

**Haresfield Primary School SEND information report to parents; which also serves as
the school's contribution to the Gloucestershire County Council Local Offer.
September 2023**

How does our school know/identify that children have special educational needs and disabilities (SEND)?

Haresfield has a talented, committed teaching staff who provide a full, varied and well-structured curriculum. We aim for a stimulating environment where we present our children with a wide range of exciting and challenging experiences to enable them to develop as rounded individuals and to reach their full potential. Education is not just about intellectual development, important though that is. It is also about developing personal, spiritual, social, physical and artistic skills.

During ongoing assessment class teachers will identify those pupils who need additional and different provision to that which is normally provided for pupils of the same age. They will arrive at this decision using their own professional judgement, gathering evidence from; discussions with parents/carers and staff about how the child is progressing, the pupil's strengths and areas for concern, advice from previous teachers / schools. Where necessary, outside agencies will be asked for their professional judgement to support the identification process.

Our aim is for all children including those with SEND, to reach their full potential in a supportive environment that prepares them well for the future and allows them to;

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution

How can parents/carers arrange a visit to our school?

- Speak to any member of staff to ask to see your child's class teacher or any other member of staff
- Telephone the school office to make an appointment – 01452 720303
- Email the school via:

admin@haresfield.gloucs.sch.uk

head@haresfield.gloucs.sch.uk

What to do if you are not happy.

We have an open door policy. If you are not happy please come into school or telephone the school office – 01452 720303 - to talk to your class teacher, the Head Teacher, or another member of staff.

You can also email the school via:

admin@haresfield.gloucs.sch.uk

head@haresfield.gloucs.sch.uk

You can also request to speak to the Chair of Governors.

Formal complaints should go through the school Complaints Policy which can be found on the school website or by contacting the school office.

www.haresfieldschool.co.uk 01452 720303

What should parents/carers do if they think their child has SEND? How can they raise concerns?

Haresfield Primary School has an 'open door' policy towards pupils and their parents/carers. If parents or carers have any concerns they are welcome in school at any time to talk with, or make an appointment with, the class teacher, SENDCo, Head Teacher or any other relevant member of staff.

How will our school include parents and students in planning support?

Class teachers make arrangements to meet with parents/carers of pupils with SEND on a regular basis (at least 3 times a year) to discuss progress and concerns. This discussion takes the form of a structured conversation and covers more detail than is possible during a parent's evening appointment. These meetings can be held more often as appropriate.

All families who are new to the school will be invited to a meeting to discuss strengths, areas of difficulty and wishes for the future to ensure the best start possible.

Support and resources are planned through discussion between parents, carers, pupils and professionals. During these discussions staff, parents/carers and pupils will be able to decide on an action plan to support, encourage and ensure progress. This may result in;

- In-class support
- Small group support
- 1 to 1 support
- Additional or specific resources
- Teaching Assistants are allocated to classes as the need requires.

- Interventions are used appropriately according to the needs of the child as well as the previous success and impact of the interventions.

The impact of the support and resources will be measured and adapted accordingly. For pupils with an Education, Health and Care Plan (EHCP) there will also be a full review at least once a year.

How will our school teach and support children with SEND?

Haresfield Primary is an inclusive school which supports the learning and development of all pupils and their families. We use the National Curriculum and adapt it to teach a Creative Curriculum in which all pupils have the opportunity to enjoy as well as progress.

We have whole school rewards and sanctions in place which are in child friendly language and are designed to enable the children to make the correct choices when they are faced with a challenge. The school will ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

We are a 'bully free zone' where the children know it is OK to say, "STOP I don't like that!" and all are aware that bullying is 'Several Times On Purpose (STOP)' rather than a one off outburst or event. We are also an 'active listening and talking school' which means that events are to be discussed with an adult and not remain hidden. We have designated areas like Zippy Zone and admin offices, as well as interventions like Mood Monsters, Zippy and Friends, a broad PSHE curriculum delivered at least weekly / class and whole school values under our Christian ethos and Rights Respecting Schools Award, which underpin our learning.

The classroom environments are organised in such a way that is supportive to all pupils and particularly those with SEND.

- Each class has a class teacher. Teaching Assistants are organised in teams to support KS1, Lower KS2 and Upper KS2. This ensures that the support is flexible enough to be targeted where and when it is appropriate.
- Dyslexia friendly strategies are used by all staff.
- Total Communication by means of; visuals, symbols and verbal prompts are encouraged by staff and pupils.
- All classrooms have an area of 'refuge' which can be used by pupils who need some 'time out'. These take the form of a special book area, calm area, 1 to 1 table, personal space etc.
- We have a HLTA trained in giving emotional support and a SENCO, who are both based in the 'ZIPPY ZONE' room, supporting children's and parents and providing help, advice, and development for everyone. The room is a very cosy, non-threatening environment where pupils and their families can talk in private, meet with outside agencies, talk and play a game and access the Internet for support. There is a table and chairs for more formal discussions and comfy cushions and simple art materials,

sensory resources and games, for when peace and quiet is required. The SENCO can help families access outside agencies, fill in forms, discuss strategies and progress etc.

Who will be working with your child?

- Head Teacher
- Class Teacher
- Teaching Assistants
- SENDCo
- Parent Support Adviser
- Family Support Worker
- outside agencies like Advisory Teacher Service (ATS), Educational Psychiatrist Service (EPS), Occupational health Therapist (OT), Speech and Language Therapist (SaLT) and more depending on need
- Other school staff

The class teacher is the first port of call for any enquiries parents/carers have about their children. Class teachers have a duty to;

- provide Quality First Teaching through the Creative Curriculum
- differentiate the curriculum to take account of the needs of the individual pupils
- keep the SENDCo and Senior Management informed about any provision that is additional and different
- seek advice and support for pupils for whom extra assessment or support is needed
- keep parents/carers informed about the progress and needs of the pupils
- Each class teacher is responsible for the whole curriculum within his or her own class. There are occasions though when our class teachers use their special talents with other classes.

Teaching Assistants work alongside the class teachers to support the Quality First Teaching, as well as additional and different provision and interventions for those with SEND.

The SENDCo is responsible for overseeing the provision for all pupils with SEND and ensures liaison with other professionals in respect of children with SEND. The SENDCo advises and supports teachers within our school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. This information is shared with all relevant staff, as and when appropriate.

The SENDCo is part of the Designated Teacher Team for Children in Care (CIC), Looked After Children (LAC or CLA) or Special Guardianship Order (SGO).

The SENDCo attends local cluster meetings and local authority training and SENDCo conferences, and disseminates training to the staff. Whole school training is given to staff as and when appropriate. Additional training is given to staff as and when appropriate. We have a wide range of SEND and medical expertise including:

- Autistic Spectrum Disorder
- Speech and Language difficulties
- Specific Learning Difficulties – Dyslexia
- Social, Emotional and Mental Health
- Diabetes
- Attachment Disorder
- Hearing and visual impairment - mild

SEND Code of Practice 2014

There is a single graduated pathway for addressing the needs of the pupils in our school.

- Wave 1 - Quality First Teaching to meet the needs for all pupils
- Wave 2 – Quality First Teaching plus additional interventions to help pupils reach age-related expectations or above.
- Wave 3 – Quality First Teaching plus additional highly personalised interventions.

These are detailed in our Waves of Intervention document which is available on our school website www.haresfieldschool.co.uk and separated into the following categories:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs (SN / PN)

Which other services do we use to provide for and support our pupils / students?

Outside agencies are contacted as and when appropriate for assessment and advice:

- Health
- School Nurse

- Occupational Health
- Advisory Teaching Service for Hearing Impairment, Communication and Interaction, Behaviour Support
- Educational Psychology Service
- Specialist Health Advisors – Diabetes, Downs Syndrome, Epilepsy, Allergies
- Speech, Language and Hearing Specialists
- Families First and other family support groups like Barnardo's

If a pupil is required to take medication while in school, there is a form available in the school office to provide details and give permission for staff to administer the medication. Staff training is given when necessary e.g. insulin, epi-pens. Our Medication in School Policy is available on the school website or from the school office. At all times the School administrator must be informed and all medicines are kept in a safe place in under admin supervision. Pupil inhalers and other ongoing medicines are kept in a safe labelled cupboard in the pupil's classroom under the supervision of the class teacher.

The Governing Body is responsible for determining the aims and overall conduct of the school with a view to helping the school provide the best possible education for its pupils. In doing so it must comply with the requirements laid down by the Department for Education and Employment and Gloucestershire Education Authority.

The Governing Body currently consists of nine governors, one of whom is the Head Teacher. Two foundation governors appointed by the diocese, two parent governors are elected by the parents; one teacher governor by the teachers; one non-teaching staff member by the staff; one County Council governors nominated by the County Council and three co-opted governors chosen by the governing body themselves. Governors normally serve for four years at a time.

A list of the present Governors is available on our website. Please feel free to make contact if you have any problems or queries - this can be done via the school office.

The SEND Governor works in partnership with the SENDCo to ensure safety and progression for all pupils with SEND or who are Looked After Children.

The SENDCo liaises regularly with the Head Teacher and the Senior Management Team in the strategic development of the SEND policy and provision.

Who can you contact for more information?

- Head Teacher
- Class Teacher
- SENDCo
- Governors
- SEND Policy
- Shire Hall Education Department

This information was updated Sept 2023 (review due Sept 2024)