

Hinckley Parks Primary School

Special Educational Needs & Disabilities (SEND)

Information Booklet for parents

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What are special educational needs and disabilities (SEND)?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example pupils with autism may struggle to make friends. They can affect academic learning, for example a child may have reading problems because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and Learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

Our aim for pupils with SEND

Our aim for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high expectations for our SEND pupils and set targets that stretch them. We are a very inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.

How we involve parents, Carers & families

We actively encourage partnerships with parents to discuss their observations of their child so that we can get a holistic view of the child. Sometimes, a child might present differently at home than at school and vice versa. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services. Our parents appreciate this approach. We actively involve parents in discussions with the Educational Psychologist and for any referrals, such as to the Autism outreach Service and to the Educational Psychology services.

We involve parents when we review termly targets and set new targets/outcomes for their children.

How do pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All our children, who have EHCPs have profiles, which are produced in conjunction with the pupil and family and enable them to identify their strengths, their likes and what we could do to support them best.

We have pupil centred reviews that allow us to capture the views of your child and these will often involve your child

All our children have targets, set according to their needs to move them on. These are discussed and reviewed each term with the pupils, so that their views are taken into account and written on the target sheet.

What is our approach to teaching?

We are a supportive and nurturing school and we are lucky to have a very dedicated staff team, all of whom view themselves as teachers of all pupils with SEND. Our staff are always developing their skills to ensure quality provision for pupils with a range of learning needs. We use dyslexia friendly strategies to support children across the cohort, where necessary.

Our overall aim is to provide the highest quality of teaching for all pupils.

We are inclusive and understand the need for reasonable adjustments and additional support in class and/or interventions for some pupils.

What school policies do we have?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place.

Additional policies, including our wellbeing policy and our medication management policy for supporting pupils with medical needs also outline how we aim to support pupils with additional needs and can be found on our policy section of the website.

We are also unique in that we have worked closely alongside our SEND parents of pupils with different areas of need and with agencies with expertise to produce our school offers on SEND areas. These agencies include Autism Outreach, Speech and Language Therapists, Play therapists, Talk Therapists, Educational Psychologists and Wellbeing Support at our school provided by our Family support worker and can be found at the end of this information booklet.

Our school procedures

Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.

Identification- This could be from concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

The stages include:

Early Observation stage- Where your child's teacher will work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class. Your child will have targets which will be reviewed with you for two terms. Your teacher will start considering which category of need from the SEND code of Practice the needs might fall under and progress will be monitored.

SEND Support Stage- Where and class teacher will work with you, alongside the SENCo, where appropriate, to provide SEND targets for your child and identify the category of need. We will look at the targets/outcomes for your child and the strategies that can be put in place for them. This could be additional support from an adult and/or involvement from outside agencies, such as Educational Psychologists, interventions or additional resources to use in class. Your child will continue to have targets that will be reviewed with you termly and new targets will be set. At this stage it may be decided that a lot more support is needed in class and/or lunch times to enable progress, so a child will then be considered to have a SEND Support Plan. Where an outside agency is involved with your child, then the targets and strategies/recommendations suggested will be put in place to help carry out the advice effectively.

Education Health and Care Plan (EHCP) or Intervention Funding - If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made. If an Education, Health and Care plan or Intervention Funding is agreed, then your child is likely to have more specialist provision and additional adult support. You will also have person centred review

meetings each year to talk about their achievements and progress, and what is working and isn't working well.

How do we assess and review progress?

Your child's progress will be reviewed with you. This takes place each term. At the meeting we will review your child's progress based on the outcomes and targets that you agreed together. Information will be shared with you on how they are progressing in class. You may discuss their provision and the teacher will talk to you about the information from test results, assessments and interventions.

Measuring effectiveness

We track the progress of our SEND pupils, and evaluate their SEND provision, very carefully. We look at how well they are meeting their targets and how well the provision is meeting needs. We use test and assessment data to help us measure progress.

Supporting pupils transferring

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible. We can arrange additional support for their high school transfer such as extra visits. If your child is moving schools to a new primary school, or coming from another primary school, then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our feeder nurseries and our local high school. We will visit your child in their nursery setting to get to know their needs. Children with EHCP plans will have transfer review meetings for high school and nursery. We also work with the Early Years Inclusion

Team for children starting EYFS for supportive strategies to enable children to settle.

Help for your child

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers differentiate, where appropriate, and group children flexibly to allow your child to achieve in the areas they are able to, and to work with all members of the class. We will follow up any difficulties with pre-teaching or sessions post teaching on areas they need more support with. They may work in additional guided groups with a learning support assistant or teacher.

Additional support, equipment and facilities

If your child is on the SEND register they will have some additional provision or intervention to help meet their needs. All schools have a 'notional' SEND budget to help meet this additional provision. This could be extra maths, reading, spelling, phonics, social skills interventions. The level of support they to provide will depend on factors like their overall progress and quality attainment compared to their class or age-related expectations.

We will also look at barriers to learning. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 reading and speech and language sessions. Some pupils may follow a more personalised curriculum and have additional adult support.

Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions, sporting activities and as representatives. Our reward systems are based on attitudes to learning and values, allowing all children to feel a sense of achievement

We interview our SEND pupils each year and see what support they suggest, and what they want to be involved in. We ensure they have access to extra-curricular clubs including sports teams, as well as arranging for extra-curricular clubs to meet particular needs.

We have an accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that your child is given as much access as possible.

Responding to concerns and worries

We are a very approachable school and all of our staff are easily available. You can chat to your child's teacher at the end of the day or arrange appointments through the school office, or email a member of staff through the office if you prefer.

Our parents often tell us that they are very happy that their concerns are dealt with promptly. We will ensure an appointment is made with the SENCo or the Headteacher. as soon as possible, when a concern is raised and then we will agree some actions together to put things in place.

If you have an issue that you don't feel can be resolved in school, you can also approach our governing body. Our SEND governor has a wealth of experience in working with children and families and would be happy to help.

Our Autism Offer

Autism is believed to occur in about 1 in 100 people. It is a lifelong disability, which affects how a person communicates with others and relates to the world around them

Staff training

Most of our staff have had training in autism awareness. We also understand the need to provide classroom adjustments for some pupils. Our staff, who work with children who have Autism, have access to attending online Autism forums to discuss strategies at least three times a year.

Our SENCo is tier 3 trained and has a more in depth understanding of autism and how to lead on this area in school. She regularly attends lead practitioner meetings to keep her knowledge up to date.

Personalised Support

We use visual timetables and additional visual menus to support pupils and provide clear routines and structures.

A partnership approach

We offer parents support at identification stage and clear pathways to help them investigate a diagnosis, including access to Educational psychologists if autism is widely suspected. We communicate effectively with Paediatricians and will arrange MDT meetings where professionals have identified the need to investigate autism.

We work closely with the Autism Outreach Service and our key link adviser Alison Levy. We access training and support from the service when a specific need is identified.

Our Dyslexia Offer

Dyslexia is a learning difference that affects about 10% of the population, some more severely than others. It predominately affects the skills needed to learn to read with fluency and accuracy and spell accurately.

Staff training

We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs.

Most teachers have been trained in 'Precision teaching' techniques to support for pupils with reading and spelling difficulties.

Personalised Support

We use dyslexia aware guidelines in our classrooms.

We use a dyslexia screening tool to identify if there is an indication of dyslexia and put further strategies in place

We have access to The Specialist Teaching Services, from specialist dyslexia trained teachers, for guidance on helpful strategies

Our Mental Health & Wellbeing offer

We recognise the importance of good mental health and promoting well being in a positive way. We also understand that mental health problems are a growing concern in schools with 3 pupils in each classroom expected to develop some sort of mental health difficulty in the future.

There is a section dedicated to Wellbeing on our website, where more information can be obtained.

Our Support Structure

We have developed strong tiers of support to ensure the wellbeing of all of our pupils and promote the development of self-awareness, emotional regulation, social and relationship skills, and problem solving.

Universal support

A nurturing school ethos and a strong set of school values. An emphasis on developing character.

A PSHE curriculum that addresses mental health and a clear anti-bullying policy.

Targeted Support

We have invested in staff training for mental health and wellbeing groups and we have a Family Support Worker, who supports pupils in 1 to 1 and group sessions

Specialist support

We are able to refer on to more specialist support such as professional counsellors

Mental Health work

We keep staff up to date with additional training, for instance on awareness of attachment difficulties. We use Oakfield Outreach support for training in de-escalation and support needs

We track children's wellbeing progress and use additional assessment measures such as SDQs & Boxall profiles.

We work closely with, Social Services, Family Support Workers, ADHD solutions and with professionals from the Child and Adult Mental Health Services (CAMHS).

Our Speech and Language Needs offer

Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with maths and English.

Our commitment

We have a strong emphasis on the importance of child talk over teacher talk. We promote a range of well-founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles.

We believe that early intervention with speech and language difficulties is vital and we screen and support early in the early years' foundation stage.

Our ADHD Offer

Attention Deficit Hyperactivity Disorder (ADHD) is a complex condition. It is thought to be connected to difficulties with the neurotransmitters in the brain. It can affect the control of functions such as attention, impulsivity, emotions and memory

Working in partnership

Our school understand that the impact of ADHD on a school can be immense if it is unrecognised or not managed well. We have strategies in place to support pupils with ADHD.

We work closely with ADHD Solutions and our area paediatricians and liaise with and provide additional information in the form of checklists, reports, access to observations as well as advice around additional tests, such as the use of computer based motion and attention tracking tests (Qb).

We have supports structure in class to help support areas of difficulty including emotional regulation, attention and concentration. This includes the use of mindfulness and calming techniques and additional resources such as concentration aids, such as timers.

Further information

In school you can get further information and advice from our members of staff.	
Advice on all SEND related issues for your child or access to services	Ms Fauzia Omar - SENCO She can be contacted at the school office Leicester Road, Hinckley, LE10 1LP Tel: 01455 632556
For advice on additional concerns about issues with SEND	Mr. David Harding -Headteacher Ms Clare Wale- SEND Governor They can be contacted at the school office
For advice on emotional wellbeing and mental health	Mrs. Deborah Grundy- Family Support Worker She can be contacted through the school office
Out of school you can get additional support and advice from a number of services	
Support for dyslexia	Leicestershire Dyslexia Association http://ldadyslexia.org.uk/ Fiona Hossack (Teaching co-ordinator) Tel: (0116) 2415153
Support for autism	The Autistic Society https://www.leicestershireautisticsociety.org.uk/ Jenny Cornwell (LAS Chair) 07775 777524 cornwells@hotmail.co.uk
Support for mental health	Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team 0116 2952992 Young Minds helpline: tel:0808-802-5544
Support for ADHD	ADHD solutions http://cmsms.adhdsolutions.org/

Contribution to the local offer

Our school intends to align itself closely with the local authority local offer and information about the Leicestershire local offer regarding SEND can be found here:

www.leicestershire.gov.uk/local-offer

School information

School/College Name:	Hinckley Parks Primary School
Address	Leicester Road, Hinckley, LE10 1LP
Telephone number	01455 632 556
Name of headteacher	Mr. David Harding
Website address	http://www.hinckleyparksprimaryschool.uk/
Specialism	mainstream
Number of pupils with SEND: 95 Number of pupils with an EHCP: 10 Number of pupils on SEND Support: 85 Number of pupils in the Unit: 10	