



HANDALE PRIMARY SCHOOL

**Special Educational Needs and Disabilities
Information Report - Pupils
2023 - 2024
Reviewed September 2023**

What is a local offer?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to <http://www.peoplesinfonet.org.uk/kb5/redcar/directory/localoffer.page>

At Handale Primary School, provision for children with additional needs is at the very heart of the ethos of our school. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background. All children can 'be their best'.

This guide aims to detail our 'School Offer' to children and families who have an interest in, or need for SEN provision. Of course, should you require any additional information, please feel free to contact myself, I would be more than happy to discuss with you any questions which you may have.

The key aim of Lingfield Education Trust and each of its schools is to help all pupils – including those with SEND and disabilities - to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010.

Our school regularly assesses all of our pupils, enabling us to determine those who may have special educational needs as early as possible. In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our nursery.

This report complements the Lingfield Education Trust's Special Educational Needs and Disabilities Policy. We will keep this report up to date. The school's Local Governing Body will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the school office.

Handale Primary School 2023
Mrs Padgett



HANDALE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

Who Can I Contact?

Your first point of contact at the school is the child's class teacher. The Special Educational Needs Coordinator (SENDCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Headteacher	Mrs N Padgett NPadgett@lingfieldeducationtrust.com	01287 640416
Deputy Head	Mrs R Farrier Rio.Farrier@handaleprimaryschool.co.uk	01287 640416
Assistant Head	Mrs C Lister Carole.Lister@handaleprimaryschool.co.uk	01287 640416
SENDCo	Mr P Emmerson Paul.Emmerson@Handaleprimaryschool.co.uk	01287 640416
SEND Governor	Mr D Fowler Admin@handaleprimaryschool.co.uk	01287 640416
Safeguarding Lead	Mrs N Padgett NPadgett@lingfieldeducationtrust.com	01287 640416
Designated Person for LAC	Mrs C Lister Carole.Lister@handaleprimaryschool.co.uk	01287 640416
Home School Support	Miss Tully Joanne.Tully@handaleprimaryschool.co.uk	01287 640416

Admissions

Admission If you want a place at our school for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. Our Admissions Policy is available on our school and trust website.

What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully

planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, or school prospectus, which include:

- SEND and Inclusion Policy
- Admission Arrangements
- Anti-Bullying

We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

Communication and Interaction

This includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and Learning

This includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SPLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

This includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

How does my school know if I need extra help?

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forward.

For some concerns, we may discuss the involvement of the Educational Psychology Service, the SEND Support Service, the Occupational Therapy Service, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more

often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

Teachers are continually monitoring progress and looking at strengths and the areas that need further help with all of the time. This includes; when they talk to you and ask you questions or when they mark your work.

There are two categories of SEND at Handale Primary School, these are children in receipt of:

- A Short Note; when a teacher has initial concerns that a child has a Special Educational Need he/she will complete a 'Short Note' form. This form includes, possible area of special need, observation notes, assessment information and details of strategies tried so far. School staff will then liaise with the child and their parent/carer at the earliest opportunity to discuss such concerns and agree the best way forward.
- A Support Plan; the children are overseen by the school and the school and parents initiate, review, amend, and cease support for children whose needs are seen at 'Support Plan' level.
- An Education, Health and Care Plan (EHCP); Children with greater needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually. An EHCP is generally a multi-professional process, where everyone comes together (including the parents and child) to jointly plan the support which the child requires and is entitled to. Professionals which would be typically involved in these planning and review sessions would be: - Health and Social Care colleagues - Local Authority SEND Teams / Psychology

What kind of additional provision and curriculum could you offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

In order to meet this challenge, our school has:

- A dedicated Headteacher with significant SEND experience, as well as support from Lingfield Education Trust's lead SENCo. The Headteacher attends key reviews for children with SEND and is actively involved in their provision, transition and pastoral care.
- A SENCO – Mr Paul Emmerson, who coordinates the SEND offer for children and families at Cambrai.
- A school which promotes a 'Communication Friendly Environment'
- Dedicated and experienced staff in the field of SEND to directly support children across the school
- A high level of teaching support, to ensure children with additional needs are well supported in all lessons
- A family ethos, where each child and their needs is understood by all of the school community

- A curriculum which is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT
- Strong links with external partners, such as LA SEND support teams

Some examples of additional provision which could be suitable for a child with SEND could include:

- Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, e.g. 'Little Wandle intervention programs' programmes or those directed by Speech Therapists, Educational Psychologists or the SEND Support Service
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups
- Specialist interventions, e.g. Occupational Therapy
- Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs
- Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals
- Thorough assessments undertaken by Educational Psychologists / SENCo in order to pinpoint exact areas of difficulty that are then addressed
- ICT resources, e.g. additional reading using tablets, or time following specific ICT programmes to address specific needs ...The list could go on!

What should I do if you think your child needs extra help?

You should always talk your child's teacher if you think your child needs extra help with their work. Once the teacher knows, they will then be able to adapt the work, give them some support or explain things to them in a different way to help them to understand better.

How will parents and pupils be involved?

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, when they may not always drop off or pick up their child from school, both school and home must work hard at this important aspect of school life. You are always welcome to call in to see how your child is getting on, so long as you let us know that you are coming.

We also expect parents to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. There are also two additional specific SEND Parents' Evenings each year. At these meetings we expect parents to help us to plan learning targets for the following term, by reviewing children's support plans and capturing your wishes for your child.

How will parents and pupils be involved?

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate the outcome of these assessments using two written reports, annual report process (EHCP), or through parents' evenings. Some of the assessment methods are:

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments
- On going school assessment. These assessments are comprehensive in all aspects of school life. These include
 - Reading, writing, maths assessments
 - Phonic and spelling assessments
 - Social and Emotional Assessments
 - Additional assessments relevant to your child's needs

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). These smaller steps are measured in our school using a system called PIVATS. Aspirational targets are set for all children assessed against PIVATS using support from an external data consultant – as well as a regional hub leader of PIVATS, who is also a headteacher within our Trust.

Will my child sit external tests, such as SATS and multiplication tests?

As with everything related to your child in our school – the answer is individual, but most children do achieve well when they have been supported effectively. If your child is able to access the Year 1 Phonic Screen, Year 2 statutory assessments, Year 4 national tables test, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data. Such decisions will always be discussed in partnership with parents.

Who will tell the children what they can do to help themselves to be more independent?

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children with statements and EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting to submit their own 'presentation' with the help of our staff. Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses- as well as completing a questionnaire with staff members / parents to ensure genuine wishes and feelings are captured in the children's plans. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

With so much additional provision and resources, many parents are concerned as to who pays for this – and where does the money come from? Each school in our Trust receives its school budget in September, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN –

What about SEND and School Finances?

after which they can request addition 'Top Up Funds' from the Local Authority; generally this is for children with very high needs – typically in receipt of an EHCP. In order to access these funds, the school requests the Local Authority to review what support is required – and how much above the school contribution is required to meet the needs of the child – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved. More information about SEND finances is available within the Local Authority Local Offer Website.

Additional Support?

If you or your child are worried about anything at all, Mrs Padgett, the Head Teacher, or Miss Tully, the school mentor, are always available. We are all here to help with any concerns you may have, whether they are to do with your school work, getting to school or something else at home. School also employs a school counsellor, through the Bungalow Project for our pupils to ensure they get the best possible all-round support both emotionally and academically.

If I have a disability or additional need how can I join in school activities?

At Handale Primary School, we like all of our pupils to feel able to get involved in all activities, even if they have a disability or additional need.

We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality learning experiences for our children.

Transitions

We aim to foster an ethos which tangibly welcomes all children to Handale Primary School. On day one, we want children to know that this is their school – and it belongs as much to them as anyone else in the building. We will ensure children are provided with a named 'buddy' as soon as possible, and make sure that the children know the names of the key staff that they will be working with. Of course, we aim for all adults to be open and approachable for all children – but this system ensures that children have a point of contact who knows that they are 'keeping an eye and a hand on the back' of new children. Transition between classes will be child led. Effective transitions between settings, particularly for pupils with SEND is vital – therefore we will always make every effort to visit or contact the child's prior school to ascertain what works well – and what the priorities should be from day 1 and beyond.

Who do I contact if I have a complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant, Mr Emmerson, Miss Tully or Mrs Padgett! You can also respond to the Parental Questionnaires which are sent out, make comments during the review process or attend any of our SEND 'Drop In' sessions. If you are unhappy, it is best to speak to Mrs Padgett ASAP – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school and Trust website should you require it.

What progress will I expect from my child?

Children in our school in all groups make at least good progress. Progress, particularly for children with additional needs is not always only academic; we take progress in independence, and confidence just as seriously.

Supporting our SEND children and vulnerable groups

Children with additional needs, such as SEND or Looked After Children are closely monitored and supported throughout their time at our school. Our Headteacher, SENCo and Trust SENCo reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Supporting families is a specific part of this role and also the role of all staff at all levels; we see supporting children through supporting families as a vital part of ensuring quality provision. Children who are 'Looked After' by the Local Authority (in care) are monitored and supported by the Assistant Headteacher, Mrs Lister. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy – and making good progress. The Assistant Headteacher also liaises with Social Services and attends all 'Looked After Reviews,' along with Miss Tully (DSL).

Link to Local Authority websites

Redcar and Cleveland Council Schools and Learning Web Page

[Schools and Colleges \(redcar-cleveland.gov.uk\)](http://redcar-cleveland.gov.uk)

If you have any questions please contact the Headteacher, Mrs Padgett or your class teacher.

Telephone: 01287 640416

Email: Admin@handaleprimaryschool.co.uk

