

Holycroft Primary School



Your questions answered

Below are some answers to questions you may have about our school and how we support pupils who have Special Educational Needs.

1. How does the school know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents / carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress.

2. What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then please contact our SENCO, Mrs B Beattie.

3. How will I know how Holycroft Primary School will support my child?

- Each pupil's education programme will be planned by the class teacher. It will be tailored to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a your child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, etc. then they may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions, which are steps taken to provide additional support, will be regularly reviewed by all involved to ascertain their effectiveness and to inform future planning. These interventions will be recorded. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.
- Pupil Progress meetings are held three times a year. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Pupil progress data is monitored by the Senior Leadership Team every term.
- Occasionally a pupil may need more expert support from an outside service such as the Social Communication Interaction and Learning(SCIL) Team, paediatrician, etc. A referral will be made, with parental consent, and forwarded to the most appropriate service. After a series of assessments, a programme of support is usually provided to the school and parents /carers.
- The school Governors are responsible for entrusting a named Governor who will monitor the SEN provision and use of funding in their school. In addition to this they are also

responsible for monitoring the administration of the Disclosure and Barring service procedures and the school's 'Single Central record' (this is the school's record of all staff and volunteers' DSB checks.) In a supportive and challenging way, Governors ensure that Holycroft Primary School is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

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

- All work within the classroom is tailored to individual child's needs by the class teacher to best enable children to access the curriculum. Learning is personalised to meet the needs of the pupil.
- Teaching Assistants (TAs)/SEN Support staff may be allocated to work with the pupil in a 1-to-1 or small focus group to target more specific needs.
- If your child has been identified as having a special educational need, targets will be set according to their area of need. These will be monitored by the class teacher and the SENCO three times per year. You will be expected to work with the school to help your child make good progress.
- If appropriate, specialist equipment may be given to your child e.g. writing slopes, concentration cushions, pencil grips or easy-to-use scissors.

5. How will I know how my child is doing?

- You will be able to discuss your child's progress at parents' evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office. You will receive a written report on your child's progress three times a year.

6. How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- Our SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour / emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided and should be used at home.
- This home-school partnership is essential.
- Our Parental Involvement Officer, Ms S Khanam or our Family Liaison Officer, Mrs K Fox, may suggest ways of how you can support your child.
- We may suggest establishing a TAF (Team Around the Family) which aims to help early identification of children with additional needs and promote coordinated service provision. This is undertaken with the full consent of the family.

7. What support will there be for my child's overall well-being?

- We pride ourselves on being a school 'family'. We offer a wide variety of pastoral support for pupils who are encountering emotional difficulties:
- Members of staff such as the class teacher and SENCO are readily available for pupils who wish to discuss issues and concerns.

- Initiatives are available for those who find lunchtimes a challenge.
- We have safe spaces for children who need emotional support.
- We provide nurture support.

Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents / carers. These are discussed with all staff who are involved with the pupil.
- Staff receive EpiPen / diabetic / epilepsy training delivered by the school nurse as required.
- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Identified staff have paediatric first aid training and / or extended first aid training.

8. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside services to receive their more specialised expertise.

The services used by the school include:

- **Child protection advisors**
- **Educational psychologist**
- **CAMHS** (Child & Adolescent Mental Health Service)
- **Local hospitals** (paediatricians)
- **Low Incidence Team and Sensory Services -**
 - Physical and Medical Team
 - Support for Deaf Children
 - Visual Impairment Team
- **Social Communication Interaction & Learning (SCIL) Team -**
 - Communication and Interaction (Autism) Team
 - Learning Support Team (Cognition and Learning)
 - Social Emotional & Mental Health Team
 - Early Years Team
- **Social Services**
- **School nurse team**
- **Speech and Language Therapists**

An Educational Psychologist is allocated to our school. She/he would normally only work directly with pupils whose needs are considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He / she will offer advice to the school and parent/carer on how to best support the pupil in order to take their learning forward.

9. What training have the staff supporting children and young people with SEN had (or are having)?

Different members of staff have received training related to SEND. This has included sessions on:

- Cognition and learning (e.g. dyslexia)
- Communication and interaction (e.g. speech and language difficulties)
- Physical and sensory needs (e.g. co-ordination needs)
- Social, mental and emotional health
- Our SENCO has completed the National Award in SEN.
- All teachers have QTS (Qualified Teacher Status)

10. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

11. How accessible is the school environment?

- Our school is wheelchair accessible.
- We have toilets with disabled facilities on both floors.
- There is a lift between the ground floor and first floor.

12. How will Holycroft Primary School prepare and support my child when enrolling or transferring to a new school?

- Discussions between the previous or receiving schools prior to your child joining / leaving.
- Additional visits are also arranged for pupils who need extra time in their new school.
- School staff are always willing to meet parents / carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Class teachers and the SENCO liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the parents / carers and, where appropriate, the pupil.
- A transition TAF may be arranged to further support your child when they transfer to secondary school.

13. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each school year. The money is used to provide additional support or resources dependant on an individual's needs.

- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include using extra staff depending on individual circumstances.

14. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher and senior leadership team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside services. We follow Education Bradford's recommendations about the different levels of need and support required.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions may be arranged.

15. How will I be involved in discussions about and planning for my child's education?

- All parents / carers have a responsibility to support their child's education.
- Parents / carers support home learning and targets.
- Discussions with the class teacher / SENCO / other professionals.
- Attendance at Parents' Evenings.

16. Who can I contact for further information?

If you wish to discuss your child's educational needs or other issues regarding your child's schooling, please contact the school office to arrange a meeting with the relevant staff member.

Roles and responsibilities of the Special Needs Co-ordinator (SENCO)

The SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN in their own school.

She works with staff to monitor the pupil's progress and plan further interventions, or steps to provide additional support, where progress is slower than expected.

She has regular contact with a wide range of external services that are able to give more specialised advice.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most frequently used SEN terms:

AD	Attachment Disorder
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAMHS	Child & Adolescent Mental Health Service

LAC	Looked After Child
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EHCP	Educational Health Care Plan
EP	Educational psychologist
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
SaLT	Speech and Language Therapy
SBP	School Based Plan
SCIL	Social, Communication, Interaction & Learning
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
STaSS	0-25 Specialist Teaching & Support Service
TAF	Team Around the Family
VI	Visual Impairment