

Hollybrook Infant School- Local Offer for Special Educational Needs and Disabilities.

Our Mission statement:

Within the Jefferys Education Trust, we believe that:

- All children are valued and included regardless of abilities, needs and behaviours.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with special educational needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parent / carers, children, LA and other partners.
- Maintaining children's safety and wellbeing is central to their development.

Education Framework

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

- Learning difficulties
- Communication difficulties
- Autism spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

	Whole school response Universal Quality First Teaching	Targeted support for individuals or small groups Short / medium term	Specialised individual support Medium / longer term
Teaching Approaches	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of our SENCo and Inclusion Co-ordinator. The Special Educational Needs Co-ordinator (SENCo) and/or the Inclusion Co-ordinator will implement, after consideration with parents, any necessary and appropriate interventions.</p>	<p>Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants as appropriate.</p>	<p>Work is differentiated to meet individual children's needs. There is careful targeting of individual support for pupils with IEPs. Personalised Interventions are put in place for pupils who are not making progress.</p>

	<p>There are regular parents' evenings with termly targets to parents. An annual report is sent home in the Summer Term.</p>		
<p>Learning / curriculum approaches</p>	<p>Children and young people will have full access to the National Curriculum and Religious Education. The National Curriculum will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.</p>	<p>The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their child's progress.</p>	<p>The school always responds to any concerns raised by parents. School may involve outside agencies when appropriate and parents will always be included in this decision. Individual Education Plans (IEPs) are written and reviewed by the pupil, class teachers, the SENCo and parents as appropriate.</p>

<p>Support</p>	<p>Teaching and support staff receive training which is aimed at maximising participation, access and achievement of children with special educational/ additional needs.</p> <p>Hollybrook Infant School is an inclusive school, where all teachers are teachers of children with special educational/additional needs and the whole school community respects the rights and needs of others.</p>	<p>The school Emotional Literacy Support Assistant (ELSA) supports small groups with the development of speech and language skills, self-esteem, confidence and other social skills. This also includes a programme of enrichment and nurture.</p> <p>A Higher Level Teaching Assistant (HLTA) supports the development of basic skills in literacy and numeracy through targeted programmes.</p>	<p>Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCo although class teachers and support staff are also involved. It is the responsibility of the SENCo and Headteacher to organise external support and maintain records.</p>
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<p>Environment and physical resources</p>	<p>Hollybrook Infant School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.</p>	<p>Hollybrook Infant School prepares children for changes and provides support to manage unpredictable events and at times of transition between year groups and Infant to Junior School.</p>	<p>The Inclusion Co-ordinator and the SENCo co-ordinate the liaison and multi-agency working to support children with disabilities.</p>
<p>Emotional</p>	<p>Hollybrook Infant School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. All staff, and specifically the ELSA, ensure the emotional needs of the child are a high priority.</p>	<p>Children identified as needing support with their emotions are highlighted to the ELSA for a targeted programme of support.</p>	<p>At Hollybrook Infant School we have an ELSA. The ELSA is a Learning Support Assistant (LSA) who has received additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties and family</p>

			break-up. Our ELSA can support pupils on a one-to-one basis when required. She can liaise with parents/carers in order to support the child.
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Frequently asked questions from the point of view of a parent/ carer:

Question	Answer
<p>How does Hollybrook Infant School know if children need extra help?</p> <p>What should I do if I think my child/young person may have special educational needs?</p>	<p><i>Hollybrook Infant School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements such as reading records, evidence from teaching etc.: if this suggests that the learner is not making the expected progress,</i></p>

	<p><i>the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's teacher, or contact the school's SENCo.</i></p>
<p>How will staff at Hollybrook Infant School support my child?</p>	<p><i>Your child's class teachers and the SENCo will oversee and plan your child's education programme. Depending on the intervention required, your child may be working at times in a small group/individually with the aim of supporting literacy and/or mathematics. Sometimes a student requires support to access the curriculum or to manage his or her behaviour/ emotions, or to work on his/her social skills. In this case the school ELSA may support your child In becoming a successful member of the school community. This will all be explained to you by the class teacher or SENCo.</i></p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><i>All our teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team.</i></p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>We have an open door policy at Hollybrook Infant School. If any parents have concerns regarding their child's progress we encourage them to make an appointment to see the class teacher and/or the SENCo at a mutually convenient time.</i></p> <p><i>Targets are discussed with parents at parent evenings in the autumn and spring term. An annual report is sent home in the summer term.</i></p> <p><i>If your child has a statement of SEN, an annual review is held according to the guidance in the Code of Practice</i></p>
<p>What support will there be for my child's overall well-being?</p>	<p><i>The school ELSA supports children individually or in small groups to support children's emotional needs as and when required.</i></p> <p><i>We also can refer families to the Educational Welfare Officer, a Tier 2 Social Worker and a Speech and Language therapist.</i></p>
<p>What specialist services and expertise are available at or accessed by Hollybrook Infant School?</p>	<p><i>We also link with other professionals such as the School Nurse, a Speech and Language Therapist, Social Care, Educational Psychology, Occupational Therapy, Springwell Outreach and Child and Adolescent Mental Health.</i></p>
<p>What training have the staff supporting children and young</p>	<p><i>Our SENCo is a qualified teacher, working towards the Masters</i></p>

<p>people with SEND had?</p>	<p><i>Level National Accredited SENCo qualification. Staff receive training and updates for the main categories of special educational needs. During the academic year of 2012/2013 staff have received training from the Educational Psychology service as well as training on ADHD and Autism, Phonics, and precision teaching. The school nurse has provided Epi-pen training. Staff have had training to deal with conditions such as asthma, diabetes and haemophilia. Staff have had training in supporting a child with Downs Syndrome.</i></p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p><i>We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. This can include an adult to support a child with SEN on a 1:1 basis if necessary.</i></p> <p><i>We will also help prepare your child for any changes in their school day, such as school trips.</i></p>
<p>How accessible is Hollybrook Infant School?</p>	<p><i>We make every reasonable adjustment possible. The school is set on a slope which means that there are short flights of stairs when moving around the building including access to the hall and library.</i></p>

	<i>There are ramps positioned around the outside doors of the school to enable access for children in wheelchairs.</i>
How will the Hollybrook Infant School prepare and support my child to join the school and then transfer to a new school?	<p><i>The ELSA and SENCo support children with transition to their new school. This can be through liaising with SENCos/support staff from other schools and through provisions such as social stories.</i></p> <p><i>We work closely with Pre-schools/ previous school to ensure a smooth transition.</i></p> <p><i>If your child has a statement of special educational needs, or you are a carer, then your child's needs will be discussed with the SENCo of your chosen Junior/Primary School.</i></p>
How are the school's resources allocated and matched to children's special educational needs?	<p><i>We allocate support and resources according to need. Additional interventions are funded to support children's progress. If your child has a statement of SEN, we will ensure that the provision specified in Part 3 is provided.</i></p>
How is the decision made about what type and how much support my child will receive?	<i>The Class teacher and the SENCo will discuss the needs of the children and put appropriate intervention in place. This is always discussed with parents before intervention is put in</i>

	place and targets agreed together.
Who can I contact for further information?	<p>Your first point of contact if you want to discuss something about your child is your child's teacher.</p> <p><i>You can contact the SENCo, or Headteacher, if you still have any concerns.</i></p> <p><i>If you would like to apply for Hollybrook Infant School please contact the school to arrange a visit.</i></p>

Frequently asked questions from the point of view of a child:

Question	Answer
How does Hollybrook Infant School know if I need extra help?	<i>Your teachers track your progress and they will know if you need extra help.</i>
What should I do if I think I need extra help?	<i>You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher.</i>
How will my work be organised so that I can cope and get it all done?	<i>Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.</i>

<p>If I have difficulties how can I be involved in planning my learning?</p>	<p><i>Your teacher will share your targets with you.</i></p>
<p>Who will tell me what I can do to help myself and be more independent?</p>	<p><i>All the staff at Hollybrook Infant School can help you to become independent, but if you feel really worried then talk to your preferred adult.</i></p>
<p>What should I do if I am worried about something?</p>	<p><i>Talk to your teacher, the support staff, or any other familiar adult in the school.</i></p>
<p>How will I know if I am doing as well as I should? Don't worry because our teachers will let you know quickly if there is a problem.</p>	<p><i>You will have targets in class and your teacher will meet with someone from home to explain how you are doing.</i></p>
<p>How can I get help if I am worried about things other than my school work? Remember, everyone faces extra challenges from time to time.</p>	<p><i>You can always talk to any member of staff at school who you feel comfortable talking to. You can also ask to speak with an Emotional Literacy Support Assistant.</i></p>
<p>Are there staff in school who have been trained to help young people who need extra help?</p>	<p><i>All our teachers and support staff have been trained to teach children with learning needs. Our Special Educational Needs Co-ordinator and Inclusion Coordinator have lots of experience with supporting children with special educational needs.</i></p>
<p>If I have difficulty in taking part in school activities</p>	<p><i>We will adapt these activities so you can succeed.</i></p>

What should you do if you feel that the Local Offer is either not being delivered or is not meeting your child's needs?

You should contact the Special Educational Needs Coordinator (SENCo) or the Headteacher.

How is our local offer reviewed?

The local offer for Hollybrook Infant School will be reviewed regularly and amendments will be made in accordance with the School Development Plan and on information gathered from careful analysis of pupil progress.

How have parents and carers and children with SEN/D been involved in reviewing the local offer?

Hollybrook Infant School has consulted with Governors, Parent Forum and members of the Pupil Council.

