

HANDALE PRIMARY SCHOOL

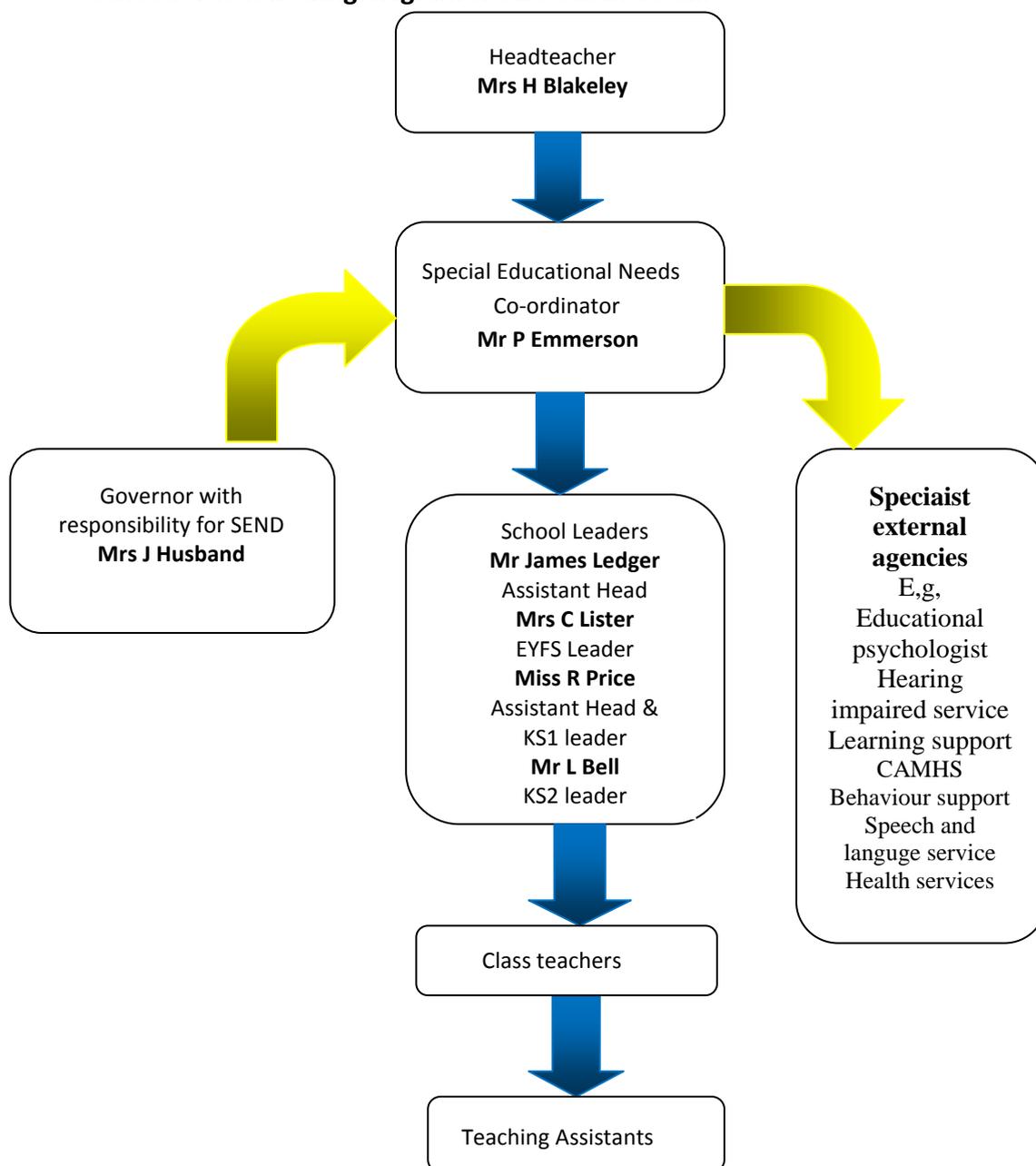
Local Offer for Children with Special Educational Needs & Disabilities (SEND)

Handale Primary School is a mainstream school that caters for pupils between the ages of 2 and 11 years old. Every one of the children within our school community is an individual with their own personality and a range of skills, interests and needs. The Governors, teachers and staff at Handale Primary School are committed to meeting the needs of every pupil to ensure they are given the best start in life and to prepare them fully for the challenges that lie ahead.

This document provides information about how Handale Primary School caters for children with Special Educational Needs & Disabilities.

Q. WHO IS RESPONSIBLE FOR SEND AT HANDALE PRIMARY SCHOOL?

A. A number of people have specific responsibilities for SEND provision at Handale Primary School. The following diagram shows this in detail.



Headteacher

The Headteacher is responsible for:

- Appointment of a suitably qualified and experienced SENCO
- Allocation of SEND resources
- Monitoring the quality of teaching and learning across the school

SENCO

The SENCO's duties and responsibilities include:

- Identification of pupils with SEND
- Monitoring the provision of SEND support
- Tracking the progress of pupils with SEND
- Development and operation of the SEND Policy
- Providing guidance and support to staff on SEND issues
- Management of review meetings
- Liaising with parents/carers
- Coordination of outside agencies

School Leaders

The School leader's duties and responsibilities include:

- Production of their phase's provision map
- Management of teaching assistants
- Tracking of pupil progress

Classroom Teachers

A Classroom Teacher's duties and responsibilities include:

- Provision of High Quality classroom teaching for all
- Provision of Wave 2 and Wave 3 support for SEND pupils (see below)
- Assessment of pupils progress
- Liaising with parents/carers

Teaching Assistants

The Teaching Assistants will

- Provide Wave 2 and Wave 3 support for pupils with SEND
- Provide classroom support for pupils

Specialist Outside Agencies

Specialist Outside Agencies provide support, guidance and assessment that cannot be facilitated through the school's own resources.

Q. HOW DO WE IDENTIFY WHERE A CHILD HAS SPECIAL EDUCATIONAL NEEDS?

A. Identifying that a child has Special Educational Needs is not usually done from a single source. There are many different aspects to a child's progress and development that need to be taken into account:

Teachers who know their job and know their children

We have dedicated and experienced teaching staff at Handale who are trained to recognise where a child may be experiencing difficulty and may require additional support.

Governors & Headteacher who care

The Governors & Headteacher and management of the school will always ensure that the required expertise and support is available to accurately diagnose SEND

Thorough assessment procedures

The progress of pupils at Handale Primary is monitored through a comprehensive tracking system. Teachers hold regular progress meetings with senior leaders to discuss the progress of all pupils.

We listen to our parents

No one knows a child better than their parents/carers. If a parent/carer raises concerns with the school then this will always be investigated further by the school.

We have excellent early years provision

The initial stages of a child's development are the most crucial. We have an early years provision that is held up as model practise within the local authority. Any child who attends Handale Primary, from the 2 year olds in our pre-nursery to the year 6 pupils in their final year has access to the same SEND provision.

We get the expertise a child needs

Where the school has concerns over a child and feels that the advice of an outside agency is required, then that advice is sought. We have access to a range of additional agencies that can help in the identification of SEND.

Q. WHAT SUPPORT DO CHILDREN WITH SEND RECEIVE AT HANDALE PRIMARY SCHOOL?

A. The quick answer to this is 'whatever support they require'. The individual nature of SEND means that it is difficult to produce a support plan that will fit the needs of every child. However, support at Handale is provided using the 'Three Waves Model'.

Wave 1

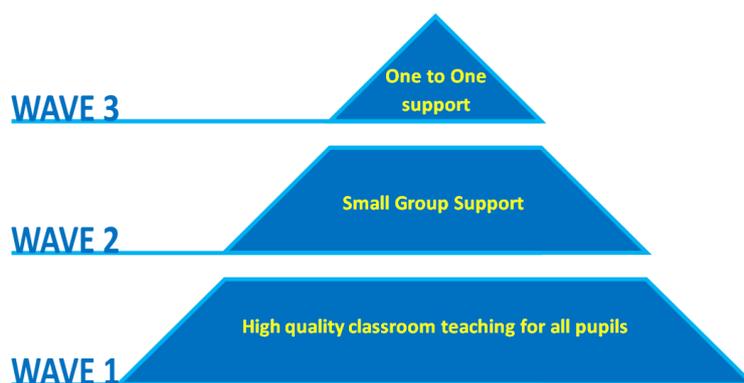
Wave 1 support is the provision of high quality classroom teaching for all pupils. The quality of teaching and learning at Handale is rigorously monitored by the school's management team. High quality teaching and learning involves planning, delivery and assessment in stimulating, innovative and child centred lessons.

Wave 2

Wave 2 support is the provision of small group support. Children who are experiencing difficulty in a specific aspect of the curriculum work in groups of between 2 and 6 with a teacher or teaching assistant. Small group provision is planned for by the children's teacher and includes targets to be achieved over a specific time period. Wave 2 support compliments the continued access to high quality classroom teaching.

Wave 3

Wave 3 support is the provision of one to one support. If a child has not secured the desired progress via Wave 1 and Wave 2 support then the school will provide a timetable of one to one support with a teacher or teaching assistant, or where necessary a specialist provider. This may run alongside further Wave 2 support and continued access to high quality classroom teaching.



Waves of support at Handale Primary School

The support each child receives will be agreed upon by the classroom teacher and a member of the senior leadership team at the school. The children involved will be included in a discussion about the purpose and duration of Wave 2 and Wave 3 interventions. The school plans and budgets for its Wave 2 and Wave 3 support through the production of a provision map. The provision map includes details of the pupils and staff involved, the aims of the support, the resource implications and how the success of the provision will be assessed. Each pupil identified as having SEND will have their own individual provision map which will be shared with parents every half term.

Q. HOW WILL THE CURRICULUM BE MATCHED TO THE NEEDS OF CHILDREN WITH SEND?

A. Wherever possible every child at Handale Primary School will access the same curriculum.

If a child has SEND then it is up to the teachers and staff at the school to make the curriculum fit to the child, not fit the child to curriculum. Each child will have the same opportunities as any other; the same quality of teaching, the same experiences and the same learning journey. The school will achieve this through:

- Knowing the children in their care
- Eliminating the barriers that may prevent a child experiencing the same opportunities as their peers.
- Providing the resources to ensure equality for all its pupils
- Using the experience and expertise of outside agencies
- Working with parents/carers

Differentiation

Differentiation is the adaptation of a learning outcome to enable all children to achieve success. For example:

- a teacher may assist a group of pupils with a task while others work independently
- a teacher may provide additional resources for a group of pupils
- a teacher may present different groups of pupils with different tasks

At Handale Primary School teachers differentiate every lesson to accommodate the different needs of the children. The manner and quality of this differentiation is monitored by the senior leadership of the school.

Q. HOW ACCESSIBLE ARE THE FACILITIES AT HANDALE PRIMARY SCHOOL?

A. Our brand new school building opened in September 2015

The new building has full wheelchair access, including a lift, and has dedicated small group teaching areas, exciting, up to date ICT facilities and provides a stimulating and safe learning environment for all.

Q. HOW DOES THE SCHOOL KEEP PARENTS/CARERS OF SEND CHILDREN INFORMED ABOUT THEIR PROGRESS?

A. Handale Primary provides regular feedback to parents/carers about the progress of all pupils. In addition the school operates an 'open door' policy that allows parents/carers

to speak to their child's teacher or a member of the senior leadership team whenever they desire.

The school places great significance on its relationship with parents/carers and recognises that the successful education of a child requires a real home/school partnership to be established. All parents/carers of pupils at Handale Primary School receive:

- Termly parent/carer consultation evenings
- Detailed annual report to parents/carers
- Details about the targets set for their child
- Opportunity to see their child's teacher whenever necessary
- Opportunity to see a member of the school's leadership team whenever necessary
- Advice and guidance on how to support their child's learning at home
- Invitations to events involving their child

Depending on their individual needs, parents/carers of a child with SEND may also receive:

- Daily verbal reports on progress
- Half termly provision map outlining the details of the support provided for their child.
- Opportunity to meet with the school's SENCO to discuss the progress of their child.
- Short term written reports on progress
- Letters in support of applications for medical support/social care

Q. WHAT SUPPORT WILL THERE BE FOR THE OVERALL WELL-BEING OF A CHILD WITH SEND?

A. This is an area that the management and the staff at Handale Primary School are very proud of. The school has been recognised for the high quality of pastoral care it provides and for the superb behaviour of our pupils.

The teachers at Handale Primary School ensure that a child's emotional well-being is always at the forefront of their practise. A child cannot be expected to learn effectively if they are not emotional healthy. The teachers are supported by a range of staff who have daily contact with the pupils, from the teaching assistants in each class to the lunchtime supervisors and office staff. Indeed the responsibility for ensuring each child is happy at school extends to every member of the school community from the Headteacher to the Caretaker.

Handale Primary School employs a learning mentor to provide additional support for pupils. The learning mentor delivers programmes of support including anger management, anti-bullying, self confidence, counselling and parental support. The school can also call upon the specialist advice and guidance of many outside agencies to support the work of the teachers and learning mentor.

The school works in partnership with its parents/carers to ensure issues such as medical care and social support do not become a barrier to a child's learning.

Q. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ARE ACCESSED BY THE SCHOOL/COLLEGE?

A. Handale Primary School has access to a range of specialist services to support its pupils.

The school employs a dedicated teaching assistant for pupils with SEND. This teaching assistant has a vast experience of working with pupils with moderate and specific learning difficulties such as dyslexia and dyscalculia. Whenever required additional support can be called upon from:

- Redcar & Cleveland SEND Service
- Redcar & Cleveland Educational Psychologist Team
- Redcar & Cleveland Specialist Teaching Service
- Redcar & Cleveland Behaviour Support Service
- St. Peter's RC Primary School Infant Assessment Class & Junior Support Base, Brotton
- Redcar Child and Adult Mental Health Service
- Royal Victoria Infirmary, Newcastle
- School Nursing Service
- South Tees Hospitals Child and Adolescent Services
- Redcar & Cleveland Visually Impaired Service
- Freeborough Academy, Brotton
- The LINK, Redcar (Emotional/mental health charity)
- Behaviour Education Support Team, Redcar (BEST)

Please note that this list is not exhaustive.

Q. WHAT TRAINING ARE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD OR ARE HAVING?

A. Handale Primary has an experienced and diverse range of teachers and support staff. The school is committed to a significant programme of Continued Professional Development for its staff, identifying training needs through rigorous performance management procedures.

Teachers and support staff receive regular training on issues regarding SEND. In addition the school always provides additional training when required to deal with the specific needs of a child. The school operates a system of risk assessments to ensure that its staff

are capable of dealing with any situation that may arise from a child's educational, medical or emotional need.

Q. HOW WILL THE YOUNG PERSON BE INCLUDED IN ACTIVITIES OUTSIDE OF THE CLASSROOM INCLUDING SCHOOL/COLLEGE TRIPS?

A. At Handale Primary School pupils with SEND are never excluded from enhanced learning opportunities such as trips, visitors or special events.

Where a specific trip, activity or event may present difficulties for a pupil with SEND then the school will ensure that, through careful planning, any such event is made accessible.

This may be achieved through:

- Early consultation with parents/carers
- Provision of additional transport
- Provision of additional support staff
- Provision of specialist support
- Modification of the event/activity
- Provision of modified equipment

Q. HOW WILL THE SCHOOL PREPARE AND SUPPORT A CHILD WITH SEND THROUGH PERIODS OF TRANSITION?

A. All children can find periods of transition nerve-wracking. The Headteacher and staff at Handale Primary School will plan such transition periods so that the level of anxiety is minimised, while celebrating the end of one phase of a child's education and the start of another.

Periods of transition occur throughout a child's time in school. It is not just the move from one phase of education to another (such as the movement from primary school to secondary school) that requires careful planning. Periods of transition can include:

- Moving classes at the end of a school year
- Moving from one teaching group to another
- The appointment of a new member of staff
- Moving from packed lunches to school dinners
- Change of routine (timings, personnel, resources)

Children with SEND can find even the smallest change of routine difficult to cope with. These children will be given the highest priority when planning for any transition in school. Time will be dedicated to ensuring the child understands the purpose of the transition and allowing them to experience the changes in small degrees until they are comfortable with the change.

Handale Primary will continue to support its pupils in any new environment while this is considered beneficial.

The school will consult with and involve parents/carers in all aspects of transition planning for a child with SEND.

Q. Where Can I find FURTHER INFORMATION about SEND at Handale Primary School

A. There is a lot of information about the school on our website

www.handaleprimaryschool.co.uk

If you would like to discuss any aspect of SEND at Handale Primary School, please contact Mrs Helen Blakeley, Headteacher or Mr Paul Emmerson SENCO

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