



Houghton Regis Primary School
"Where everyone matters and every day counts"
SEND Information Report (Local Offer)
February 2017



About our school:

Houghton Regis Primary School provides education for children aged 3 - 11 years. We are a friendly, busy and happy school and we are very proud of the achievements of all our children. We work together with parents and carers to enable each child to take full advantage of all the educational opportunities on offer at our school and achieve success. We value the support and involvement of parents and carers in extending the educational opportunities we can offer to our pupils both during the school day and after school.

Our aims are:

- ✓ to help learners communicate with others effectively to establish and develop personal relationships, and to interpret and express ideas, opinions, impressions and experiences;
- ✓ to help learners develop lively, imaginative and creative minds with the ability to question, argue rationally and to apply themselves to tasks with others or independently as appropriate;
- ✓ to establish and develop an understanding of self and the need to develop, care and protect body and mind;
- ✓ to develop skills, interests and enthusiasms which enhance leisure and the quality of life;
- ✓ to develop rational attitudes and values within a framework of respect for the breadth of human achievement, belief, aspiration and creativity;
- ✓ to develop an understanding of the world which appreciates the forces and influences which impact on our lives and the interdependence of individuals, groups, nations and the environment;
- ✓ to develop an understanding of the multi-racial and multi-cultured nature of society and to foster respect for those with different cultures, faiths and ways of life;
- ✓ to develop the ability to interpret experience and use it in considering ultimate questions concerning the meaning and value of life;
- ✓ to develop the capacity within a fast-changing world to apply knowledge and skills relevant to life and employment, a particularly important element being the development and application of information communication and technical skills.

In order to meet these aims we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities (SEND), starting from our first contact with parents and carers when a child enters the school. Houghton Regis Primary School also ensure that additional needs are identified early and we offer a range of provision according to identified needs.

The broad areas of SEND need are:

- 1) Communication and Interaction.
- 2) Cognition and Learning.
- 3) Social, Emotional and Mental Health Difficulties.
- 4) Sensory and/or Physical.

As a school we work with a range of professionals to ensure that children receive the support they need to do well at school. The school is well resourced and has a good range of facilities including an ICT suite, library and spacious grounds. All classes are equipped with SMART boards and every classroom has networked computers. The school follows the Early Years Foundation Stage and National Curriculum 2014 and strives to make learning as exciting as possible by use of the outdoor area, educational visits and through welcoming

visitors into the school. The school offers a wide range of extra-curricular activities across the school year as well as offering a breakfast club and after school club.

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

To view Central Bedfordshire Council's Local Offer:

<http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>

How will the school know if my child needs additional help and how will the school share information with me?

We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher or by the child. The school would be alerted by the class teacher or parent/carer if a child in any age group is making limited progress or if there is a change in their behaviour. Following on from this concern the child's needs may be able to be met by writing an Individual Education Plan (IEP). If we write such a plan for a child it will be discussed with parent/carers and the staff will ask for your help in achieving the plan's objectives at home. As a school we might arrange for your child to receive extra help and in some cases they could be withdrawn from class to work on an individual basis or as part of a small group. All IEPs are regularly reviewed and new plans written on the basis of the reviews. Parent/Carers are involved in the reviewing process and can approach their child's class teacher at any time if they are worried about their child.

If appropriate you may be asked to give your permission for the school to refer your child to a specialist professional such as a Speech and Language Therapist or Educational Psychologist. This will help school and yourself understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

In certain cases the school might seek to obtain an EHC Plan (Education Health Care Plan) for your child so that he/she can obtain additional help with their education. This will be done in consultation and agreed by parent/carers. Parent/carers are given copies of any specialist assessment reports and can discuss them with the SENDCo. Parent/carers will be kept informed at all stages in the process of identification and assessment of needs.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

- ❖ The Class Teacher:
 - Responsible for:
 - Checking on the progress of your child and identifying, planning and delivering any additional support your child might need and informing the SENDCo (Special Educational Needs or Disability Co-ordinator) as necessary.
 - Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term.
 - Ensuring the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

- ❖ The SENDCo: Miss K Smith
 - Responsible for:
 - Developing and reviewing the school's SEND policy.
 - Ensuring that you are
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing

- Liaising with all the other people who may be coming into school to help support your child's learning
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- The SENDCo may also recommend support for you and your family from the Parent Support Worker (PSW).

❖ The Headteacher: Mrs B Waite.

- Responsible for:
- Day to day management of all aspects of the school, including the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

❖ The SEND Governor: Mrs S Glasper

- Responsible for:
- Making sure that the necessary support is given for any child who attends the school who has SEND, including specialist support from outside agencies.
- If there is a need for a complaint regarding the treatment of your child with SEND. Please consult with Class Teacher, SENDCo or Headteacher. If you are still not satisfied that your concerns are not being resolved you may get in contact with the SEND Governor.

School contact telephone number: 01582 867487

What are the different types of support available for children with SEND in our school?

❖ The Class Teacher:

- For your child this would mean:
- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific work could take place either in or out of the classroom, this work could take place with a teacher or teaching assistant (TA).

❖ Specialist Groups run by Outside Agencies:

- For your child this would mean:
- That they have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school.

❖ Specified Individual Support

- For your child this would mean:
- This is usually provided via an Education, Care and Health Plan (EHC Plan). This means your child has been identified by professionals as needing a particularly high level of individual or small group teaching.
- The school (or you) can request that Local Authority Services carry out an 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.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned you may speak to:
 - SENDCo: Miss K Smith
 - Headteacher: Mrs B Waite
 - SEND Governor: Mrs S Glasper

What different kinds of support are available to children with SEND?

- Curriculum adaptations and differentiation (personalised where needed)
- Support for behaviour
- Specified and targeted interventions
- Support for health needs
- Grouping of pupils to ensure the most is achieved from the learning experience
- Specific individual support (personalised interventions where needed)
- Specialist teaching groups
- Support for communication needs
- Visual timetables (to individual needs) used through the school
- Words and symbols/objects

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Central Bedfordshire Council, includes money for supporting children with SEND.

- The Headteacher decides on the deployment of resources for SEND in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school including:
 - 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 and decide what resources/training and support is needed
 - the child's view will be sought informally and for review meetings; this may not always be possible with young children / children with delayed development.
- Money from the school budget is also used to buy staff training, classroom resources, specialist equipment.

Who are the other people providing services to children with SEND in this school?

- ❖ School provision:
 - Teaching Assistants
 - Breakfast and After School Club
 - School Clubs
 - Parent Support Worker
 - Lunchtime Supervisors
- ❖ Local Authority Provision
 - Educational Psychology Service
 - Early Years Support Service
 - CBC SEND Parent and Young Person Partnership Service (previously known as Parent Partnership)
- ❖ Health Provision:
 - Speech and Language Therapy
 - School Nurse
 - Paediatric Occupational Therapy
 - Child Development Centre (The Edwin Lobo Centre)
 - CAMHS

- CHUMS
- The Jigsaw Centre
- Autism Advisory Service

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo and the Headteacher help support the class teacher in planning for children with SEND. The school access training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Speech and Language Difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children they are working with.

How will the teaching be adapted for my child with SEND?

- Class 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.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will the school know how well my child is doing and how will they inform me about this?

The class teacher monitors each child's progress and discusses this with the SENDCo and parent/carer. The class teacher considers each child's academic targets and as agreed with the parent/carer IEP targets. Progress is measured against both for children with SEND. Teaching staff and the SENDCo liaise regularly to discuss pupil progress and future needs. Each term, we meet parent/carers and discuss the child's progress (this may be earlier than a term if a child meets their IEP targets sooner).

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you might have.
- Information from outside professionals will be discussed with you.
- IEP planning and review meetings.
- Advice on how to support learning at home
- Home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parent's evenings
- If appropriate Parent Support Worker

Houghton Regis Primary School has an open door policy and invites parent/carers to discuss worries or concerns with staff as soon as they arise.

How is Houghton Regis Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school is one level with easy access and double doors at the main entrance.
- There are two disabled toilets.
- Changing facilities are available in the Foundation Stage Unit.

Pupils with SEND are encouraged to participate in all school activities, they will be allocated responsibilities within their classrooms and around the school and will have the same opportunities to join the School Parliament and a range of clubs.

Access to after school clubs is provided as a right and support is given by teachers or support staff if required. We ensure that any independent provider of after-school clubs caters for pupils with SEND. School trips are accompanied by a high ratio of staff to pupils. Where needed specialist transport is engaged or meetings will be held with parent/carers to ensure the needs of the child are met.

How will the school support my child to change classes and/or move onto a new school when they reach the appropriate stage(s)?

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 moving classes in school:

- Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher.
- IEP's will be shared with the new teacher.
- During the term before moving classes provision will be made for you child to have regular visits to their new class and spend time with their new teacher and teaching assistant.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

❖ If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

❖ In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will participate in activities learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

What Emotional and Social Development support do we have for a child with SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs, that will require support in school.

- The Emotional Health and Well Being of all our pupils is very important to us.
- We have a robust Child Protection Policy in place; we follow National and LA Guidelines. All staff have received up to date 'Safeguarding Children in Education' and 'Prevent' training.
- We have a robust Behaviour and Discipline Policy in place. As a school we use the 'Good to be Green' positive to behaviour initiative where children's consistent good behaviour is acknowledged and rewarded.
- The Headteacher, Deputy Headteacher and all staff continually monitor the Emotional Health and Well Being of all our pupils.
- We are an Anti Bullying school.

What support and training within the school is available to parent and carers?

- PSWs offer a range of courses and training to meet all areas of SEND both in and out of school
- CBC SEND Parent and Young Person Partnership Service (previously known as Parent Partnership) offer training.
- Meetings with Class Teacher, SENDCo or Head Teacher for support and to discuss strategies.

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