

Support for children with Special Educational Needs and Disabilities at Huntington Primary Academy



Huntington Primary Academy is a school where every child is important. All staff work hard to ensure that all pupils are happy, safe and secure and that they make the best possible progress to achieve their full potential.

Some children may need additional support to help them achieve their best and to become confident and fulfilled individuals. This booklet contains information about the kind of support available at Huntington Primary Academy and outlines how we work with parents and carers to enable your child to access the right support. As a school we value parents' views and opinions as you know your child best.

All pupils at Huntington Primary Academy receive consistently high quality teaching from their class teacher who will set appropriate personalised learning tasks and use a range of teaching styles and approaches to meet the needs of all pupils. Then we may offer different forms of additional provision such as: group support in the classroom; individual or group interventions out of the classroom; access to modified or specific resources; and sometimes access to outside agencies. This additional provision is overseen by the school's SENDCO and is designed and implemented by the class teachers.

SENDCO (Special Educational Needs and Disabilities Coordinator)

Our SENDCO is: Mrs Charlotte Brett

Mrs Brett is responsible for monitoring the progress and provision of children with Special Educational Needs and Disabilities and managing the day to day operation of some aspects of the provision including the timetabling of interventions led by our team of trained and experienced teaching assistants

The SENDCO advises other staff about policies, procedures and practice as well as working closely with parents and children. Also, the SENDCO has regular contact with a range of external agencies who can give specialist advice.

If you would like to meet with Mrs Brett, please contact the school office to make an appointment, or if you would prefer to speak with Mrs Brett on the telephone, this can be easily arranged.

The Trustee with responsibility for liaising with the SENDCO and reporting to the Board of Trustees is: Mrs Lorna Tong.

How do we identify Special Educational Needs and Disabilities?

We know when pupils need extra help if:

1. Concerns are raised by the parent/carer
2. Teachers become aware through regular assessments or during their work in the classroom that a child is not making the expected progress.
3. We have received information from a preschool setting or another school that the child has attended.
4. We have received information from other agencies who may already be working with a child before they join us.

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

- Initially, you would usually speak to the class teacher. A meeting should be arranged with the class teacher where we will listen to your concerns. We know that you can draw on your own experience and observations as a parent/carer of how your child is outside of school. In conjunction with our school views and observations, we can help build a better picture of your child's difficulties.
- Arrangements will then be made to support your child and help them to make progress in school.
- Later, we may arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide specialist assessment or guidance as needed.

Categories of Special Educational Needs and Disability

Children's needs will usually fall within one or more of the following areas:

Cognitive and learning Needs- For example- Difficulties associated with:

Some or all of the work in school
Making progress in reading, writing or Mathematics
Understanding information
Dyslexia
Dyscalculia

Emotional and social development-For example- Difficulties associated with:

Organising themselves

Making friends or relating to adults
Making the right behaviour choices

Communication and interaction needs-For example- Difficulties associated with:

Expressing themselves
Understanding others

Sensory, physical or medical needs-For example- Difficulties associated with:

Hearing impairment
Visual impairment
Long term health/medical conditions

How does Huntington Primary Academy support my child?

- We believe in personalised provision planned by the class teacher. When a pupil has identified special needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily and effectively.
- In addition the class teacher will usually meet with the parent(s) and the child (if appropriate) to complete a personalised Pen Portrait. This allows us to assess the needs, plan for support, carry out the support and review the progress (Assess, Plan, Do, and Review). The SENDCO may attend some, though not all, of these meetings as required.
- At the meeting the parent, child (if in attendance) and the teacher will discuss what the pupil does well and what they find difficult (Assess). They will then plan what provision will be offered to address the difficulties (Plan).
- The Pen Portrait will usually be reviewed twice per year either during a formal consultation evening for parents or at a separate meeting with the teacher and the child and the SENDCO as appropriate.
- At the review meeting the teacher will outline what was actually done to support the pupil (Do). The effectiveness of the provision put in place will be reviewed with suggestions for the next steps for the child (Review).
- We may provide additional support in class from the teacher or teaching assistant. Teaching assistants may be allocated to work with the pupil in a 1:1 or small intervention group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he may be placed in a small intervention group led by either the teacher or teaching assistant. All interventions are regularly reviewed by those delivering them, and by the SENDCO. This helps to assess how effective they are and to inform future planning. These intervention groups may be based on published programmes, such as 'IDL' or may be tailor made by the class teacher for the child's specific needs.
- The child's name will be placed on a list of pupils with special educational needs to enable the SENDCO to monitor the provision in place and the progress made.

WHAT DO OUR PUPILS SAY ABOUT SOME OF OUR INTERVENTIONS?

Pupils from Y3 and Y4 taking part in our 'IDL' and 'Lexia Reading Core 5' intervention commented:



I learn my spellings and it's fun at the same time.



It helps me a lot. It's interesting because you never know what is coming next.

I like that the words are in different colours. It helps me with my spellings.

- Termly 'Pupil Progress Meetings' are held between class teachers, teaching assistants and members of the Senior Leadership Team to discuss the progress of all individual children in each class. This shared discussion may highlight concerns about the progress of individual children. Further or different support for individual children will then be planned if required. In addition to this, the SENDCO reviews the progress of all pupils with SEND at a termly meeting with staff and during specific review meetings with parents of individual pupils with more complex needs.
- We regularly review our provision and if further expertise is required then we will either organise 'in-house' training to ensure staff enhance their skills or send our staff on the appropriate training out of school.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology Service. These services may offer outreach advice and involvement to support the school, the child and family. These pupils may need a 'My Support Plan' to outline their needs and allocate the correct support. The child, the child's family, the school and any other agencies involved would usually record their views on this document.
- If appropriate, specialist resources may be given to the pupil to help them access their learning tasks e.g. coloured filters for reading or pencil grips to aid writing.

WHAT DO OUR PARENTS SAY ABOUT OUR PROVISION FOR THEIR CHILDREN?

Parent of a Y4 pupil.

His relationships with his friends are improving. He is much happier.

Parent of a Y2 pupil (Commenting on the impact of intervention.)

He can see his own progress as he moves through the book stages. He's a really keen reader now.

Parent of an Y3 pupil

(Commenting on the impact of our 'Precision Teaching' intervention.)

Learning specific words has really made a difference. I can see that at home when we read.

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

- Activities and visits are made as inclusive as possible and available to all children.
- A risk assessment is carried out prior to a visit and reasonable adjustments will be made where necessary to ensure all children can access these opportunities fully.
- Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. This may require 1:1 support from a teacher, teaching assistant or a child's parent.
- Huntington Primary Academy has a variety of extra-curricular clubs that are available for every child to access regardless of need or disability

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- Class teachers who are available for pupils who wish to discuss issues or concerns.
- Our Deputy Head (Mrs Anne Forman) and the Behaviour Team take the lead on behaviour support and may offer help and support to individual pupils and their families.
- A variety of interventions, suitable for all year groups, that are available for those children who require emotional support.
- The SENDCO (Mrs Charlotte Brett) and the Headteacher (Mrs Jenny Holton) who work closely with families who have multi-agency involvement or a Social Worker.
- Interventions for children who need help to develop their social skills or anger management techniques.
- Midday supervisors who are available throughout the lunch hour to support children who require emotional or social support. Our Senior Midday Supervisor (Mrs Mandy Macfarlane) takes the lead on this.

How does Huntington Primary Academy support children with medical needs?

- If a child has a significant medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from the school nurse or health care professional, for example, EpiPen training for pupils with severe allergic reactions.
- Where necessary, and in agreement with parents, prescribed medicines are administered in school, but only where a signed medicine form is in place to ensure the safety of both child and staff member.
- All staff receive regular basic first aid training. In addition, some members of staff have specialist training in first aid. In our school there are six people with a valid First Aider certificate.
- The school has a comprehensive 'Medicines in School Policy' that is available on request from the school office.

What specialist services and expertise are available at or accessed by the school?

In consultation with parents it may at times be necessary to consult with external specialist agencies to receive their expertise. Individual children may be referred through school, or through their G.P. The agencies which have been accessed previously by the school and our families include:

- Educational Psychologist
- SALT (Speech and Language Therapist)
- Autism Outreach
- CAMHS (Child and Adolescent Mental Health Service)
- Social services
- York District Hospital (Paediatricians or specialist consultants)

- School Nurse,
- Visual Impairment service
- Hearing Impaired service
- Parent Partnership (now known as SENDIASS)
- Behaviour support services.

What if my child has more significant or complex special educational needs?

From September 2014, pupils who have significant or complex special needs may need a 'My Support Plan' which outlines the support needed for your child to make progress. This may or may not lead to a request for Statutory Assessment from the local authority (LA). Previously, this could then result in a 'Statement of Special Educational Needs'. From September 2014 statements were replaced with Education Health Care Plans (EHCP). This may result in the LA being able to offer your child and the school a more individualised package of support with, for example, more specialist equipment or services.

How accessible is the school environment?

At school we are happy to discuss individual access requirements. We review and adapt our access arrangements as required so that it meets the needs of all of our children.

At present in school we have:

- All classes at ground level.
- Access ramps to some external doors.
- 1 accessible toilet
- Single level outdoor areas
- Classrooms that are mainly carpeted throughout to reduce noise for the hearing impaired.
- Doors which are wheelchair accessible.
- A disabled parking bay
- Access to specialist equipment if required.

How will you help me to support my child's learning?

All parents are encouraged to contribute to their child's education. We feel that this has a greater effect on the child's progress when school and home are working collaboratively. Children are given daily detailed feedback in their books which we encourage our children to respond to. Regular Parent Consultation Meetings are scheduled throughout the academic year to enable parents to discuss their child's progress with the class teacher.

Also, we hold information evenings where you can find out how to help your child at home. You may approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal Parent Consultation Evenings. For more regular support for those with significant special educational needs, we are able to set up a home-school communication book.

This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you what they are doing at school. We hope that this will ensure that we are working together to support your child both at home and school. We can suggest activities and games that you can do with your child to support their learning.

Also, where there are significant needs more formal review will be required, to which parents will be invited, as well as informal discussions with the SENDCo and professionals from external agencies. At reviews children are supported and encouraged to present their views themselves so we can all listen to their input. We place great importance on the child's views, wishes and aspirations when planning provision and setting targets.

How will I know how well my child is doing?

Your child's progress is continually monitored against national standards by his/her class teacher on a daily basis through their class work from EYFS to Year 6. A variety of assessment tools are used to keep track of their progress, which is discussed with senior staff at termly 'Pupil Progress Meetings' to ensure all of our children are making good progress. We share attainment and progress with parents at Parent Consultation Meetings.

At the end of Year 2 and Year 6 all children are formally assessed using Standard Assessment Tests (SATs). At the end of Year 1 the children are formally tested using the Phonics Screening Check. This is something that the Government requires all schools to do and the results are published nationally. In July your child will be provided with a written report which details their attainment in line with national age expectations. Also, the Government requires schools to assess the attainment and progress of pupils in EYFS against national indicators known as the Early Learning Goals.

How will the school prepare and support my child when joining Huntington Primary Academy, or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Working closely with the preschool providers in our locality.
- Offering an extended induction period in the Summer Term for pupils who will be starting school (in EYFS) in the following September. (This may be enhanced for pupils who would benefit from this)
- The transfer of records and communications between schools prior to the pupils leaving or joining.
- Pupil visits to Huntington are arranged before pupils start at our school. Some children may need more transition visits than others.
- The SENDCO meeting with parents before a child starts at Huntington Primary Academy.
- Liaison with other agencies where there is a wider involvement in the family.
- Regular meetings between our staff and the staff from the local secondary schools.
- For transition to secondary schools, the SENDCO may organise a transition meeting with the SENDCO from the receiving secondary school and any other external agencies involved to ensure smooth transition and sharing of information.

Under the Code of Practice June 2014 the Local Authority (City of York Council) has a duty to outline the services it can offer to children and young people and their families. This is called a Local Offer. Please find details of this on the web address below :



Visit the Local Offer to find out what is available in York for children & young people with special educational needs/disability <http://www.yor-ok.org.uk/families>