



Hothfield Junior School - Local Offer

We are a fully inclusive school which aims 'for all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.'

1. Identification of Special Needs

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

We follow guidance from [Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on a graduated approach and an 'assess, plan do and review' structure.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Draft Special Needs Code of Practice: for 0-25 years October 2013)

Once we have identified a pupil with SEN we will work together with the family and any appropriate agencies to cater for their individual needs. If you have concerns about your child's progress or needs then talk with the class teacher who will then direct you to the SENCO if this is appropriate.

2. How will my child be supported?

Range 1:

The class teacher will be aware of your child's needs and provide for them within normal differentiation. The class teacher will have identified strategies and activities or interventions that should help your child to progress in their area of need. But for most of

the time, your child will be working towards the same objectives as the other children in the class.

Additional SEN support - Range 2&3:

The SENCO will ensure appropriate additional support if needed is made available to your child e.g. intervention programmes ELS; Nurture; All Aboard; Talking Narrative; Motor coordination skills. The SENCO will also, with your prior consent access other services e.g. health, educational, social care as needed. You may sometimes have the chance to discuss your child's needs with these specialists. Children who need SEN support will spend a proportion of their time working on special activities, often 1:1 with an adult or in a small supported group. However, they will still spend most of their time working within the class, on tasks at the appropriate level.

Statement/Education, Health & Care Plans - Range 4

Children with a Statement/EHCP will have an adult working with them some of the time or access to resources to help them to access the curriculum at their level. You should be aware of the main adults who work with your child. The aim of the support adult is to enable your child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for your child will be discussed with you at regular reviews (usually two per year). You may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist). Each school year there will also be a formal Annual Review/EHCP meeting, at which the terms of the Statement/EHCP of SEN will be reviewed and amended as required. You will be invited to attend this meeting and to contribute a written report.

Note: Parents are often concerned about their child missing key aspects of the curriculum when working on special interventions. The SENCO and class teacher will timetable your child's activities in a way that matches their learning priorities. Often, for example, social, emotional or communication needs affect learning across the curriculum, so need to be given a very high priority.

Effectiveness of provision

School (including the SENCO and class teachers) will know how effective its provision is for children with special educational needs by monitoring progress and the impact of interventions as well as how external services have made a positive impact on supporting children with special educational needs. Ofsted inspectors will also focus on how well the children attain at school against their individual starting points.

SEN Governor

We have an SEN Governor who liaises with the SENCO and meets to discuss implementation of SEN across school. An annual report is delivered to Governors by the SENCO. Any policies or legislation pertaining to SEN are authorised by the Governing Body.

3. Curriculum

How will the curriculum be matched to my child's needs?

Class teachers differentiate work for children in class according to their abilities. Any further individual differentiation and delivery of interventions is facilitated in discussions with the SENCO. Support is timetabled in to meet individual needs.

4. Communication

Twice yearly parents' evenings are held one in the autumn and one in the spring term. A written report is produced in the summer term. Additional to this your child's targets will be shared with you and children will be encouraged to set their own targets in discussions with their teachers. You will also be invited for a meeting during the autumn term with the SENCO and class teacher and further meetings throughout the year as appropriate.

5. Well Being

If your child has a medical need staff will receive appropriate training. Advice can be sought from outside agencies to cater for behavioural support, physical needs and for pastoral care. A range of policies underpin our SEN offer.

6. Specialist Help

- **Special Educational Needs Coordinator (SENCO)**

Liaising with parents/carers, school staff and external agencies, the SENCO is responsible for co-ordinating the support of all children with SEN in school.

- **Head Teacher**

The Head Teacher is ultimately responsible for SEN policy and provision.

- **External Agencies**

Different children have different needs. Schools can seek advice from a range of external agencies to help identify children's additional needs and to determine appropriate support. These agencies can offer advice for both teachers and parents. The most frequently-used agencies are shown below (your permission will always be sought).

Educational Psychology Team (EPT): provides assessment and advice about the whole range of special needs that can affect learning.

Learning Support Service (LSS): Learning Support Teachers help to identify children's areas of learning strength and of relative delay, and suggest strategies to support them. This team includes specialists in physical difficulties, medical difficulties, and visual and hearing impairment.

The **Communication and Interaction Team** will give support and advice if your child is diagnosed as being on the **Autistic Spectrum**.

Social, Mental and Emotional Health: can advise and help schools and families with identifying and addressing social/emotional/behavioural needs.

Speech and Language Therapists (SALTs): these professionals can identify underlying difficulties in speech, language and communication (including social communication), and provide training for school staff with appropriate activities and strategies.

Occupational Therapists (OTs) and Physiotherapists: these health professionals work with children with physical difficulties, ensuring that their physical development is promoted alongside their academic learning.

School Nurse (SN): provide staff training and care plans to help us support children with medical needs. They also support schools and families in identifying and addressing emotional and social needs.

Child Development Centre (CDC): if we feel a child requires additional medical support or diagnosis by a medical professional.

7. Training

Training is organised and accessed throughout the year focusing on a range of SEND areas. This is accessed through Education, Health and other organisations. Staff supporting individual children with specific conditions will receive training from the relevant professionals

Whole staff training is accessed e.g. Attachment, Autism, Behaviour etc. to ensure all staff understand the needs of children with a range of needs.

8. Inclusion

Whatever your child's needs are, they will be addressed and supported both in and out of school. Your child will be supported by a member of staff if required to ensure their enjoyment, safety and participation in school outings and extra-curricular activities. The school has dedicated and committed members of staff who will always go the extra mile to meet your child's needs. Children are fully included in all opportunities school offers. As parents/carers you will be consulted and involved in planning activities and school trips to ensure your child's individual needs and requirements are in place.

9. Access

Our building is a two level site with wheelchair access and a lift. We have a disabled toilet and changing facilities. For children whose first language is not English, the LA provides a service that schools can access in supporting communication with parents and carers who speak and write in a range of different languages.

10. Transfer

Children joining school in Year 3 will participate in Stepping Stones, which will be enhanced with additional visits and meetings before your child starts to ensure a smooth transition. Children joining school later will be given the chance to visit and meet staff; meetings with parents will be held to plan for their needs. Transition within school is facilitated with transition meetings and visits to their new classrooms. Children will also get to meet the staff who are going to support them. Transition at the end of Year 6 is well supported by the local secondary schools and more structured visits are arranged for vulnerable children. Information is passed to the new schools and visits are carried out during the summer term. Discussions about appropriate secondary school places are held during the preceding year and parents are encouraged to visit schools to assess suitability.

11. Resources

The school receives a budget to support the needs of children with SEND. In addition a child's need may be significant and complex and requires high needs funding which is provided by the LA (known as top up funding). The funding is used in a variety of ways e.g. purchase

of specialist resources and equipment; employment of staff to provide intervention programmes, staff training etc.

The SENCO maintains information on the progress and welfare needs of children with SEN. The funding is managed by the SENCO and Head Teacher ensuring the funding available is spent wisely to support the needs children who require additional support.

12. Decision Making

The class teacher, the SENCO and Head Teacher discuss each child's needs and requirements in great detail and match needs to provision. The Head Teacher makes the final decision regarding the support children receive. There is designated governor for Special Educational Needs who monitors provision made for children. Attainment, progress and need are reported to the Pupil Progress and Welfare committee on a termly basis.

13. Involvement

A meeting is held during the autumn term to review how your child has settled into their new class and to discuss targets and needs. Throughout the year regular meetings are held to review progress, feedback from reports and discuss any other issues. Permission is always sought before any decisions are made. If your child has a Statement/EHCP this will be reviewed regularly as detailed in the plan. An annual review will be held which involves all relevant agencies involved with your child.

14. Contact

School telephone number 01535 210666

Head Teacher: Mr James Procter

SENCO: Miss Jennie Hudson

SEN Governor: Mrs Gina Benson

Local Authority: SEN team Future House, Bolling Road, Bradford, BD4 7EB

Tel: 01274 385957 Email:sen@bradford.gov.uk

Where can I get support?

You can find support groups for almost any kind of special need by searching the internet.

However, there are some particularly helpful local support groups:

AWARE - Based in Addingham but covering a wide area this group offers support, advice and activities for children on the autistic spectrum. Contact Jo on 01943 466543 /

jo.galasso@tesco.net

LS29 - a support group for families with children who have additional needs.

www.ls29.org.uk

email ls29groups@yahoo.co.uk 01943 609861

DOWNS SYNDROME TRAINING AND SUPPORT SERVICES - based in Thackley, Bradford and offering courses, educational groups, advice and family events. Contact Wendy on 01274 616966 or email office@downsyndromebradford.co.uk

BRADFORD PARENT PARTNERSHIP - Barnardos

www.barnardos.org.uk/parentpartnershipservice 01274 481183

3D Centre - Halifax (support for parents of children with Dyslexia, Dyspraxia or Dyscalculia)

<http://www.the3dcentre.co.uk/shop.html>