

# Huncote Primary School

## School Offer 2020-2021



At Huncote Primary School, we strive to support all children to enable them to achieve at our school. Through a supported learning journey, children with SEN make progress, even if only in very small steps, and they deserve to have their progress regularly assessed, recognised and celebrated. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Key Information	
<i>School Name</i>	Huncote Primary School
<i>Address</i>	Denman Lane, Huncote, Leicester, Leics. LE9 3BS
<i>Telephone Number</i>	0116 2864105
<i>Head Teacher</i>	Mrs R Cumberlidge
<i>Head Teacher Contact Details</i>	As above or email contact: <a href="mailto:office@huncote.leics.sch.uk">office@huncote.leics.sch.uk</a> <a href="mailto:keepintouch@huncote.leics.sch.uk">keepintouch@huncote.leics.sch.uk</a>
<i>SENCo/Assistant Head</i>	Mrs J Matthews
<i>SENCo Contact details</i>	eyfs@huncote.leics.sch.uk
<i>Website</i>	www.huncoteprimary.org
<i>School/College Specialism:</i>	This is a mainstream primary school.
<i>Age Range of students:</i>	Foundation stage to Year 6 (4 years to 11 years)
<i>Date of Last Inspection:</i>	16 <sup>th</sup> and 17 <sup>th</sup> May 2018
<i>Outcome of last inspection:</i>	Requires Improvement
<i>Specialist designated unit</i>	No
<i>Total number of students with SEN and disabilities</i>	27
<i>Total number of students receiving additional learning support (not included above)</i>	32
<i>Report reference</i>	
<i>Broad areas of need that are supported</i>	Communication and Interaction Cognition and learning Social, Emotional and Mental Health difficulties Sensory and/or Physical needs
<i>SEND Experience</i>	Attachment Issues Attention Deficit Hyperactive Disorder (ADHD) Autism Spectrum Disorder (ASD) including Aspergers Dyslexia Dyscalculia Dyspraxia Specific Learning Difficulties (SpLD) Mild/Moderate Hearing loss Speech Language & Communication needs (SLCN) Selective Mutism Medical Needs: Asthma Allergies including epipen Epilepsy Diabetes
<i>SEND accessible services/ approaches</i>	Guide dogs allowed Special Diet
<i>Areas of support and experience we currently offer to meet needs of children and young people with SEND</i>	As a mainstream school, we have a commitment to inclusive practice. We have experience of working with children with a variety of additional needs including general and specific learning difficulties. We have a little experience of children who display Ehlers Danlos syndrome and Selective Mutism.

A description of the areas of support and experience we currently offer to meet needs of children and young people with SEND

***“How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?”***

We are a mainstream school with a commitment to inclusive practice. We regularly track the progress of all pupils and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use specific interventions to target areas in which they are struggling. Class teachers would talk to you about your child’s progress and suggest ways in which you could help at home. If difficulties persist, the SENCo may become involved. At this point, there may be a need for more specific assessments in school. The SENCo and Class Teacher will discuss the next steps with you and your child.

**Information about policies for the identification and assessment of pupils with special educational needs.**

***“How do you identify children with special educational needs?”***

We use a range of school assessments in order to achieve a clear picture of a pupil’s strengths and weaknesses. Assessment is on-going as it is for all pupils in school. The class teacher and SENCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Staff may receive awareness training to support the identification of pupils who have more specific needs (eg Dyslexia, Autistic Spectrum Difficulties). If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (eg Speech and Language Therapist, School Nurse, Occupational Therapist, Physio Therapist, Educational Psychologist).

Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including the following:

***“How does our school know how effective its arrangements and provision for children with special educational needs are?”***

***“How will you support my child?”***

If your child is identified as having SEN, in addition to in-class support, we will provide some additional support in areas such as reading, writing, spelling, maths, speech and language and/or social communication. If your child has an EHCP (Education and Health Care Plan), we will put provision in place as outlined in that plan. Class teachers, working with the SENCo, monitor pupils’ progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEN. School Governors, Subject Leaders and the Senior Leadership Team are also involved in this monitoring process.

Additional support is tailored to meet the individual needs of our pupils. It is planned in consultation between the SENCo and the Class Teacher and is reviewed with the Senior Leadership team. It may include additional support from the Class Teacher, Learning Support Assistants and/or any other adults working under the direction of the Class Teacher or SENCo. This support may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil’s needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough assistance to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

**Our school’s arrangements for assessing and reviewing the progress of pupils with special educational needs:**

***“How will both you and I know how my child is doing and how will you help me to support my child’s learning?”***

We meet with parents and with pupils at least once a term to review targets, discuss next steps and amend provision if necessary.

*In the current climate (Covid19), there is limited face to face contact with parents. In response to this we have also introduced contact via Class Dojo and we have continued with emails via [admin@huncote.leics.sch.uk](mailto:admin@huncote.leics.sch.uk) or via the telephone.*

Some pupils may require 'initial support' through a One Page Profile (1PP) which will be drawn up to record how they feel they like to be supported in school and to state what works best for them. Following this, it may be that your child is given an individual support plan (ISP), with specific targets and a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers initially and then to make an appointment to speak to the SENCo if they have any further concerns. It may be desirable for a Home/School liaison book to be initiated so that parents and teachers can make regular contact.

#### **Our school's approach to teaching pupils with special educational needs:**

##### ***"What is your approach to individual learning?"***

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENCo has a role in supporting class teachers to do this as effectively as they can. The Senior Leadership team, Class Teachers, Subject Leaders and the SENCo monitor pupils' books to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs.

#### **How our school adapts the curriculum and learning environment for pupils with special educational needs:**

##### ***"How will the curriculum be matched to my child's/young person's needs?"***

The Accessibility/Equality Plan is regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEN pupils (eg enlarged texts, pencil grips, reading books, maths equipment, ICT, fidget bands). We group pupils in a variety of ways and regularly review groupings in order to respond to pupil progress. We review the learning environment for all pupils and where possible, take the additional needs of pupils into account when planning seating arrangements within classrooms, within the dining hall and for assemblies and school performances.

#### **Additional support for learning that is available to pupils with special educational needs:**

##### ***"How is the decision made about the type and how much support my child will receive?"***

Additional support is tailored to meet the individual needs of our pupils. It is planned in consultation between the SENCo and the Class Teacher and is reviewed with the Senior Leadership team. It may include additional support from the Class Teacher, Learning Support Assistants and/or any other adults working under the direction of the Class Teacher or SENCo. This support may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough assistance to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

#### **Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:**

##### ***"How will my child be included in activities outside the classroom including trips?"***

We provide a range of extra-curricular activities (clubs, day trips and residential trips) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and to provide additional adult support.

In the current Covid 19 climate, extra-curricular activities are organised in bubbles and according to the current risk assessment.

**Support that is available for improving the emotional and social development of pupils with special educational needs:**

**“What support will there be for my child’s overall well-being?”**

We believe that emotional, social and mental health development is very important in the overall education of pupils. Being happy at school is crucial and our Senior Leadership Team monitors emotional health (happiness) and well-being. Since 2018 we have been involved in a three year NHS funded project called Route to Resilience. This is designed to support schools and families in their work developing the character, resilience and emotional wellbeing of children and young people.

We have recently enrolled in the ‘Wellbeing for Education Return’ project and two staff are participating in this scheme which involves considering the well-being of all members of the school community.

Some staff have also been involved in the Leicestershire Attachment Aware Project and have received training about attachment issues. Where pupils are found to have needs around mental, emotional and social development, provision is put in place to support these pupils and progress is monitored. Provision may include social communication groups, anger management work, Think Wise modules or other small group work with our trained ELSA (Emotional Literacy Support Assistant). Some pupils may have needs related to mental health issues and we work closely with parents to support such pupils in school and to minimise the impact of any behavioural issues arising from such needs.

We have a policy for ‘Managing medical conditions in school’ and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child’s safety is of paramount importance to all staff in school. We have a safe-guarding policy and all staff are regularly trained in looking for signs which indicate a concern.

**The name of and contact details of SEND Co-ordinator :**

**“How will I be able to raise any concerns I may have?”**

In the first instance, we would encourage you to share any concerns you may have with your child’s Class Teacher. However if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCo. The SENCo at our school is Mrs Jill Matthews. She can be contacted by email [eyfs@huncote.leics.sch.uk](mailto:eyfs@huncote.leics.sch.uk) or by telephone 0116 2864105.

**Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise will be secured.**

**“What specialist services and expertise are available at or accessed by the setting?”**

**What training have staff supporting SEND had or what training are they having?”**

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Across our staffing team, members have received training in some of the following: attachment issues, dyslexia, ASD, phonics, teaching reading, supporting pupils with mathematics. Some support staff have also received training to deliver ‘catch-up’ programmes in literacy and mathematics, Think Wise modules and emotional literacy skills. Part of the role of the SENCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapist
- Educational Psychologist
- Community Paediatrician
- Health Visitors/School Nurse
- Autism Outreach Team
- Hearing Support Team (Specialist Teaching Service) Learning Support Team
- Child & Adolescent Mental Health Service
- Family Support Worker
- Physiotherapist and Occupational Therapists

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

***“How accessible is the setting both indoors and outdoors?”***

Accessibility of the school is reviewed regularly as part of our Accessibility Plan. Currently there is a designated parking bay for disabled badge holders within the school car park. Although our building is on a single floor, wheelchair access is restricted as there is only ramped access through the front door. On site, we have a shower and toilet for wheelchair users within the EYFS base. We have no toilet for wheelchair users within the main school building but there is access to a toilet with wheelchair access within the Community Centre. During the school day, the Community Centre is in use by a variety of community groups who also have the use of these facilities.

**The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

***“How are parents involved in the setting? How can I get involved? Who can I contact for further information?”***

We believe that it is important to involve all parents in their child’s education. We usually hold Parents’ Evenings in the Autumn, Spring and Summer terms. In the current Covid 19 situation, we continue to provide a written report each term. Parents are then invited to contact staff via a telephone meeting if needed. Additionally, we hold SEN review meetings termly for those pupils with *significant* educational needs. These can be held with the class teacher, SENCo or both and may be via the telephone or via a zoom meeting. Individual Support Plans and One Page Profiles are reviewed in consultation with the pupil and staff involved and copies are shared with parents.

In the current climate (Covid19), there is limited face to face contact between Class teachers and parents. In response to this we have also introduced contact via Class Dojo. However, Mrs Matthews and Mrs Cumberlidge are usually outside by the gates/on the playground at the start and end of the day for informal contact. Other Support staff are also on duty by the gates and they can pass on requests for staff to contact parents.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

***“How will my child’s views be listened to?”***

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by One Page Profiles, pupil interviews and/or questionnaires. Pupils with an Education and Health Care Plan are invited to attend the annual ‘person centred’ review meeting and to contribute their views and aspirations. One Page Profiles are drawn up individually with each pupil to enable them to identify what are helpful strategies in their learning and to state what strategies they feel are unhelpful. Each Pupil profile is reviewed at the start of each term.

In addition, all pupils including those with SEND are encouraged to put themselves forward for positions of responsibility through the Job Centre, or as class representatives e.g. School Councillors, Eco Warriors, so they have the opportunity to be involved in making whole school decisions. We want all pupils, starting from the early years, to be involved in the decision making process on a personal and whole school level. Within the Early Years Foundation Stage Class, children are encouraged to set their own targets and with support, to make their own decisions about their learning.

**Any arrangements made by the governing body relating to the treatment of complaints from Parents and Carers of pupils with special educational needs concerning the provision made at the setting.**

***“What should I do if I have a complaint?”***

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if the matter is not satisfactorily resolved, they should then ideally make an appointment with the SENCo or if she is not available, then the Head Teacher can be contacted. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details or see the website [www.huncoteprimary.org](http://www.huncoteprimary.org)).

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

***“Who else has a role in my child’s education?”***

Governors are aware that in addition to Class Teachers and Learning Support Assistants, other school support staff such as Lunch Time Supervisors, Premises Officer and Voluntary Helpers, also contribute to the well-being and education of all pupils in our school. At Huncote Primary School, our Business Manager and Office Assistant also play an important key role in supporting all pupils in their well-being, including those with SEN, and in offering support to our families too. A wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEN. These include access to Health and Social Care Professionals, Voluntary organisations (eg STEPS) and Local Authority Support Services as detailed in a previous section.

**The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

***“What other support services are there who might help me and provide me with information and advice?”***

If you need support in finding an organisation or support service for your child, please contact Mrs Jill Matthews (SENCo) at Huncote Primary School, who will be happy to help you navigate through the local offer. Leicestershire Local Offer now has a Facebook page <https://www.facebook.com/Leicslocaloffer> You can find details of courses and events on this page.

You may also find the following useful: **SEND Information Advice and Support Service (SENDIASS Leicestershire)** Telephone: 0116 305 5614 email: [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk) or <http://www.leics.gov.uk/parents>  
**IPSEA (Independent Parental Special Education Advice [www.ipseaorg.uk](http://www.ipseaorg.uk))**

**The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

***“How will the school prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”***

We liaise with pre-school settings and our transition programme for children entering into the Early Years Foundation Stage Class occurs during the Summer term. This involves parents and children in a series of meetings. For those children who have SEND/additional needs, our SENCo/EYFS teacher will liaise with any agencies already involved in the child, e.g. Specialist Teaching Service Early Years SEND teacher, Health Visitor, Support Workers.

If your pre-school child had additional needs and you are considering applying to our school, please contact the Head teacher to arrange a meeting – contact details on front page of this document.

At Year 6 the transition to the High School involves parents and children to ensure smooth and effective transition between settings, for all children. In addition to these comprehensive arrangements, bespoke arrangements are made for individual pupils as required. These can include additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting. For children who transfer settings at other times of their school life e.g. due to a house move, liaison and arrangements are planned on an individual basis as time permits.

Liaison arrangements are subject to Covid 19 risk assessments and will be adapted accordingly.

**Information on our contribution to the publication of the local authority’s local offer.**

***“Where can I find the local authority’s Local Offer?”***

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. *For information on Leicestershire SEND:*

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

The local authority’s local offer can be found on their website.

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer>

The Local Offer will include information relating to all services and support available across Education, Health, Social Care and the Voluntary Sector for children and young people with Special Educational Needs and Disability with the aim of making this information accessible to parents/carers, children, young people and professionals.

The local authority has now produced termly newsletter entitled Leicestershire Local Offer Newsletter. Please email [leicestershirelocaloffer@leics.gov.uk](mailto:leicestershirelocaloffer@leics.gov.uk) to join the email list or visit our website to view a copy.

We work with the LA to ensure that our school offer of SEN complies with the new Code of Practice. Our School Offer is a useful reference that displays the provision & services at Huncote Primary School.