

# Halesbury School

## Special Educational Needs Policy

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

### AIMS:

That practice reflects our school mission statement.

**Our Mission statement is: - Achieve, Believe and Challenge.**

This provides us with our aims for all pupils and staff.

### Achieve

- A confident attitude towards life
- To feel proud of accomplishments
- Reaching goals

### Believe

- Proud to be who we are
- The best that we can be
- To aim high and shine

### Challenge

- The sky is the limit
- Overcoming barriers
- No target is out of reach

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to each individual child's needs. We aim to create an environment in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways:

Through our local offer of whole class, small groups and individual attention, through half termly pupil progress meeting.

- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles.

## **OBJECTIVES**

All of our pupils have statements of SEND or EHCPs.

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide staff with up to date and relevant information on the needs of pupils
- Provide staff with regular opportunities to discuss pupils' needs.

## TYPES OF SEN

The SEND Code of Practice describes the four broad categories of need:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.

***These four areas give an overview of the range of needs that Halesbury school may need to meet, however we identify the needs of the pupil by considering the needs of the whole child which is so much more than just their special educational needs.***

*Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.*

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*

*Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

### **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:• we **must not** directly or indirectly discriminate against, harass or victimize disabled children and young people

- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

## **IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part

of the school's usual differentiated curriculum and strategies. The school uses the Dudley SEND action record to maintain information about the identification, assessment and provision for each pupil.

Every child at Halesbury has a statement or EHCP stating their individual needs and objectives to be met and reviewed annually through the Annual Review Process.

Advice is sought from relevant outside agencies to support these objectives. All pupils have termly Individual Intervention Plans (IIP's) to support progress in both academic and social and or communication needs. Pupil Passports are used to record additional provision for all pupils in school.

## **A Graduated Approach to SEN Support**

At Halesbury school, we adopt a "quality first teaching" approach. The key characteristics of quality first teaching are:

- highly focused lesson objectives with suitably differentiated targets to meet pupils needs
- high demands of pupil involvement and engagement with their learning
- appropriate levels of interaction for all pupils including the use of Augmentative and Assistive communication resources
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may require additional interventions.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. These occur half termly with members of the management team, whereby each individual child's progress is reviewed across the Three waves of interventions, and targets and interventions are set for the following half term. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, make regular

assessments of progress for all pupils. Data is analysed in line with progression guidance against a traffic light system. This highlights any pupil who is not reaching their Upper Quartile target and whether they are on track to meet their end of year target.

The first response to a lack of progress should be high quality teaching targeted at their areas of weakness. In addition to this the whole child would be discussed to see if there are any additional wave 2 or 3 interventions that would benefit them.

## **SUPPORTING PUPILS AND FAMILIES**

Class teachers, in partnership with the Pastoral Deputy and Family Outreach, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The child's medical needs if necessary will be supported by an individual care plan written by the School Health advisor in discussion with the child's parents. School adheres to the medical protocol both in and out of school. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Policies" tab on the school website.

Annual medical training is provided by the Schools Health Advisor for Asthma, Epilepsy and EpiPen training. Additional training is requested by the appropriate agencies on a needs basis.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Additional Needs Co-ordinator to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. The schools allocated Governor for SEN liaises regularly with the Pastoral Deputy to ensure pupils needs continue to be met successfully.

**Governors** will ensure that:

- the necessary provision is made for all pupils
- they have regard to the requirements of the Code of Practice for Special

Educational Needs(2001)

- they are fully informed about SEND issues, so that they can play a major part in school self-review

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Additional Needs Co-ordinator
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **Pastoral Deputy** is responsible for:

- overseeing the day to day operation of the school's SEND policy

- co-ordinating the provision for pupils individual needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils additional needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils, alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- assisting in the monitoring and evaluation of progress of pupils through the use of existing school assessment information, e.g. class-based assessments/records, pupil progress meetings etc.
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary/secondary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

**TAs** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the Additional Needs Co-ordinator and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing pupil targets and interventions and monitoring progress.

The Designated Lead for Safeguarding is Mr Kulyk. He has responsibility for ensuring that all staff training is up to date and renewed appropriately. He ensures recording and reporting procedures are adhered to and any new legislation/advice is shared with all staff. He has responsibility for the confidential storage of information and meets regularly with the Designated Governor for Safeguarding – Mrs Whitmore.

Mr Kulyk is equally responsible for managing PPG/LAC funding.

Mrs Appleby Payne – Deputy Head Pastoral is responsible for liaising with parents and health in order to ensure the medical needs of pupils are met.

## **STORING AND MANAGING INFORMATION**

Documents relating to all pupils in school will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are in a locked room overnight. Any information and records will be passed on to a child's next setting when he or she leaves Halesbury School. The school has a Confidentiality policy which applies to all written pupil records.

## **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Long Furlong's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

## **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

## **LINKED POLICIES/DOCUMENTS**

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Managing Medical Conditions in School policy
- Personal Care policy

## **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis.

**Signed:**

**Date:**

## Special Educational Needs Information

At Halesbury School we strive to support all children to enable them to achieve at school and beyond. We aim to support and empower young adults who will leave us able to succeed in the world outside school. In order to do this many steps are taken to support them through their learning journey. **Quality, ambitious and challenging teaching is vital**; however for many children there are occasions when further additional support may be needed to help them achieve their potential.

Deputy Head Teacher and Additional Needs Co-ordinator is:

Mrs Appleby Payne

### Roles & Responsibilities of the Additional Needs co-ordinator.

Mrs Appleby Payne is responsible for curriculum mapping the core of which is "Quality first teaching" and the co-ordination of specific provision made to support individual children with additional needs. She liaises with teachers to monitor individual pupil progress and plan further interventions, class based (wave 1) where progress is slower than expected, through withdrawal (wave 2) when and if required, and through bought in additional services for our vulnerable pupils (wave 3).. We regularly have contact with a wide range of external agencies 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 used SEN terms.

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>ISP</b>	<b>Individual Support Plan</b>
<b>ISR</b>	<b>In School Review</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LA</b>	<b>Local Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>

<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>SaLT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>

### **Current SEN Updates**

#### **What is Pupil Premium?**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

#### **Why has it been introduced?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

#### **Who decides on how the money is spent?**

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

#### **How are schools accountable for the spending of Pupil Premium?**

Ofsted when they visit will look at how Pupil Premium has been spent and more importantly the impact of that spend on Pupil Progress. The use of this money is shown on the web site in Pupil Premium Annual Report.

The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

### **Children and Families Bill 2013**

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

What will it do?

- The Halesbury School Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school will support them, and what they can expect to receive from school.
- Below are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These are answered by Halesbury to provide information to parents and carers to enable them to make decisions about how to best support their child's needs. .

**1. How does Halesbury School know if children need extra help?**

*We know when pupils need help if:*

- ❖ *concerns are raised by parents/carers, teachers or the child*
- ❖ *barriers to learning are identified in the EHCP or "Statement"*
- ❖ *limited progress is being made*
- ❖ *there is a change in the pupil's behaviour or progress*

**What should I do if I think my child may have additional needs which are not being met?**

- ❖ *The class teacher is the initial point of contact for responding to parental concerns, or Mrs Payne should you require more support/help.*

**2. How will I know how Halesbury School support my child?**

- ❖ *Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class (Core offer)*
- ❖ *Pupils who are struggling to meet academic targets (set using progression guidance) or have speech & language targets will have identified interventions set by the class teacher following half term/y pupil progress meetings (wave 1)*
- ❖ *If a pupil has additional needs related to more specific areas of their education, such as social use of language the pupil will be included in withdrawal groups or 1:1 sessions run by the teacher or specialist teaching assistant.(wave 2) The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.*
- ❖ *All waves of intervention will be included in the pupils IIP (Individual Intervention Plan) produced twice yearly and shared with parent/carers.*
- ❖ *These interventions will be recorded on the class context sheet (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or Mrs Payne*
- ❖ *Pupil Progress Meetings are held each half term. 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.*
- ❖ *Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of*

*support is usually provided to the school and parents/carers.*

- ❖ *The Governors of Halesbury School are responsible for entrusting a named person, Mr Kulyk, to monitor Safeguarding and Child protection procedures.*

*He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. Mrs Whitmore is the CP Governor. In a support and challenge role the Governors ensure that the 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 DfE.*

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

- ❖ *When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.*
- ❖ *Teaching Assistants (TAs) will be directed by the teacher to support this. IIPs will be discussed with parents at Parents' Evenings and a copy given to them.*
- ❖ *If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.*

**4. How will I know how my child is doing?**

- ❖ *You will be able to discuss your child's progress at Parents' Evenings.*
- ❖ *If you wish to raise a concern appointments can be made to speak in more detail to the class teacher by contacting the school office.*

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

- ❖ *The class teacher may suggest ways of how you can support your child.*
- ❖ *Mrs Payne will meet with you during induction 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 that can be used at home.*

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- ❖ *Members of staff such as the class teacher, Family Outreach Co-ordinator and Learning mentors who are readily available for pupils and families who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.*

## Pupils with medical needs

- ❖ *If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Staff receive epipen/epilepsy/Asthma training delivered by the school nurse annually.*
  - ❖ *Where necessary and in agreement with parents/carers prescribed 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.*
  - ❖ *Staff have basic first aid training.*
6. What specialist services and expertise are available at or accessed by the school?

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

The agencies used by the school include:

- ❖ *Autism Outreach Team*
- ❖ *Child Protection Advisors*
- ❖ *Educational Psychologist*
- ❖ *CAMHS (Child & Adolescent Mental Health Service)*
- ❖ *PIMIS (Physical Impairment/Medical Inclusion Service) to support pupils with hearing/visual Impairment*
- ❖ *Inclusion Team*
- ❖ *Social Services*
- ❖ *Speech & Language/Occupational Therapy*

*A School Nurse and an Educational Psychologist is allocated to each school. He/she supports all statutory work connected to EHCP/statement writing*

*This involvement is generally planned at the ISR (In School Review). These are meetings held annually, unless an emergency review is required between school staff and where appropriate, other professionals. The aim of an ISR is ensure the EHCP/Statement remains fit for purpose. To support the development of EHCP's we have a Family Support Worker who will work with families to ensure their views/needs are heard and understood. Learning mentors will work with pupils to ensure their views are heard & understood.*

**To support pupils on the autism spectrum:**

All staff in school have received Autism Education Trust training. This provides three layers of training.

- ❖ *Level 1 is delivered to all staff including administrative staff, kitchen staff and dinner supervisors.*
- ❖ *Level 2 Training is delivered to all TA's and Teachers.*

- ❖ *Level 3 Training has been undertaken by two Teachers who lead across the school under the advice of Mrs Appleby Payne Assistant Head teacher, who has a Masters in Education:Autism (children)*

We audit our school against the Autism Education Trust Standards and have an action plan in place to ensure Halesbury school meets the needs of its pupils with AS. It also ensures that we provide an appropriate learning environment and have excellent communication with our parents.

**7. Halesbury School provides AS bases across the school for Primary and Secondary aged pupils. There are currently 2 bases.**

*The bases provide autism specific interventions using the TEACCH approach and targeted intervention work. The curriculum individually meets the academic needs of the pupils but has an additional curriculum that runs parallel to the academic one. This ensures physical, sensory and social communication needs are met.*

*We employ a Speech Therapist who assesses and implements Social Communication, Emotional Regulation and Transactional support (SCERTS) targets to all of our pupils on the Autism Spectrum. These are AS specific targets to meet the specific areas of need.*

*Augmentative communication systems are used consistently across school, including symbol support, objects of reference, visual timetables, Makaton, and Total Communication approaches.*

*Several staff members are trained to deliver Intensive Interaction, which is one of the many interventions used.*

- ❖ *How to support pupils with social and emotional needs. Staff are team teach trained, learning mentors work with individuals to support social & emotional needs, the curriculum is differentiated to match learning styles, time out, nurture groups and sensory equipment are all in place.*
- ❖ *How to support pupils with speech and language difficulties. Speech therapist assess and recommend programmes which are delivered by therapists, and trained assistants, communication aids and augmentative communication systems are in place*
- ❖ *How to support pupils with physical and co-ordination needs. The school reviews its access provision regularly and responds to individual requirements as required risk assessments are carried out on environments, pupils and equipment.*

**8. 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.*
- ❖ *However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.*

**9. How accessible is the school environment?**

*As a school we are happy to discuss individual access requirements. Facilities we have at present include:*

- ❖ *ramps into school to make the building accessible to all.*
- ❖ *2 toilets adapted for disabled users.*
- ❖ *wide doors in some parts of the building.*

**10. How will the school prepare and support my child when joining Halesbury School or transferring to a new school?**

**Many strategies are in place to enable the pupil's transition to be as smooth as possible.**

**These include:**

- ❖ *Discussions between the previous or receiving schools prior to the pupil joining/leaving.*
- ❖ *All pupils attend induction sessions where they spend some time with their new class teacher.*
- ❖ *Additional visits are also arranged for pupils who need extra time in their new school.*
- ❖ *Mrs Payne meets all pupils and parents/carers prior to their child joining the school.*
- ❖ *If a pupil's needs change and they would be better met in another provision this is managed carefully with full parent/carers involvement.*
- ❖ *Mrs Payne liaises with the SENCOs from the new provider to pass on information regarding pupils.*

**11. How will the school prepare and support my child when joining Halesbury School or transferring to a new school?**

- ❖ *The budget is set each financial year. The money is used to provide first and foremost "Quality First Teaching" in reduced class sized groups additional support or resources are purchased 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 deployment of staff depending on individual circumstances.*

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

- ❖ *These decisions are made in consultation with professionals during the construction of the EHCP/Statement and reviewed annually or more frequently if required. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.*
- ❖ *During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.*

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

All parents are encouraged to contribute to their child's education. This may be through:

- ❖ *discussions with the class teacher*
- ❖ *during parents' evenings*
- ❖ *during discussions with Mrs Payne or other professionals*
- ❖ *parents are encouraged to comment on their child's IIP with possible suggestions that could be incorporated, and to contribute to their EHCP/Statement review*

**14. Who can I contact for further information?**

*If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with Mrs Payne.*

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.