



SEND SCHOOL OFFER reviewed September 2023

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Type of school	Mainstream setting
Specialist provision on site	None

Statement on equality (Taken for the current policy for SEN and inclusion)

Haresfield School is committed to providing an appropriate and high quality education to all the children living in the local area attending. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

A: PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my	Your child's class teacher	They are responsible for:



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<p>child's difficulties with learning/ Special Educational Needs (SEN)?</p>		<ul style="list-style-type: none"> • Ensuring that all the children have access to good/ outstanding teaching and that the curriculum is adapted to meet your child individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Writing Individual Education Plans (IEP) integrating Education, Health and Care (EHC) or 'My (EHC) Plan/My Plan Plus /My Plan' and sharing and reviewing these with parents at least once each term and planning for the next term. Whichever stage of the graduated pathway your child is at, class teachers will assess, review and set targets for your child with in the TAC (predominantly parents, SENDCo and professionals from targeted serves working with your child) on a termly basis. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>Contacted by calling the main school number 01452 720303 or head@haresfield.gloucs.sch.uk or admin@haresfield.gloucs.sch.uk</p>
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	<p>The SENCO, Helen Williams</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality early and sustained response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ✓ involved in supporting your child's learning ✓ kept informed about the support your child is getting ✓ involved in reviewing how they are doing and setting new targets ✓ part of planning ahead for them and involved in your child's provision. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and continued needs. • The SENCO ensured that targeted interventions are timetabled, delivered to a high standard and monitored for success/ progress. • The SENCO will ensure impact of interventions are made and reviewed to inform ongoing provision. • The SENCO responds to termly pupil progress reports from class teacher and the head teacher to draft a termly needs analysis for all pupils with additional need from children slipping back or not making progress to pupils on the graduated pathway and EHCP. • The senco will keep abreast of national and universal developments in SEN practice, via links with local schools, LA 2 x annual Senco Cluster support meetings, Gloucester LA website support SENCOSpot and Glos families and the UoG, updating and tailoring
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		<p>resources, provision and practice as well as the provision and protocol for safeguarding using the glos families windscreen assessment tracker.</p> <ul style="list-style-type: none"> • Make investments for provision (in liaison with class teachers and with and the go ahead from the school head teacher) to ensure children are engaged and making progress. • Keep in professional contact with ATS and EP services who oversee the SENCO cluster and SENCOSPOT website. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. This include specialised art, play and sensory therapies (such as sand play), emotional and mental health support and 1:1 counselling. • Provide a toolbox of restorative care and mental health resources for pupils and their families such as Story links, therapeutic story and creative activity packages and solution focused family support counselling. • Giving family and 1:1 parent support and working closely with parents to understand and provide support/ sign post parents to gain support from NHS, health, education and care service. • To provide Early help at school or through referral to the Early Help coordinator • To make regular contact and work strategically with outside agencies including the early help coordinator, involved in your child's needs, to monitor progress and attainment of pupils and wellbeing of families. This could include giving voice to parent concerns and providing evidence by report / letter, and making referrals to NHS, health, education and care services. • Supporting your child's class teacher to write Individual Education Plans (IEP's) soon to be individual, Education Health Care (EHC) plans or 'My Plan' that specifies the targets set for your child to achieve.
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	<p>SEN Governor Carolyn Segelov</p>	<p>from your child's TA at termly TAC reviews and from Intervention v impact reviews via the SENCO/ class teacher.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • She is responsible for: <ul style="list-style-type: none"> ✓ Making sure that the school has an up to date SEND Policy ✓ Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school ✓ Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. ✓ Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Contacted by calling the main school number 01452 720303 head@haresfield.gloucs.sch.uk or admin@haresfield.gloucs.sch.uk</p>
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B: HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This will be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority and Health services such as; Early help coordinator, family support worker, Paediatric consultant, Speech and Language therapist, Education Psychology, mental/emotional health coach/mentor, inclusion officer and Occupational Health care teams.



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	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching (QTS)	<ul style="list-style-type: none"> Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. Putting in place different ways of teaching so that your child is fully involved in learning in class (differentiated work/ activities). This may involve things like using more kinaesthetic learning, personalised teaching and learning approaches and differentiated work planned and marked to an individual LO agreed with child, to ensure you child is still making progress and against their level of attainment. Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All children in school should be getting this as a part of outstanding classroom practice when needed.
	Specific group work within a smaller group of children. This group may be <ul style="list-style-type: none"> Run in the classroom or outside. 	<ul style="list-style-type: none"> Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. 	Any child who has specific gaps in their understanding of a subject/area of learning.



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	<ul style="list-style-type: none"> • Run by a teacher /TA/adult who has had training to run these groups and is DBS checked. <p><i>Stage of SEN Code of Practice: MY PLAN (School Action), which means they have been identified by the class teacher as needing some extra support in school.</i></p>	<ul style="list-style-type: none"> • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting • Activities and work will be targeted and monitored for impact • Parents will have agreed actions for home working. • There will be termly reviews of impact to ensure progress is being made and the gap in learning is closing. • Your child will have termly targets set, monitored and reviewed by the TAC who will meet regularly at school (or remotely via TEAMS) • Glosfamilies Early help coordinator will be aware of pupils SEN stage and parents will be offered early help referral for support outside of school 	<p>Children will be at the stage of the SEN Code of Practice called My Plan (as was School Action), which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups</p> <p>AND/OR Individual support</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching (QFT) and some intervention groups.</p>



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	<p>For your child, of up to 10 hours in school. School must provide 10hs of planned and timetabled additional support with no additional funding.</p> <p><i>Stage of SEN Code of Practice:</i> My Plan Plus (was School Action Plus), which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from: Gloucestershire ATS, ASD, Paediatric, Speech and Language, Ed Psych or Occupational Health care teams.</p>	<p>forward with agreed targeted provision for school and home learning.</p> <ul style="list-style-type: none"> • Communication and working together is key to ensure the best decisions are made for your child. Haresfield school prides themselves on their commitment to working with parent and ensuring the best outcomes for children are made • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ Targets for your child to work on with support ○ Targets for home learning. 	
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		<ul style="list-style-type: none"> ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with outside professional e.g. speech and language therapy (SALT), emotional mentor or inclusion coach. ● The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. ● Activities and work will be targeted and monitored for impact ● Parents will have agreed actions for home working. ● There will be termly reviews of impact to ensure progress is being made and the gap in learning is closing. ● Your child will have termly targets set, monitored and reviewed by the TAC who will meet regularly at school (or remotely via TEAMS) ● Glosfamilies Early help coordinator will be aware of pupils SEN stage and parents will be offered early help referral for support outside of school 	
	<p>Specified Individual support for your child of more than 10 hours in school. (if the additional 10 hrs</p>	<ul style="list-style-type: none"> ● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you 	<p>Children whose learning needs are:</p>



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	<p>intervention by school are not having impact)</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP) (was Statement of Special Educational Needs) This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 10 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from: Gloucestershire ATS, ASD, Paediatric, Speech and Language, Ed Psych or Occupational Health care teams.</p>	<p>can find more detail about this in the Gloucestershire Local Offer.</p> <ul style="list-style-type: none"> • The process of assessment for EHCP will include up to date input from school, parents and pupils and all services working with your child. • If you have any questions or concerns talk to Mrs Williams, you child's class teacher or Mrs Bacon. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 10 hours of support in school to make good progress. If this is the case they will write an Educational Health Plan. If this is not the case, 	<ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school
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		<p>they will ask the school to continue with the support at My Plan Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The Educational Health Care Plan will outline the number of hours of individual support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child (up to the next key stage) • An additional adult may be used to support your child with whole class learning, to run individual programmes or run small groups including your child. • TA support for your child will be managed in a way that supports your child's independence in accessing the national curriculum. • In some cases a TA working with your child is not a required need and the additional funds will be used in other ways that best meet the needs of your child. • Your child will have termly targets set, monitored and reviewed by the TAC who will meet regularly at school (or remotely via TEAMS) 	
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		<ul style="list-style-type: none"> Glosfamilies Early help coordinator will be aware of pupils SEN stage and parents will be offered early help referral for support outside of school 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> If you have concerns about your child's progress you should speak to your child's Teacher. Your child's teacher, as part of our staff team policy will liaise with the SENCO or other members of staff as well as the head teacher. (For contact details see above in section a) If you continue to feel that your child is still not making progress you should speak directly to the SENCO or Head teacher (For contact details see above in section a) If you feel concerned about the decisions being made for you child at school speak to school SEN Governor (For contact details see above in section a) 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> If at any time your class teacher is concerned about your child's progress they will contact you. This may be a conversation at the beginning or the end of the day, a telephone call or an arranged meeting. When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO and head teacher. This can happen at any time, but commonly will happen during our regular review of pupil's progress which is a termly meeting between the class teacher and head teacher. Your child's progress will be assessed then and any concerns explored. If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> To listen to any concerns you may have too To plan any additional support your child may receive To discuss with you any referrals to outside professionals to support your child's learning The class teacher with the support of the SENCO may want to set up an individual My Plan which involves building a profile of need and provision. This will be reviewed termly with you, the child and any staff and additional agencies involved in your child's learning. 		



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<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Gloucestershire LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected ○ Resources/training and support needed. • All resources, training and support are audited and reviewed regularly and changes and updates made as needed.
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<p>Who are the other people providing services to children with an SEN in this school?</p>	<p>Directly funded by the school</p>	<ul style="list-style-type: none"> • Teaching Assistants • Higher Level TA's
	<p>Local Authority and health care services (bought in and funded by the school)</p>	<ul style="list-style-type: none"> • ATS • Educational Psychology Service • Sensory Services for children with visual or hearing needs • Speech and Language Therapy. • School Nurse • Occupational Therapy
<p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p>	<p>The SENCO's job is to support the teachers in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as Autism Spectrum Disorder (ASD), dyslexia etc. 	



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	<ul style="list-style-type: none"> • Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • The Senco runs regular inset training for all staff and governors and keeps the staff and governors up to date and informed about changes to SEND policy, new sources of funding / resources and new initiatives. • Our Senco Helen Williams, works strategically with the head teacher, and works closely with all class teachers and TA's. • Ta's are supported on a regular basis by the SENCO with; <ul style="list-style-type: none"> ✓ Training ✓ liaising between service providers for resources and intervention/action advice ✓ monitoring intervention impact
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<p>Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. This is often referred to as differentiation or targeted work. The progress of your child is constantly reviewed with; lesson reviews, ongoing informal assessment, improvement marking and pupil feedback and testing and formal assessment.</p> <p>Support staff such as TA's will support with your child's learning in the classroom with clear learning objectives and targeted resources to meet need. Feedback from this support will inform next step planning and provision for your child as part of the assessment marking scheme, employed at our school.</p> <p>Specific resources and strategies will be used to support your child individually and/or in groups which will be reviewed as part of the assessment marking scheme employed at our school.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. this includes; adapting the layout of the classroom, your child's timetable, differentiated targets and work and more. We work in a solution focused way, adapting and individualising the curriculum to best meet need.</p>



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	<p>Any changes to your child's work or timetable will be discussed with you and be part of a targeted reward based provision plan, monitored and reviewed by the TAC regularly for success. This could be daily/weekly/termly depending on the target / provision.</p>
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by their teacher. This takes place at the end of each lesson and with input from any support staff and the pupil themselves. • Progress and attainment is reviewed formally every term and an expected level of progress and attainment is given in the subjects; Reading, Writing and Maths in KS1 and 2 and across the EYFS subjects in YR. • If your child is working towards the expected level of progress and attainment in KS1, your child will be assessed using an appropriate scale of levels to their attainment. • At the end of Key Stage 1 and 2 the school is required to report levels of progress and attainment for English, Maths and Science for your child. This is something the government requires all schools to do and the results are published nationally. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. This includes you as the parent and this will have been outlined and planned when the EHC plan was set up with you and your child. • The SENCO will also check that your child is making good progress, within any individual work and in any group that they take part in, by monitoring provision feedback and liaising with TA's, class teachers and the head teacher.
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • As a new parent to the school we provide a profile service which helps us get to know your child and their learning needs which includes a home visit and some questionnaires. This is to best meet your child's needs and establish a good relationship. • We also, throughout the year, run family learning style meetings and workshops to inform you about subjects your child will be learning about and how to best support your child.



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- At the beginning of each new school year we have class meetings to find out about the class rules and expectations. If you have any concerns about your child in the classroom this would be a good time to talk to the class teacher to raise concerns you may have. We will also make sure a copy of termly plans and targets are provided so that you know what your child is learning at school and can support them at home.
- As an ongoing principal, we would like you to talk to your child's teachers so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. If there are any changes to home life please let us know in order to best provide support for your child.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. To make an appointment to see the school SENCO ring the school office or pop into their class at the beginning or the end of the day. Or email admin@haresfield.gloucs.sch.uk
- The head teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have. To make an appointment to see the head teacher ring the school office or pop in at the beginning or the end of the day. Or email head@haresfield.gloucs.sch.uk
- You are able to email your class teacher or the head teacher or contact them via the main administration email or school office number at any time



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- All information from outside professionals will be discussed with you personally, either with the professional involved directly, or where this is not possible, in a report. Your class teacher in liaison with the SENCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- We strongly believe in communication as being the key to solving problems especially when it involves your children and concerns you may about their progress. Please feel able to communicate with us on any issue however small if you feel concerned or unsure at any time. We offer early help as a principal, in as much as sharing a problem and getting support in early helps resolve problems more quickly.
- We offer Early Help to families, with their consent. Early help is a LA run service (Glofamilies have a website) to provide ongoing support and advice for families including; advice on and referral to parenting workshops and training, family support workers and a signposting service for LA and private service in the county.
- At Haresfield we have an Early Help coordination Hayley Haddock, who works closely with our SENCO and staff team to best support and be available to parents.
- Early help is one of a range of services and support programmes/ interventions we offer for parents. Others include; Family learning, working with yourself and your child with a member of staff at school, parent support and drop in and (during times when school isn't accessible), Microsoft video teams meetings, telephone advice and ring rounds to maintain good communication and identify concerns early and safely with parents.



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<p>How have we made Haresfield School accessible to children with SEN? (Including after school clubs etc.)</p>	<ul style="list-style-type: none"> • All school areas are accessible and welcoming. We aim to make the school easy to navigate with clear signposting. • We ensure that the curriculum is accessible to all children, providing specialised equipment such as pencil grips, desk wedges or personalised learning areas and times, where appropriate. Equipment used across the school, such as lap tops and hall times are accessible to all children, regardless of their needs. • We include and display learning resources such as key words, topic related work and literacy and maths resources to support learning, in every classroom and learning area. • We have a range of learning resources, including specialised resources to support individual need in Reading, Writing and Maths, for all children to use. • All the teachers plan high quality lessons, with 'Learning to Learn' criteria to, create autonomy and accessibility for all children. • Breakfast club provides an earlier drop off time for parents and is available for all children. • After school and lunch time clubs are open to all children and are planned to match interest and need. • Staff training, interventions and resources for SEMH are wide ranging and flexible. We maintain a Dr Dan Hughes playful, approachable curious and e (PACE) approach and all teachers are trained in recognising and supporting pupils with SEMH needs. • All staff have restorative care training and are able to advise and support pupils individually, who need time / resources to regulate their behaviour during the school day. For pupils who with SEMH as an identified need these would be targeted interventions with resources in place and managed with the TAC and pupils.
<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving child to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible.



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| | <ul style="list-style-type: none">• When moving years in school:<ul style="list-style-type: none">○ Information about your child will be shared with their new teachers○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.• In Year 6<ul style="list-style-type: none">○ If your child has an EHCP your child's class teacher / SENCO will meet with the Y7 welfare officer / SENCO at their secondary school and ensure they know about any special arrangements or support that need to be made for your child. If your child has an EHCP this meeting will take place in Y5○ If your child does not have an EHCP, your child's teacher and you will be invited to meet with the Y7 welfare officer / SENCO at their secondary school to communicate any concerns you or they may have to best meet the needs of your child. |
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