

## GUIDE FOR PARENTS

### Hinckley Parks Primary School THE LOCAL OFFER

Address: Hinckley Parks Primary School, Leicester Road, Hinckley, LE10 1LP

Contact number: 01455 632556

Head teacher: Mr. David Harding

Special Educational Needs Coordinator (SENCo): Ms. Fauzia Omar

Website address: <http://hinckleyparksprimaryschool.uk/>

Age Range: 4 – 11years

Ofsted: July 2014 - Good

Number of children with SEND (EHCP): 8

Number of children receiving additional support (SEND register): 70

Hinckley Parks school is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with Special Educational Needs or Disability, in order that they can reach their full potential.

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

At Hinckley Parks we have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Hinckley Parks Primary School, we aim to identify difficulties as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/Carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers

- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment

If a concern is raised then the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. Additional support in class or through a targeted intervention group will be provided. If difficulties persist. The class teacher will liaise with the SENCo and complete an initial concerns form. The SENCo may then become involved in next steps. At this point, there may be a need for more specific assessments in school and an Special Educational Needs Support Provision Plan to be implemented. The SENCo or class teacher will discuss the next steps with you and your child.

“How do you identify and assess children with special educational needs and disabilities?”

At Hinckley Parks, we believe that early assessment is vital. We follow the revised Code of Practice to identify, assess and provide for pupils with SEND. Children's SEND requirements fall into the following four broad areas:

- Communications and interaction
- Cognition and learning
- Emotional, social and mental health difficulties
- Sensory and physical difficulties

At the heart of the work in every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children the majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special education needs.

Assessing children's progress is an on-going process and reflects their participation in the whole school curriculum. Observing and assessing the progress of individual children provides information about areas where a child is not progressing as well as might be expected. Under these circumstances teachers may need to consult the SENCo to consider what else might be done within the classroom to help that child. This review may lead to the conclusion that the pupil requires help over and above which is normally available within the class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Good progress can be defined in a number of ways. It might be progress which:

- ☑ Closes the attainment gap between the child and his/her peers.
- ☑ Prevents attainment gaps growing wider.

☒ Is similar to that of peers starting from the same attainment baseline, matches or better the child's previous rate of progress.

☒ Ensures access to the full curriculum.

☒ Demonstrates an improvement in self-help, social and personal skills.

☒ Demonstrates an improvement in the child's behaviour.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in-school' tests may be used to help us identify the specific need of the child. The class teacher and SENCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Staff at Hinckley Parks have knowledge, skills and experience working with children with SEND and are trained to identify pupils who may have more specific needs (e.g. Dyslexia). The school can also seek quality support and advice from other specialist agencies such as Autism Outreach, The Specialist Teaching Service, Speech and Language Therapists and the Educational Psychologist Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify and support children with SEND.

"How will you support my child?" "How does the school know how effective its arrangements and provision for children with special educational needs are?"

If your child is identified as having SEN, in addition to in class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of areas including: reading, maths, writing and speech and language. These will be recorded, reviewed and monitored via your child's SEND Provision Target plan (previously referred to as IEPs). If your child has an EHCP (Education Health Care Plan), or is in receipt of high needs funding, we will put provision in place as outlined in that plan.

Class teachers, working with the SENCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. School Governors and Subject Leaders are also involved in this monitoring process. In

addition, a record of all additional support and outcomes is kept. To monitor the effectiveness of additional support for children identified as having SEND, an individual support plan, social and emotional tracker or speech and language plan will monitor whether they achieve targets for progression.

Support for your child will take the form of a graduated response –

- ▣ Area(s) requiring support need to be identified
- ▣ Work will be differentiated to match your child's needs
- ▣ Your child may receive a higher level of adult support in the classroom
- ▣ Results of the above will be monitored
- ▣ After a period of time, should your child continue to give cause for concern, the school may offer some extra support in small groups inside or outside the classroom
- ▣ School may carry out further assessments, or request advice or support from outside agencies, such as the Specialist Teaching Service

“How will both you and I know how my child is doing and how will you help me to support my child's learning?”

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Those pupils requiring an (IEP) individual education plan will have a copy sent home. The targets on the plan will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCO if they have any concerns. Regular contact is kept between parents and teachers through an open door policy.

“What is your approach to individual learning?”

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

“How will the curriculum be matched to my child's/young person's needs?”

The school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for disabled. Staff are highly trained and have experience of working with a wide range of agencies. The Accessibility Plan is updated when appropriate and is available from the website. We make suitable adjustments to the school building where possible and provide a range of additional

resources for SEND pupils (e.g. enlarged texts, reading books, maths equipment, ICT). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress.

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

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENCO; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough help to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

“How will my child be included in activities outside the classroom including trips?”

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required. “What support will there be for my child's overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and school leadership team monitors happiness and wellbeing through pupil interviews and surveys. All children have access to regular lessons on personal, social, health and emotional aspects of learning and in citizenship. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. nurture groups) and progress monitored. There is also a Family support worker as well as a councillor in school who are available for children to discuss worries and concerns with. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school, close liaison with home and a behaviour plan may be put in place. We have a medical safety policy and if your child has additional medical needs, we will make arrangements by implementing a care plan. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCO or Head Teacher. The SENCO at Hinckley Parks Primary School is Ms Fauzia Omar.

“What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?”

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up

post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENCo regularly attends LA briefings and SEN Network meetings to keep up to date with local and national developments and to share best practice. Hinckley Parks access training from a wide range of sources including our local area special school.

We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language
- Educational Psychologist
- Specialist Teaching Service
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service
- Child & Adolescent Mental Health Service
- Family Support Worker

“How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed annually as part of our Accessibility Plan. The school is on two levels.

“How are parents involved in the setting? How can I get involved? Who can I contact for further information?”

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents evenings in the Autumn and Spring terms for all children and an additional review meeting in the Summer term for children with SEND along with the end of year written report to parents. This additional meeting can be held with the class teacher, SENCo or both. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home school diaries if appropriate and phone call discussions. Parents are welcome into the building at the end of the day to look at their child's work or learning journey.

“How will my child's views be listened to?”

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and pupil surveys. Pupils are encouraged to put themselves forward as School Council Representatives and House Team Captains, so they have the opportunity to be involved in making whole school decisions. Pupils are involved in the targets set on their support plans and encouraged to reflect on these.

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However if the matter is not satisfactorily resolved, they should then make an appointment with the SENCo, Head Teacher or other member of the Senior Leadership Team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details).

“Who else has a role in my child's education?”

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations (e.g. STEPS) and Local Authority Support Services as detailed previously.

“What other support services are there who might help me and provide me with information and advice?”

If you need support in finding an organisation or support service for your child, please contact Ms Fauzia Omar (SENDCo) at Hinckley Parks Primary School, who will be happy to help you navigate through the local offer. You may also find the SENDIASS service useful or IPSEA.

“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”

At Hinckley Parks Primary School we have 'meet the teacher' sessions for Foundation Stage during the summer term, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. For the main school years parents are invited to meet new teachers at the beginning of Autumn term. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff (and/or the Family Outreach Worker) for a planned programme of additional induction. SENCos liaise with receiving schools and records are passed on.

Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENCo and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

“Where can I find the local authority’s Local Offer?”

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority’s local offer can be found on their website at [www.leics.gov.uk](http://www.leics.gov.uk)