



HARTSBOURNE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OFFER 2014

At Hartsbourne we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Our Inclusion Manager is Mrs Julie Durrant-Patel, who is also Assistant Head on the Senior Leadership Team. Mrs Durrant-Patel holds a Masters Degree in 'Early Years' and a Post-Graduate Certificate in Autistic Spectrum Disorders.

SCHOOL SUPPORT FOR CHILDREN WITH 'SEND'

When children have identified SEND before they start school, we work with the people who already know them and use the information already available to identify and support their special need and how we can manage it together with parents.

If a parent thinks their child has a SEN we will discuss this and look in to it further. Concerns should be raised with the class teacher in the first instance and an appointment can be made through the school office in the usual way. We may undertake a reading or maths assessment or screen for dyslexic difficulties. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has a SEN this may be because they are not making expected progress, for example they may not be reading well, writing confidently or able to follow instructions. We will observe them, look at the way they learn and consider what works already and what doesn't. We will look for strengths and weaknesses to create an all-round picture of your child.

SCHOOL REFERRAL SYSTEM AND SPECIALIST SERVICES

The school uses the following system to ensure all children make appropriate progress:

- Wave 1:** High quality first teaching, including appropriate differentiation, concrete resources and a variety of scaffolding techniques. If no progress is made:
- Wave 2:** Establish a baseline through a cognitive ability test or similar and discuss with school Inco (Inclusion Co-ordinator). Class teacher will write a group provision map (GPP) with achievable targets and implement changes recommended, eg reinforcement or pre-learning activities with a teaching assistant. If progress continues to be inadequate:
- Wave 3:** Discuss pupil at the termly provision meeting with Senior Leadership Team and consider implementing 1:1 intervention programme. Class teacher writes an Individual Provision Plan with parents, teacher and pupil with SMART targets. If progress continues to be slow or inadequate:
Take advice from agencies such as Parkside Specific Learning Base or Chessbrook Behaviour Base. Consider referral to specialist external agencies (eg educational psychologist, occupational therapist, speech and language etc).

KEEPING PARENTS INFORMED

Progress will be monitored carefully through the use of on-going (formative) assessments and termly (summative) assessments. Children identified as needing support will be discussed at the termly provision meeting with staff, to ensure they are making appropriate progress.

Parents will be invited to contribute to the Individual Provision Plan. IPPs will be reviewed at the termly parents' meetings. Parents and teachers may choose to meet more frequently (with the pupil if this is deemed appropriate) to ensure progress is maintained and how things are at home.

SUPPORT FOR OVERALL WELLBEING

Our school ethos is promoted through our shared values; our 'moral compass' for our shared journey and whatever we do we will do to the best of our ability and with:

- **Courage** - to take risks, be creative; demonstrate passion of heart and mind for life-long learning.
- **Resolve** - to be accountable, that actions will demonstrate professionalism, trust and integrity.
- **Support** - where collaboration is the norm, diversity and inclusion are highly valued and optimism is wedded in reality.

All pupils participate in Personal Development from the Chris Quigley Essentials curriculum. They will move through three levels over the year (bronze, silver, gold) for eight areas of learning:

Try new things:	Finding something that we are good at builds confidence.
Work hard:	Accomplishment is all about practise and hard work.
Concentrate:	Complete tasks, see the 'big picture', add breadth and depth to learning
Push themselves:	Fear of failure can be a real barrier to learning.
Imagine:	Find solutions to problems, generate ideas, get creative.
Improve:	Making good things great.
Understand others:	Empathise, build sound relationships, offer and receive friendship
Not give up:	Learning to persevere and be resilient will encourage success.

Children who are experiencing a particular social difficulty, live apart from a parent, or have suffered bereavement may need a little extra support at school. In the first instance they may meet with a member of staff for discussion and participate in activities such as social stories or nurture games to develop their understanding of their experiences.

For more serious difficulties, the school also buys into the Hertfordshire Counselling Service for children and a Family Support Worker from the South West Herts Partnership. We can also request GPs to make referrals to paediatricians at the Watford Peace Centre, or CAMHS (Child and Adolescent Mental Health).

All policies are available on our website and many also support wellbeing. For example: Attendance Policy, Positive Behaviour Policy, PSHE Policy, SEND Policy, Transition Policy, Working with Parents Policy. Our Rainbow Rules are regularly reinforced in assemblies and lessons and there is a strong focus on reward. Every class operates a reward system and children can earn house points for behaviour, attitude and learning. Children vote for two School Council representatives and House Captains from Year 6. There is a weekly 'achievement assembly' where we celebrate success and children can be presented with any certificates, medals or badges they have earned from in or out of school.

STAFF TRAINING

Staff have received training in a variety of teaching strategies to support children with SEND. This includes delivering intervention programmes such as the Fischer Family trust programme for reading and writing, understanding dyslexia, dyscalculia (maths difficulties) and dyspraxia, multi-sensory teaching strategies, children with ADHD, attachment theory and autistic spectrum disorders.

The Senior Leadership Team also identifies other training needs through the system of staff performance management and there is a training budget to ensure the school can continue to develop all staff.

ALLOCATION OF RESOURCES

All our work for pupils with SEND will be aimed at accelerating progress, moving children to at least age related expectations in the core curriculum and ensuring emotional readiness for learning. Resources will be allocated according to need. Further information on allocation of resources can be found on our website under Pupil Premium.

PUPIL TRANSITION (Starting or changing school, moving between years)

Careful consideration is given to preparing pupils with SEND when joining or leaving and transition at all stages. Initial contact is made with the setting attended and with the parents, as soon as we are notified that a pupil is transferring into our school. When pupils are moving school we follow our Transition Policy to ensure rapid transfer of information to the new setting and an appropriate farewell for pupils including visits to the new school.

In Year 5, the transfer options are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the Inco will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.

ADMISSIONS AND ACCESSIBILITY

Going to a new school is a very important step for your child and Hertfordshire wants to make the process of applying for a school place as easy as possible for parents and carers. Further information can be found on the hertsdirect website. Hartsbourne is a non-denominational Community School and we follow the Hertfordshire Admissions criteria.

Hartsbourne School was built in 1972 and has been adapted to ensure accessibility. The school site is sloping and there are steps inside and out. There is an access ramp to the front door for push-chairs and wheelchairs, an electronic front door and a disabled toilet. The lower gate and path is also wheelchair accessible.

ACTIVITIES AND SCHOOL TRIPS

Class teachers plan a variety of school trips and in-school events for their pupils. It is our policy that all children must be able to participate in any planned trip or in-school event. Children with SEND may need a few reasonable adjustments to be made to any proposed trip. Risk assessments will be undertaken for all trips and visits and for individual children when appropriate and according to need.

FURTHER INFORMATION

Further information on Hertfordshire's Local Offer for SEND can be found at: www.hertsdirect.org/services/healthsoc/childfam/specialneeds/.

Further information can also be found on our website at www.hartsbourne.herts.sch.uk or contact our Inclusion Manager; Mrs Julie Durrant-Patel via the school office.