

Horndon on the Hill C. Of E. Primary

SEND Offer

Horndon on the Hill Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies as well as taking into account parental views. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

About our School

Our school, together with St. Peter and St. Paul's Church, provides a focal point for life in our ancient and beautiful village. The School has very strong links with the Church and pupils often attend services within the church linked to important dates within the Church's year.

Our Vision Statement

We are all part of God's family. Through trying our best in all we do, we find a sense of belonging.

1 Corinthians 12:27 'All of you together are Christ's body, and each of you is a part of it.'

Our Core Values

Respect, Responsibility, Courage, Honesty, Thoughtfulness
Self-help, Self-responsibility, Democracy, Equality, Equity, Solidarity

Our Aims

We aim to provide a Positive Learning Environment

- where all stakeholders are valued, respected and supported through our Christian ethos
- where pupils and staff are happy, enjoy learning together and share their school's values and expectations
- where the importance of a healthy lifestyle is shared by all stakeholders
- where pupils are involved in own learning targets, decision making within the school and are able to develop their social, emotional skills, have confidence in their abilities and have high self esteem
- where teaching and learning maintains high standards of achievement so that all pupils attain their personal goals and fulfil their potential
- Where there is mutual respect between staff, pupils and parents through improved communication
- Where Governors understand their role as school's critical friend and provide strategic direction which is technically efficient and effective in the use of resources both equipment/books and human

We are proud that this statement is the result of co-operative work between The Governing Body, the Staff and members of the community. It reflects our belief that we should all work together to create a safe and happy environment where children can learn in accordance with the requirements of The National Curriculum and Religious Education, as well as develop social awareness and respect for one another.

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

At Horndon on the Hill Primary we identify children as having SEN by a variety of methods:

- Liaison with preschool providers
- Liaison with parents and carers
- Notification from health professionals e.g. Paediatrician, Health Visitor
- Discussions with Class Teachers and looking at a child's work and progress.

If you think your child may have Special Educational Needs you should speak to your child's class teacher in the first instance. If you feel that you need further advice, please ask the School Office to make an appointment for you to meet with our SENCO (Special Educational Needs Coordinator).

As the school now has its own Nursery many children's needs are able to be identified at a much earlier stage. Nursery staff will work closely with parents to ensure the provision meets the needs of the child and can support involvement from outside agencies to ensure that the family are fully supported.

What should I do if the school and I disagree?

At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

If you feel you require additional support you can contact PATT at <http://www.patt.org.uk> PATT provide free, confidential and impartial advice and support to young people, and parents/carers of children, with special educational needs.

You could also seek support and advice from Thurrock's Parent and Carer Participation Group who are a group of parents/carers of children and young adults 0-25 with Special Educational Needs and/or disabilities who work in partnership with professionals and practitioners within health, education and social care. They work together to make sure that the right services are planned and commissioned and are what the parent carers in that area want, need and will use. They can be contacted at 07508 090200 or capathurrock@gmail.com

Online information can be found at the Council for disabled Children's parent guide found at www.councilfordisabledchildren.org.uk.

How will I know how the school supports my child and how is this communicated? How often will you meet with me to discuss my child's progress?

If your child is identified as needing additional support you will be invited to meet with the Class Teacher to discuss how your child's needs will be met. Teachers are responsible for planning to meet the needs of all learners within their class and to provide good quality first teaching to all pupils. It may be that your child will have support in the class from a Teaching Assistant (TA) and the Class Teacher either as part of a group or on a 1:1 basis.

The Class Teacher will meet with you and your child on a termly basis to look at the support that has been provided and the impact that everyone feels that it has had. New targets will be set for the coming term. This meeting is in addition to the schools Termly Learning Conferences (TLC's) offered to all parents. All children receive an annual report during the summer term.

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

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will look at your child's level of attainment and development and will match learning activities and outcomes to their individual needs. Your child may be supported in a variety of ways to access the curriculum either with the use of specific equipment or resources such as writing frames; symbols etc or they may be supported by a TA in a small group or 1:1 situation. We aim to make use of ICT equipment and packages that are available if needed to support pupils access to the curriculum.

How does the school address my child's emotional, social and behavioural needs?

We follow the schools behaviour policy to address behaviour needs and to promote positive behaviour management. Children requiring additional support to manage their behaviour or emotional and social needs will be included in a specific intervention to address their needs. These sessions are usually run on a 1:1 basis or in a very small group and are led by our Higher Level Teaching Assistants (HLTAs).

In some cases, if the child's needs are increasing or causing concern at home or in school it may be necessary to undertake a Common Assessment Form (CAF) in conjunction with parents to access support from other local services.

We provide a Counselling service within school and parents and staff can request consideration is given for children to access counselling. The SENCO will discuss individual children with the counsellor who will allocate the spaces she has available. Children are reviewed on a half termly basis to see if they should continue with counselling and the impact that has been seen in school and at home.

The School opened a sensory room in September 2020. This was mainly funded by donations from within the local community which we are extremely grateful for. This provides a calming space for children who may be overwhelmed by their emotions. Children within the school who require use of the room can access this as part of their timetable of support or can have one off sessions if they are struggling at a particular time.

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

The School has excellent links with a variety of services in the local area including the following:

- Paediatric physiotherapists
- Children's Occupational therapists

- Speech therapists
- Teachers for the Hearing Impaired
- Teachers for the Visually Impaired
- Teachers for speech and language needs.
- Health Visitors
- School Nursing Service
- Specialist Community Public Health Nurse Practitioner
- Community Paediatricians
- Specialist Nursery Nurses
- Audiology services
- Local ICAN Nursery to support early language skills.
- Inclusion Centre for pupils who are unable to access school due to behavioural difficulties.
- Educational Psychologist - We are allocated visits on a yearly basis from the Educational Psychology service. These visits may involve the Educational Psychologist undertaking work with individual children, groups of children, staff or parents depending on the needs of the school at the time.
- Outreach from Special Schools – We are also fortunate to be able to access outreach support from our 2 local special schools. One school provides outreach services for children with Autism. The other school provides outreach support for children with Profound and Multiple learning difficulties, physical difficulties as well as support around manual handling, the use of ICT and recording progress for pupils with very significant needs.

What training have the staff supporting children and young people with SEND had or are having?

Staff training is linked to the needs of the cohort of children we have within the school and the needs of the Teachers and TAs currently employed.

- All staff are receiving ongoing training from the SENCO with regards to ensuring we are meeting our expectations as laid out in the Code of Practice and changes to our SEN systems and terminology.
- Our SENCO is a qualified experienced teacher with MA accreditation in Special and Inclusive Education.
- We have staff members that have been trained to work with and support pupils with Autistic Spectrum Disorder (ASD).
- Some staff will be receiving training from our local Speech Therapist in the use of Blacksheep Press Narrative therapy to support language skills and language development.
- Staff have had Numicon training – a multi-sensory Maths resource available in all classrooms.

- Staff carry out Occupational Therapy programmes and are trained by assigned OTs to deliver these.
- Staff carry out programmes designed by the Paediatric Physiotherapists for individual pupils.
- Some staff have received training on running Gym Trail sessions to support pupil's gross and fine motor skills.
- All staff are trained yearly to support our children with specific allergies who may require an Epi-pen. Additional training is given once a child is given an adrenaline autoinjector so the specific brand can be trained for.
- All Early Years staff hold Paediatric First Aid qualifications and many staff including lunchtime staff and LSAs have regular First Aid training.
- Our HLTA's have received training with regards to supporting pupils emotional, behavioural and social needs and can sessions such as pyramid club to support these needs.
- All Staff have received training around supporting pupils with Diabetes in school. Several staff have received further training around the monitoring of blood sugars and the giving of insulin for these pupils. We work closely with parents and the Diabetes Nursing Team to ensure any concerns around pupils' diabetes are shared and actions taken quickly.

Additional SEN training is available for all staff through the use of online services such as the National College (NCOL), Onesource and National Online Safety (NOL).

The SENCO attends termly SEN forums run by the Osborne Academy Trust and by the Local Authority to share good practice with other colleagues and to stay up to date on current provisions available locally.

How does the school ensure the inclusion of my child in activities outside the classroom including school trips and residential trips?

The School endeavours to ensure that all pupils can access school trips and residential activities. We currently offer a residential trip to our Year 6 pupils. All trips are thoroughly risk assessed and the needs of all pupils attending are considered. The Class Teacher will usually discuss any trips or additional activities with the parents of any child with additional needs to ensure their views are taken into account.

How accessible is the school environment for mobility, behavioural, sensory, health and other issues?

Our school is built on one level. We have seven classes, six of which are in the main building and one in a very well equipped 'relocatable' building. All classrooms have practical areas, are carpeted and fitted with modern furniture, computers, and interactive whiteboards and display boards.

We have 2 disabled toilets, one of which is a wet room with a shower and a height adjustable changing table. There is ramp access to the playground via the Year 2 exit and our demountable classroom has ramp access to the rear. We have a first aid area within our office where children can receive medical treatment if needed. We recognise that our cohort of pupils is constantly changing and therefore we may need to make some adaptations in the future.

The School has a sensory room to provide a calming environment for pupils to access. We also have an outdoor prayer garden space providing a quiet environment for pupils who may require some support to process their emotions.

How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?

We encourage all new pupils to visit the school prior to starting with their parents. For children with SEND we would encourage several visits or a phased entry to ensure their transition is as successful as possible. Staff may visit the child in their current setting to see them and to gain information from staff.

When moving year group's teachers are given dedicated meeting time to share information about their class with the next teacher and to hand over class files. When our children transfer to secondary school, they have the opportunity to attend a transition week at their chosen secondary school which lasts between 3 and 5 days depending on the secondary school chosen. Children with SEND may have additional visits to their secondary school with a member of our school staff to support them.

If children move to a school in another area their relevant school files, including those with regards to any SEND, are transferred to the new school as soon as possible after we are notified by the school of the start date for the child. It may also be that a telephone call would be made by the Class Teacher or SENCO or Head Teacher to discuss a particular child's needs.

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

The school have a provision map for each year group and for the whole school showing the children who require support, what support will be provided, how frequently the support will be provided and by whom. This map is amended on a termly basis to ensure the provision provided best meets the needs of the cohort of pupils.

We aim to ensure that the needs of all children who have Special Educational needs or disabilities are met to the best of the school's ability with the funds available. We have a small team of LSAs who are funded from the SEN budget and they deliver programmes designed to meet groups of children's needs. Teachers provide additional intervention to support pupils' attainment.

The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA providing support in small groups or 1:1 situations. Children can move on and off of our SEN support register as they make progress and their needs change.

How is the decision made about how much support my child will receive, and who is involved in that decision?

Children who have the most complex needs will require greater support and this often involves support being provided from an LSA. Individual needs will be met through a flexible timetable which may involve some 1-1, small group and whole class teaching.

Class teachers will discuss individual pupils' support needs with the SENCo and on occasions with other members of the schools leadership team. Different children will require different levels of support in order to bridge gaps and make progress. Some children will have on-going difficulties and require support throughout their entire time in our school and some may present with short term needs where support would be provided on a short-term basis.

Discussion and conversation will be on-going with parents around the support being provided and the impact it is having and we hope that parents engage fully in supporting and working with the school to address and meet any needs which may arise.

How will you ensure that my child and I are involved in discussions about, and planning for their education?

All parents are invited to our two Termly Learning Conferences. Parents of children with SEND will be invited to meet their child's teacher on a termly basis to review their progress and current levels of support. The SENCo may also attend these meetings. There is a section on the review paperwork for parental views to be recorded and a space for the child's views to be recorded alongside the views of the teachers and/or TA. Parents of children with current EHCP will also be invited to attend an Annual Review.

If children are unable to fully articulate how their day has been due to their communication needs or their age a home/school communication book will be put into place to enable parents and staff to communicate important information.

Who can I contact for further information?

Please contact the school office on 01375 673260 or email admin@horndon-on-the-hill.thurrock.sch.uk.

Our SENCo is Mrs Gaynor Bray.