

SEN Local Offer

| Questions referenced to the SEN (Information) Regulations (Clause 65) | |
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| DECISIONS ABOUT WHETHER A PUPIL HAS SPECIAL EDUCATIONAL NEEDS | |
| How does the school know if children need extra help and what should parents do if they think their child may have special educational needs? | <p><i>At Havelock Infant and Junior Schools children are identified as having SEN through a variety of ways including the following:</i></p> <ul style="list-style-type: none"> ● <i>Liaison with previous setting</i> ● <i>Foundation Stage Assessments</i> ● <i>Conversations with staff following concerns with staff completing an SEND referral form</i> ● <i>Data tracking at each KPI point</i> ● <i>Pupil progress meetings</i> ● <i>Speech and Language Baseline (EYFS)</i> ● <i>Liaison with external agencies (e.g. Specialist Advisory Service, Educational Psychologist etc.)</i> ● <i>Identification through Child Protection Plans/meetings</i> ● <i>Conversations with parents/carers following concerns – open door policy for all parents/carers</i> |
| How is the decision made about how much individual support pupils will receive? | <ul style="list-style-type: none"> ● Strategies for learning are decided collaboratively by the class teacher, SENDCO and, where appropriate, outside agencies or other teachers in the academy. Parents and children, where possible, also contribute. The strategies may include the use of other staff or peers in the schools. Children may be supported in class or withdrawn to a quieter area. They may experience a combination of strategies. Spaces are available, throughout the academy, for quiet work. ● Individual support is decided upon by all the adults involved, the children themselves being involved in the target setting process where possible. ● Parents are invited to termly Parent Consultation meetings with either SENDCO or class teacher. ● Parents receive a copy of IEPs/One Page Profiles. ● Parents receive copies of reports from external agencies. ● Liaison with parents about accessing outside agency support. |

SUPPORT FOR LEARNING AND WELL-BEING

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| <p>How does the school support pupils with special educational needs</p> | <p><i>SEND Support for Cognition and Learning Needs – children in Foundation Stage, KS1 or KS2. Small group/individual interventions. There may also be input by other appropriate agencies and their recommendations/programmes will be included as part of the child’s provision, such as: Specialist Advisory Service, Service for Hearing and Visually Impaired, Educational Psychology, Paediatric Services, Speech and Language.</i></p> <p><i>SEND Support for Social, Emotional and Mental Health Needs – children in Foundation Stage, KS1 or KS2. Within the school day, the child may also have reward chart to focus on the positive elements of each day. Pastoral Support Programmes may be implemented and these could include a modified timetable for attendance to support transition back into full time attendance should suspensions have been necessary. Teachers track well-being termly for all children and the well-being team supports the needs through a wide variety of interventions.</i></p> <p><i>SEND Support for Medical Needs – children in Foundation Stage, KS1 or KS2. The child will have a Health Care Plan detailing their needs, medication, actions and contact phone numbers. The plans are held digitally on a secure system with any necessary medication being held in a locked cupboard within our medical room. The plans are written in conjunction with parents and healthcare professionals. They are updated when a change of condition/need arises. All adults within the school will be fully aware of, and follow, the contents of the plan. There are named first aiders and named key staff who are responsible for administering medication.</i></p> <p><i>Education Health and Care Plan - all children with an EHCP have a IEP which is written by the teacher in consultation with SENDCO, TAs and other agencies as appropriate. These detail the small steps which pupils need to achieve as progress towards their longer term EHCP targets. IEPs are reviewed at least termly.</i></p> <p><i>Strategies for learning are decided collaboratively by the class teacher, SENDCO and, where appropriate, outside agencies or other staff in the academy. The strategies may include the use of other staff or peers in the academy. Children may be supported in class or withdrawn to a quieter area. They may experience a combination of strategies.</i></p> |
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| | <p><i>Governors are involved when they consider SEND when discussing personnel, finance and standards.</i></p> |
| What mechanisms are in place for supporting pupils' overall wellbeing? | <p><i>Detailed pastoral records are kept via CPOMs and Office 365 which is a secure, digital system.</i></p> <p><i>The administration of medicines is run by office staff who are all first aid trained. Parents must complete a form regarding the medicine, dosage and personal details before signing it to state that they are happy for the medicine to be administered. Medicines are kept in a locked cupboard within the school offices. We have first aiders across the academy including paediatric first aid, diabetes and EpiPen training.</i></p> <p><i>We have a whole school approach to managing behaviour which is adopted by all staff. Children are aware of the behaviour policy and the consequences if they do not follow the expectations.</i></p> <p><i>Attendance is monitored closely by the Deputy Head teacher, the Pastoral Team and the Senior Leadership Team. Home visits and phone calls take place as required and the school liaise with our Independent Welfare Advisor Carl Henry and EIPT at North Northants LA for further support.</i></p> <p><i>New children are supported by the Pastoral Team and key staff within their Year Group. Contact with the family is made prior to their arrival and all families are encouraged to look around and talk to staff before admission. Full records are requested from any previous setting.</i></p> |
| PROGRESS, PLANNING AND KEEPING PARENTS INFORMED | |
| How will parents know how their child is doing? | <p><i>Communications with parents are mainly established by the class teacher but may also be via phase leads or the Pastoral Team. Knowledge Organisers are published on class teams at the start of each half term which include the curriculum. In addition, our curriculum, children's work and photographs are on the school Facebook feed weekly.</i></p> <p><i>Parents receive an annual report and two Parent Consultation meetings. Parents do not have to wait for a consultation meeting to be held – they can ask for an appointment any time as per our 'open door' policy. Parents are also invited to join their child for a variety of events across the academic year.</i></p> |

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| | <i>Parents of children with an EHCP are formally invited to review meetings at least annually for the Annual Review. Parents of those children on the SEN Register have the opportunity to attend Parent Consultations termly and additional appointments are made as the need arises.</i> |
| How are parents involved in discussions about planning for their child's education? | <i>We encourage parents to be involved as much as possible in planning for their child's education. We operate an open-door policy and ensure that all parents are invited to Parent Consultation meetings with other meetings/conversations being held when the need arises.</i> |
| How are children able to contribute their views? | <i>As part of their role, subject the Pastoral Team regularly speak to children about their views on certain subjects. Children also take part in pupil questionnaires. Children are also able to contribute their views via the School Council. Children are also asked to contribute to IEPs and EHC reviews, where appropriate.</i> |
| PROVISIONS, RESOURCES & SERVICES | |
| How is learning and development provision matched to individual pupils' needs? | <i>Adaptation, not just in terms of learning but also for social, emotional and mental health needs, is built into all lessons and activities as part of High-Quality Teaching. This ensures that all children can access all activities and learning opportunities at some level.</i> |
| How are the academy's resources allocated and matched to pupils' SEND? | <i>SEND funding is clearly allocated in our budget, as targeted funding for SEND, which is allocated for resources and training and is used to support any child with additional needs, including those children with EHCPs. The Headteacher and SENDCo alongside the Finance Manager are responsible for the SEND budget. The SENDCO purchases additional resources as per individual needs. Raising Standards Leads consider scaffolding when requesting resources.</i> |
| What specialist services and expertise are available at the school or accessed by the school? | <i>Key members of staff have been trained in Team Teach (Positive Handling). We have first aiders across the academy including pediatric first aid, diabetes and EpiPen training. We access support from the Specialist Advisory Service, Speech and Language Team, Educational Psychologists, Blossom OT and other support services on a termly basis or as required.</i> |

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| <p>How accessible is the school / school environment? (n.b. every school must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p> | <p><i>Our building is designed to try and best meet all children's physical needs and emotional well-being. The building has easy wheelchair access as it is one level. There are toilets with disabled access. The building has appropriate manifestations on all glazed areas, plus posts to demarcate external door entrances, to support those with visual impairments. There is a sensory room at Havelock Junior School.</i></p> <p><i>The evacuation procedure for any pupil with physical needs which impacts on their mobility is as follows: a designated adult will accompany the child out of the building during the evacuation. All children who may require further assistance during evacuations have an individualised PEEP which is reviewed regularly.</i></p> |
| <p>How are pupils included in activities outside the classroom including trips? (n.b the DDA Reasonable Adjustments legislation expects academies to be anticipatory in respect of academy activities and trips)</p> | <p><i>All children have access to the National Curriculum through High Quality Teaching in all subjects. When needed, extra support and resources are provided in all subject areas, including trips, with parents being involved in planning these activities and trips to help consider what reasonable adjustments are required.</i></p> |
| <p>STAFF TRAINING</p> | |
| <p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b under the SEN Code of Practice legislation, schools need to offer high quality professional development</p> | <p><i>Key members of staff have been trained in Team Teach (Positive Handling). We have first aiders across the academy including pediatric first aid, diabetes and Epipen training. Training is accessed depending on what is needed for individual pupils.</i></p> <p><i>The SENDCo delivers regular training to all staff to ensure staff have regular CPD on supporting children with SEND in their classrooms.</i></p> |

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| and training to the work force.) | |
| TRANSITIONS | |
| How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being? | <p><i>At points of transition, children spend time with their new teacher before the summer break and additional visits as needed. Social stories are created for individual children and all children receive a meet the teacher sheet to take home over the summer break. A meet the teacher evening is held for parents to come and meet with new staff in July. Their new teacher will also discuss each child with the previous teacher and exercise books will move up with each child to their new class. Pastoral and academic needs are discussed. Specific plans for transition are put into place for children with SEN if needed.</i></p> <p><i>Children joining our nursery and Reception visit us as part of their transition programme.</i></p> <p><i>Before joining a secondary academy, the children are visited by a member of staff before visiting their new academy. Staff from both settings liaise and transfer forms are filled in. If it is needed, additional meetings are held for individual children and extra visits to the academy are arranged.</i></p> |
| FURTHER INFORMATION | |
| Who can parents contact for further information? | <p><i>The first point of contact for any parent wishing to discuss their child would be the child's class teacher. The SENDCO and Pastoral Team operate an open door policy and actively encourage parents to contact them.</i></p> <p><i>Complaints about the academy should be addressed to the Headteacher – Mrs Rachel Kiziak</i> <i>Complaints about the Headteacher should be addressed to the Chair of the Local Academy Board – Mrs Alison McGowan</i> <i>We welcome the involvement, when necessary, of SENDIASS.</i></p> |