetings as your views and thoughts are vital to building a clear picture of the child.

If your child's teacher has concerns during the year about the progress your child is making, they will contact you to discuss these.

How will we know if the support that has been put in place is working?

The school will regularly check if your child is making progress academically against national/age related expectations. If the gap is narrowing then they are catching up with their peers or age related expectations.

The strategies in a child's Profile will be reviewed and monitoring of each individual intervention will take place to see how effective they are. We also use the assessments of outside agency staff, such as Speech and Language Therapists to see how children are progressing in certain areas.

Children may move off the SEND register when they have 'caught up' or made sufficient progress. You will be notified of this.

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

Every child is included in every aspect of the curriculum and we aim for all children to be included on school trips. We will provide the necessary support to make sure this can happen.

A risk assessment is carried out before any off site activity to ensure everyone will be safe. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What support will there be for my child's overall wellbeing?

At Headley Park Primary School, we believe that all children should feel safe, have their basic needs met and be made to feel special in school, regardless of their individual needs. We therefore place a high importance on children's wellbeing and work to support this in many ways.

The class teacher has overall responsibility for the educational, pastoral, medical and social care of every child in their class. Your child's class teacher is therefore your first point of contact if you have concerns about your child's wellbeing. If further support is required, the class teacher liaises with the SEND Team. This may mean involving outside agencies. We will always seek parental consent before we make referrals to outside agencies.

We have a policy on the use of medicines in school and if your child needs a prescribed medicine, you will be asked to complete the relevant forms. Children with long term medical needs will have a care plan and if necessary, staff will be given training on how to best support a child.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a positive approach to behaviour management with a clear behaviour curriculum

that is followed by all staff and pupils (see the school website for further details).

If we have concerns about your child's behaviour, we will talk with you to find ways to support them in school.

The attendance of every child is monitored closely. Lateness and absence are recorded and reported to the Assistant Headteacher. If parents are struggling to get their children to school regularly, we will discuss options to support you. We also have a Breakfast Club and After School Club which provide more flexibility of child care for parents and can help with lateness issues.

How will my child be able to contribute their views at school?

Our School Council gives a chance for all children to share their ideas and views on the school community.

Children can discuss their attainment and progress with both you and their teacher, and consider how they work towards their targets and next steps. Where appropriate, children will have an opportunity to discuss their Profile with their class teacher and state their own views on the additional help they feel they need. They will also contribute to their Annual Reviews if this is something they require.

How accessible is the school?

Our school is fully wheelchair accessible and we have facilities for disabled children and staff. Please see our Accessibility plan.

We act on advice from outside agency professionals to adapt and tailor resources and facilities as needed on an individual basis.

The Accessibility Plan is available on the school website.

What training do the staff supporting my child have?

Our teaching staff and support staff are highly skilled and trained in meeting the diverse educational and medical needs of children. The training they receive is ongoing.

Staff will always follow guidance and advice from outside agency professionals. This is especially important when a child has a disability we may not have worked with before.

If the SEND Team identifies an area of SEND which staff need development in, we will put training in place.

How are parents involved with the school and how can I get involved?

There are regular meetings for parents to discuss your child's progress as well as regular newsletters, updates on the school website and twitter updates. Throughout the year there are other meetings and information sharing sessions that you will be invited to.

The School PTFA (the Friends of Headley Park) runs fund raising activities to support the children's education throughout the year. The group is very welcoming and would always be happy for new parents to become involved or join in with events.

How will the school prepare and support my child when they join and or transfer to a new school?

We encourage all new children and families to visit the school before joining us. If the family has English as an additional language, we will arrange for an interpreter to be at an early meeting so we can fully explain school procedures and promote understanding of expectations.

If a child with SEND is transferring to us from another setting we will always try to visit them at their current setting. If this is not possible we will liaise closely with the child's current setting to ensure a smooth transition.

When children with SEND are preparing to leave us for a new school, typically to go to secondary education, enhanced transition arrangements are put in place. This may be extra visits to the school, visits from new staff and specialised activities.

Even when children are transitioning from one class to another at the start of the school year, we are aware of the need for good transition and support for children. They will have time to meet their new teachers and LSAs and get to know their new rooms.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs or an Education Health and Care Plan, a meeting will be held to plan transition which we will invite staff from both schools and any outside agencies involved in supporting your child to attend.

Further information

If you have any comments, questions or concerns about this policy please contact school as we always welcome ideas on how we might improve our support for children with Special Educational Needs and/or Disabilities.