

# HEWORTH CE PRIMARY SCHOOL



## **Special Educational Needs Information. Our 'School Offer'.**

Sometimes children need additional support for some or all of their time at school. This booklet will provide you with information about who can help if your child needs additional support, and how this support can be accessed.

Heworth CE Primary School welcomes all children. As a Christian School we aim to develop talents and gifts of all pupils. We recognise the diversity of Children in our care and take

account of the requirement to make provision for these children. We support these children and encourage them to participate in all aspects of school life.

All pupils at Heworth Primary School receive quality first teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Children have access to different types of support in lessons, and often work in small groups or one to one with a Teacher or Teaching Assistant.

### **How do we identify Special Educational Needs and Disabilities (SEND)?**

Our teachers carry out various assessments and routinely check that all children are making the required progress. If our teachers think your child may not be making the same progress as other pupils, or are falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. Our Special Educational Needs Co-ordinator (SENCO) will support you and your child's class teacher. We will observe them, assess their understanding of what we are doing in school, and work with them to find out what is causing difficulty. They may be placed on the SEN register and parents will be informed of this. Support will be put in place to support your child's learning.

If you tell us you think your child has a Special Educational Need your class teacher will discuss this with you. We will observe your child closely and assess what may be causing difficulty. We will share with you what we find out and what we will do next. Our SENCO will support you and your child's teacher to make the best provision for your child.

If a child has SEND before they start at Heworth, we work with the people who already know about them and use the information already available to identify how we can meet their needs, as well as plan an effective transition into school.

### **Categories of Special Educational Needs**

Children's difficulties may fall into one (or more) of four broad areas:

- Cognition and learning needs
- Emotional and social development needs
- Communication and interaction needs
- Sensory, physical or medical needs

Sometimes, if a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and health professionals. This is called a 'My Support Plan' and is focused on what parents feel is important to them to support their child. This might involve the support of one or more of the different professionals with whom we work closely:

- School Nurse - to advise on any medical needs and provision, and to help when a care plan is needed.
- Educational Psychologist - to provide specialist support or advice on assessments
- Specialist Teachers and Teaching Assistants for children with hearing impairment, visually impairment, physical or medical difficulties, autistic spectrum conditions
- Speech Therapists
- Primary Mental Health Workers

### **How do we involve pupils and their parents/carers?**

Parents know their children better than anyone else and the relationship between parents and school is crucial in making sure your child reaches their potential. Parents can expect to be involved in assessment of SEN and are regularly invited to review progress and be involved in the target setting process.

### **How do we adapt the curriculum so that we meet the needs of our children with SEND?**

All staff are trained in a variety of approaches to teaching and learning, which means we are able to adapt to a range of SEND. This may involve:

- Extra help from a teaching assistant in class.
- The type and length of instructions we give.
- Small group or individual support out of class (intervention)
- Alternative resources such as ICT support programmes, practical equipment to support learning for maths and literacy, sensory tools, workstations, visual prompts.
- Support to manage own behaviour.
- Targets specifically for each child (set through an Individual Education Plan (IEP))
- Emotional or pastoral support from our schools ELSA (Emotional Literacy Support Assistant)

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals.

### **What if my child has more complex or severe needs?**

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment. From September 2014, all children who have significant special needs will undergo an Education Health and Care (EHC) Assessment. This may lead to an EHC Plan instead of a Statement of SEN if your child needs additional support beyond that provided through School Support. If, however, their needs can be met through School Support, this will continue to be coordinated through a My Support Plan.

If your child needs extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these. This extra provision will be reviewed annually and would include parent, teacher, SENCO and pupil.

For children who already have Statement of SEN, they will transfer into EHC Plan as a gradual process.

### **How is my child's progress assessed and reviewed?**

Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments. Teachers regularly have meetings to work together to check that their judgements are correct. Our senior leadership team check the progress of pupils every term and discuss what we are going to do to make sure that each child is making good progress.

For children with SEN, teachers review personal targets termly and discuss these with parents.

### **Who is responsible for meeting my child's needs?**

Our staff at Heworth Primary School are highly experienced and are trained to meet every child's needs. Our SENCO will oversee provision for any children with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure that your child's needs are being met.

Your child's teacher will set appropriate targets and discuss these with you termly, more often if needed. Your child's teaching assistant will work closely with the class teacher to implement targets and support work set, sometimes working as part of a small group outside the class.

Our School Governor who is responsible for liaising with our SENCO and the Governing Body is Alison Stockdale. She can be contacted via the School Office.

Our SENCO is Debbie Ashcroft.

You can also find out about York's local offer at:

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>