

SEND at Hampton Lucy C of E  
Primary School and Nursery Local  
Offer

# **Kineton Learning Community Special Educational Needs Information Report**

Our cluster of local mainstream schools (Ettington CofE Primary School, Kineton CofE Primary School, Moreton Morrell Primary School, Temple Herdewyke Primary School, The Dasset CofE Primary School, Tysoe CofE Primary School, and Wellesbourne Cof E Primary School) recognise that all children and young people are individuals and not all pupils are able to access learning in the same way.

As a result of this we are committed to providing high quality education for all pupils including those pupils with Special Educational Needs (SEN) and those with disabilities. We have strong systems for the early identification of pupils with SEND and always welcome and work in partnership with parents and carers. In our schools we have a wide range of skills to ensure all pupils have access to quality first teaching which enables us to endeavour to meet the needs of every identified child. We are committed to working with parents and young people with SEN, following the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014 and associated regulations, so we can work together to support your child's learning journey regardless of need from birth to 25 years old.

**Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

**The SENCO**

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

## **What are the different types of support available for children with SEND at Hampton Lucy C of E Primary School and Nursery?**

### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

## **Specific group work with in a smaller group of children.**

This group, often called Intervention groups by schools, may be Run in the classroom or outside.

Run by a teacher or most often a Teaching assistant who has had training to run these groups, which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

He/ She will engage in group sessions with specific targets to help him/her to make more progress.

A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan  
This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

## **Specialist groups run by outside agencies e.g Speech and Language therapy OR**

### **Occupational therapy groups**

Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

Your child will have been identified by the class teacher/AHT Inclusion (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better Support to set better targets which will include their specific expertise. A group run by school staff under the guidance of the outside professional e.g a social skills group . A group or individual work with outside professional

The school may suggest that your child needs some agree individual support in school.

They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

## **Specified Individual support**

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN support. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

Severe, complex and lifelong

## **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher

If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

## **How is extra support allocated to children and how do they move between the different levels?**

The school budget, received from the LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher /SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already

- the children needing extra support

- the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

## **Who are the other people providing services to children with an SEN in this school?**

Directly funded by the school:  
Educational Psychology Service

Paid for centrally by the Local Authority but delivered in school:  
Integrated Disability Service  
Sensory Service for children with visual or hearing needs  
Speech and Language Therapy (provided by Health but paid for by the Local Authority).  
Provided and paid for by the Health Service but delivered in school:  
School Nurse  
Occupational Therapy  
Physiotherapy

## **How are the teachers in school helped to work with children with an SEND and what training do they have?**

The Head teacher / Senco's job is to support the class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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## **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by his/her class teacher.

His/her progress is assessed every term in reading, writing, numeracy and reported to Performance and Standards Governors.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children at SEN support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

## **What support do we have for you as a parent of child with an SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The Head teacher / SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

IEP's will be reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs.

## **How is Hampton Lucy C of E Primary School and Nursery accessible to children with SEND?**

The main school is accessible to children with physical disability via ramps. We ensure that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND. Extra curricular activities are accessible for children with SEND.

## **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- IEP's will be shared with the new teacher.

In Year 6:

- The Key Worker for your child will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Our school Special Educational Needs and Disabilities Recommendation is currently in draft format and awaiting consultation with parents, staff, governors and the local authority. Warwickshire's Local Offer for Special Educational Needs and Disabilities can be found at [www.warwickshire.gov.uk/SEN](http://www.warwickshire.gov.uk/SEN) Here you will find additional information about services, policies and ways in which children and young adults within South Warwickshire can be supported to ensure their needs are successfully met.

Please do not hesitate to contact our school if you would like any more information.