

# Harestock Primary School

## SEN Information Report

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Harestock Primary School is a mainstream Local Authority school. At Harestock, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school. We recognise that children make progress at different rates and not always in a steady linear pattern.

### How does the school know if pupils need extra help with learning?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and / or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is *additional to or different from* that which is available to all pupils.

Therefore, pupils at Harestock are identified as having SEND in a variety of ways, including the following:

- Concerns raised by parent / carer
- Liaison with preschools / previous school
- The pupil performing significantly below age related expectations
- Concerns raised by the teacher
- Liaison with external agencies, e.g. Speech, Language and Communication concerns assessed by a Speech and language Therapist.

If a concern is raised about a barrier to a pupils learning / progress, at Harestock we use the following approaches to investigate the concern:

- Observations within lessons and across the whole school day
- Informal and formal assessments e.g. DeST and DST tests for Dyslexia, Language Links for Speech Language and Communication, Salford for reading and comprehension, Sandwell for maths. Results from any assessment will inform a teachers planning for the pupil.
- Scrutiny and moderation of work samples
- Discussion between staff, including the Special Needs Coordinator (SENCO) to draw

on expertise from within the school

- Discussion with parents over time to build a clear picture of a child at home as well as at school
- Discussion between a child and a familiar adult to gain the child's perspective including their social, mental and emotional needs. This creates an atmosphere within school where all children feel valued, listened to and nurtured and able to feel secure in a learning atmosphere of trust.
- At times of transition, staff liaise closely with colleagues to gain knowledge of each child's previous learning, attitudes to learning and preferred learning styles to inform next steps and targets. Before children join the early years class, liaison happens between key school and pre-school staff and all children and parents are invited to come in to school regularly throughout the summer term prior to their September start.
- Staff receive regular training pertinent to assessment, current SEND issues, curriculum planning, this training is sometimes centred around a small group's or an individual child's needs
- Outside agencies will be consulted at the appropriate time
- The SENCO and other school staff will provide the family with sign posts to outside agencies who may offer support
- Staff are aware of the progress and attainment of every child and use their professional judgement, informed by the above systems, to set next steps of learning for any child not learning at the expected rate or who staff feel may be under-achieving. This could be in one or more curriculum areas.

If a pupil is identified as having SEND then their name will be added to the SEN register, but we recognise that pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

## **What should I do if I think my child has special educational needs?**

All staff at Harestock Primary School work hard to create a welcoming atmosphere so that parents feel confident to approach their child's class teacher with any questions or concerns they have. This shared process between home and school needs to evolve over time and allow for discussion of key issues, time for all parties to research and validate concerns and realistic periods of time to elapse before progress is evaluated. A vital part of this process is parent support for their child through valuing home learning as a way to support the school's ethos. If a parent thinks that their child may have special educational needs then whenever appropriate, the named special needs coordinator also meets with parents. We appreciate that it is very important for some families to know that there is 'a single point of contact' with someone who knows their child and can build up a relationship with them that can grow over time and will remain constant during transition times when teachers inevitably change. The SENCO sees it as part of her role to help parents feel supported and empowered at every step along their child's journey through their primary education.

Your main point of contact at school should always be your child's class teacher. You can contact the class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, such as the Special Educational Needs Coordinator (SENCO), then the

class teacher will be able to help you arrange this.

## How will school support my child?

At Harestock we believe that all teachers are teachers of pupils with special educational needs.

Class teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

At Harestock our aim is to nurture independent thinkers with the strategies, knowledge and skills to learn new things and the confidence and interest to want to learn more.

The SENCO is responsible for ensuring teachers:

- understand a child's needs
- are trained in meeting those needs
- have support in planning to meet a child's needs
- and also for ensuring that the provision for pupils with SEND across the school is efficiently managed.

The SENCO is also responsible for liaising with and reporting to the Hampshire SEN Team for our locality led by the Senior Special Needs Officer. The SENCO also works in consultation with Hampshire Inspectorate and Advisory Service: Specialist Teacher Advisors for SEN.

Sometimes school staff feel that they need to draw upon the expertise of professionals from outside of school in order to be able to tailor the support as closely as possible to a child's individual profile of needs. This is always discussed with parents and any decisions made are in the best interests of the child so that achievable, realistic but aspirational targets can be set in order for a child to continue to develop.

Sometimes, some children require additional support to 'catch up' or 'keep up' with the age related expectations of the year group across the curriculum, because they are significantly below the expectations for their age. Then, the SENCO is responsible for coordinating and managing interventions for an individual or small group of students, which might include one of these provisions, for example:

Within school outcomes of assessments, observations and discussions over time may involve one or more of the following:

- Small group support within the class
- Being part of a focus group
- 1:1 support in class with a Learning Support Assistant (LSA)
- 1:1 work on an intervention programme with a Special Needs Assistant (SNA)
- Inclusion in a small group working on gross motor skills
- 1:1 / small group support with Speech and Language needs
- Time spent with the school's Emotional Literacy Support Assistant (ELSA)

- 1:1 time with the school's counsellor
- Outside agencies visiting to assess, set targets, review and evaluate progress
- Published programmes of work will be used when appropriate
- **Additional adult support in the classroom** - classes have Learning Support Assistants (LSAs) who support the teacher in helping the learning of whole classes; the SENCO is able to coordinate a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that pupils are significantly below the expectations for their age
- **Intervention sessions** – when pupils come out of some lessons for pre-arranged sessions with teachers / LSAs on, for example, reading recovery, reading support, handwriting, numeracy, organisational skills, social skills, Speech and Language Therapy, Occupational Therapy, Physiotherapy etc.

## Home learning

The home learning set by class teachers is an integral part of a pupils' learning and can contribute directly to how well a child makes progress. The school expects parents to engage with their child's home learning, so that children can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every pupil's learning.

## Who will explain provision to me?

- Teachers create Personalised Learning Plans (PLPs) for children highlighted as needing individualised approaches over and above the target setting that happens for all children within school. The type and frequency of strategies and interventions detailed within a PLP will change over time as a child's needs alter.
- Information about the provision in class can be discussed with the class teacher. There is an autumn and spring term opportunity for this through an appointment system at parent's evening, but teachers can meet with parents / carers at any point in the school year to discuss pupils' progress.
- In the case of highly individualised interventions, the SENCO will liaise with parents / carers where appropriate, explaining the aims of the intervention. Phone calls, meeting or emails will be used to keep parents / carers updated on their child's progress and discuss support in more detail, if required.

Attainment and progress over time is regularly analysed to ensure that all children are receiving the most effective support. When a child is receiving 1:1 or small group support led by an SNA or LSA, particularly when this is taking place outside of the classroom environment, all staff monitor whether the child is able to transfer the new skills and knowledge they are gaining back into more independent class based work. If their new learning is not being generalised in this way then strategies are put into place to help them to see the importance of showing their skills across all teaching / learning opportunities. At

Harestock Primary we recognise the value of using well designed support programmes with some children but strive tirelessly to ensure that all children feel that it is also their responsibility to be an active learner and use prior knowledge and learning to help themselves when faced with a new challenge .

### **How are the school governors involved and what are their responsibilities?**

- The SENCO reports to the governors regularly to inform them about the attainment and progress of children with SEN; these reports do not refer to individual children and confidentiality is maintained at all times
- One of the governors is responsible for SEN and meets with the SENCO. This ‘SEN link governor’ also reports to the governing committees, to keep all the governors informed

### **How will the curriculum be matched to my child’s needs? What are the school’s approaches to differentiation and how will that help my child?**

Class teachers are responsible for planning lessons that are accessible to every pupil. In all curriculum areas pupils are taught in mixed attainment groups. Occasionally they may be grouped by ability for specific activities. All pupils are entitled to participate in all areas of the curriculum and it is the class teacher’s role to differentiate resources and activities, tasks, approaches and key questions for all learning opportunities at the planning stage and then when daily plans are written, these reflect any changes needed responding to how an individual child has progressed. This ensures the pupil can access the learning. The school make reasonable adjustments both at a curriculum and environmental level to meet the range of special educational needs of the children. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Small group or 1:1 learning with a teacher / LSA / volunteer, buddy / peer work, partner / group work and also use of appropriate or altered resources as needed
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for pupils’ reading ages
- To provide additional and / or specialised apparatus or materials
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties
- For children on the SEN register Personalised Learning Plans (PLPs) will be created and reviewed on a termly basis. Adaptations, interventions and differentiation all inform targets written for an individual pupil.

When a child undertakes school based internal or public examinations then access arrangements might be formally agreed upon.

At Harestock we also consider closely the preferred learning style of every child and also

their pastoral needs. We put in place support for the child's emotional well-being as a priority, as all children learn most effectively when they feel safe, trusted, listened to and valued. We strive to help all children see that learning is a two-way process and that they need to be an active participant rather than sit passively simply waiting to be told things.

### **How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

We offer an open door policy where parents/carers are welcome at any time to make an appointment to meet with either a class teacher or the SENCO, and discuss how their child is progressing. Parents/carers can contact class teachers, the SENCO directly, by writing a note in their child's planner, or through the school office:

[adminoffice@harestock.hants.sch.uk](mailto:adminoffice@harestock.hants.sch.uk) or 01962 881026.

We work hard to help parents to feel involved in their child's learning and actively encourage families to choose 'Take Home (home learning) tasks' that they can enter into with their child enthusiastically. Harestock staff all share with parents their expectation that regular weekly homework such as reading and spelling will be completed at home so that children see the high value their parents place upon working as part of a home/school partnership.

Planned arrangements for communicating between school and home include:

- Every pupil has a school planner/handbook, which travels between home and school every day so that comments from parents/carers and teachers can be shared and responded to as needed
- An additional Home/School book for some children. These work very effectively for children whose needs are more complex and dialogue between parents and school needs to be very regular. The benefits to both these systems include increased knowledge for all parties and a speedy way of sharing key information. Knowing that they have a voice helps our parents to feel 'empowered' and parents feel that they are more resilient and able to work through more challenging times when they feel listened to by professionals.
- In addition to the normal reporting arrangements class teachers and SENCO might meet more regularly with parents to discuss their child's progress and needs. This partnership will develop over time and mean that families feel enabled to support their child learning outside of the school environment.
- Each year group holds a parent sharing event at the end of a topic where parents are invited into school in the afternoon and pupils

share their learning through various media.

- The school holds a parents' evening with appointments in the Autumn and Spring Term, when the class teachers and the SENCO are available to meet with parents/carers and discuss progress and learning. In the Summer Term there is a more informal Open Evening where parents are invited with their child to browse through the pupils work. The teacher is available throughout this evening. Many pupils and parents also take this opportunity to pop in and say hello to their next year's class teacher at this event.
- Each year group has an end of year report in July, which includes a progress check (and includes whether they have met current year group expectations ) and Class Teacher and Head Teacher comments if necessary. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents/carers, teachers and outside agencies involved in the pupil's education.

At Harestock we advocate, whenever possible, a multi-agency approach so that parents can feel involved and do not have to keep repeating themselves. Team Around the Family (TAF) meetings; where all professionals, parents and often the child them-self feel they have a significant voice, are listened to and get to work together as part of a team are the most effective system structure to work within. This approach should help parents understand decision making processes and eligibility criteria for different services and stop them from finding information out too late or by accident. The SENCO at Harestock School works hard to enable parents to feel that they have access to the whole range of professionals who may be supporting their child.

## **How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at Harestock includes:

- Data collection each term from all teachers, showing whether a child is on track to be Age Related at the end of the year in reading, writing and maths for all the pupils they teach. The data is discussed by teachers, the SENCO and senior management team formally at Pupil Progress meetings held for each class where staff can track the progress of children across the school year and intervene if pupils experience difficulties. This data is used by teachers to inform planning and set termly targets for individual learning.

- In the case of intervention programmes, progress is reviewed every half term, which might include formal testing or screening. These programmes are reviewed by the SENCO and LSAs, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed weekly at individual class level and year group team meetings. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by the senior management team and line managers as part of the school Managing Performance and Progress system; the deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for identified pupils.

### **What support will there be for my child's overall well being? What is The pastoral, medical and social support available in the school?**

At Harestock all adults within the school community are responsible for all pupils. We foster a family atmosphere where everyone understands the importance of a positive approach to all behaviour in a nurturing environment. Identified pupils will receive a bespoke approach which may include:

- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussions with the child
- Personal, Social, Health Education (PSHE) curriculum in class
- Teacher led circle times to discuss emotions, worries, feelings
- Small group social interventions such as 'Time To Talk'
- Peer support through buddy system
- Access to a quieter environment. Students who struggle with social situations are provided with a choice of quiet spaces to go to during lunchtimes where they are supported by LSAs to manage unstructured social time. At break times they are supported to practice the social skills necessary to help them interact successfully
- Extra communication with Parents/ Carers through times of increased need for the child
- Emotional Literacy Support from assistants (ELSA) who have been trained by and receive regular supervision support from Hampshire Educational Psychology Service.
- The areas of emotional difficulties that ELSAs provide for include: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.
- The ELSA has been trained by Hampshire Educational Psychology Service to deliver



‘Framework for Enhanced Individual Pastoral Support’ (FEIPS) support

- In school we have a counsellor who works with identified service family children.

All staff are annually trained in safeguarding young people, this includes work around keeping children safe in education (KCSIE 2015), Child Protection, safe use of Internet/ ICT and Health and Safety. All school trips are managed through County devised Risk Assessment procedures.

The school follows safer recruitment procedures when employing new staff and all staff and visiting regular volunteers are screened through the National Disclosure and Barring Service (DBS) check. Regular volunteers complete an application form and are interviewed by the DSL prior to working in a school. All staff understand the need for confidentiality and the systems in place for reporting disclosures. At Harestock the Designated Safeguarding Lead (DSL) is the SENCo and in their absence, the Headteacher is the Deputy DSL.

The Headteacher and SENCo are the Designated Teachers For Children in Care (DT CiC) and attend appropriate County Led training and regular support groups.

Personal Evacuation plans are written for any child with complex needs in case of an emergency eg) Fire.

If a pupil is unwell during the school day, the class teacher will send them to the medical room. If the child is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The first-aider trained office staff will decide if the child is well enough to stay at school or not.

In a medical emergency, one of the trained first aiders will attend urgently, or may call for an ambulance if the child requires hospitalisation. All school staff are trained annually on administering Epi-pens for anaphylactic shock, and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

## **How does the school manage the administration of medicines?**

Medicines for pupils are managed by the Admin Team, in line with the School’s Administration of Medicine policy which is found on the school’s website. If a child requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in to the Office by a parent/carer, in their original boxes
- The parent/carer must sign a Medicine Consent Form (collected from, and returned to the office). The pupil’s name and date of birth are recorded alongside the date, time, name of medicine, and dosage

- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the Medical Room that has a child lock on
- To take their medicine, the pupil must go the Office, the dose will be administered by the Admin staff
- Each time the medicine is administered, the time, date and dosage is recorded
- Pupils with more complex medical needs such as diabetes have a Core Plan which is written in consultation with the child's parents, a medical representative, the SENCO and all staff involved in the daily support of the pupil. Copies of the care plan are distributed to all; two in medical room, one in class register and one in staffroom if necessary. The care plan is updated termly or more often if appropriate. All staff receive medical instruction from a qualified health professional as appropriate. This training is updated as necessary as the child moves through the school.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

At Harestock we understand that all behaviour is communication and therefore the first thing that we would investigate would be what the child is trying to communicate.

The school uses a positive behaviour management system, including a house point system, outlined in the Behaviour Policy, which can be found on the school website. The school has a six point code of conduct as outlined in the Behaviour Policy, then this code of conduct is used by each class to create its own class charter written at the beginning of each school year by the children.

For pupils who need extra support with their behaviour, one or some of the following strategies may be used:

- Closer communication with home
- Individualised reward system
- Extra responsibilities given to increase a child's self-esteem and sense of achievement
- ELSA and FEIPS support

Once all in house school strategies have been put in place, if it was felt that the pupil required further support then a referral would be made, with parental consent, to the Primary Behaviour Service (PBS) or Child and Adolescent Mental Health Service (CAMHS).

At Harestock attendance is monitored by the Head Teacher and the Family Support Worker. In addition, we have a designated member of staff who monitors attendance across the school if a child's attendance falls below 95% or a child is regularly late.

## How will my child be able to contribute their views?

Pupil's views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- At Harestock all pupils have daily opportunities for pupil voice within their classes through Show and Tell, Circle times, discussions with peers and adults
- The school has an active student council, where pupils are elected each year to represent their class peers. The student council consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year
- There is an annual pupil questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings

## What specialist services and expertise are available at or accessed by the school?

The SENCO is a fully qualified teacher and has a Diploma of Special Educational Needs. She liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Support4Send, formerly Parent Partnership, offering independent free advice for parents of children with SEND: [enquiries.support4send@hants.gov.uk](mailto:enquiries.support4send@hants.gov.uk)
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.orguk/>
- Parent Voice: <http://www3.hants.gov.uk/parentvoice>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>
- Hampshire Inspectorate and Advisory Communication and Language Team (for statemented children who will join mainstream secondary school for Key stage 3 and for support in KS2): <http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communication-and-language.htm>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>

- Speech and language Therapy service: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)
- Hampshire Ethnic Minority and Travellers Advisory Service: <http://www3.hants.gov.uk/education/emtas.htm>
- School nurse team: <http://www.hampshirehospitals.nhs.uk/schoolnursing>
- Winchester Young Carers: <http://wycp.org.uk/>
- Friends of the Family, offering voluntary support for families who need help: <http://www.friendsofthefamilywinchester.org.uk/>
- Police Community Support Officers: <http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service: <http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>
- Paediatricians: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-\(paediatrics\)/royal-hampshire-county-hospital-child-health-services.aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-health-services.aspx)
- Occupational Therapists
- Physiotherapists
- County SEN Team: <http://www3.hants.gov.uk/sen-home>
- Social Services – locality teams, social workers, child protection teams, family intervention programmes
- The Primary Behaviour Service

### **What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year. This is led by the profile of needs for the current pupils with SEND at the school. It can change over time and the training for staff reflects this.

- We have one ELSA (Emotional Literacy Support Assistants) who has been trained by and receives regular supervision support from Hampshire Educational Psychology Service. The SENCO, a family support worker and an LSA has also received this training
- The SENCO receives regular supervision support from Hampshire Educational Psychology Service.

- All LSAs have extensive experience and training in planning, delivering and assessing intervention programmes. Some individual LSAs have specialist training in Speech and Language Therapy
- All staff are trained each year on the needs of new students joining their class – this can include training from specialist agencies or consultants, as well as from the SENCO or other staff with relevant expertise
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the pupils
- The school works closely with other local schools, especially our receiving secondary school, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year
- The SENCO attends SENCO Circles (run by Hampshire Educational Psychology Service), SENCO cluster meetings and Hampshire SEN update meetings and annual conference, to ensure the school stays abreast of all national and local authority SEND changes
- The SENCO meets regularly with teachers and LSAs, and with the Head Teacher, reviews and plans the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.

### **How will my child be included in activities outside the classroom, including school trips?**

All pupils are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the very unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **How accessible is the school environment?**

- Harestock Primary School is a single level site school built on one level
- most of the school's entrances are level to the ground and there is one accessible parking bay
- a fully equipped accessible WC is available
- where possible, the school will adapt the environment to meet any specific needs of a child
- we liaise with HEMTAS (Hampshire Ethnic Minority Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background

- we have a designated LSA responsible for coordinating support within the school and from HEMTAS for children identified as having English as an additional language or as multi-lingual. She runs our thriving group of ‘Young Interpreters’ which is a real strength of the school.

## **How will the school prepare and support my child when joining the school and transferring to a new school?**

Our goal is to ensure all pupils feel that they are an important part of Harestock Primary School as learning is most effective when children feel they belong and are comfortable in their school environment.

### **Preschool to Early Years Foundation Stage (Year R)**

- In the summer term the EYFS staff liaise with, and visit, feeder pre-schools to meet pupils transferring to Harestock. If a pupil has SEND a transition meeting is called by the preschool where parents are invited to attend and information is shared with the receiving class teacher and SENCO.
- Parents/carers are invited to an ‘intake evening’ in the summer term, to learn about the early year’s curriculum and routine, to meet key members of staff and to receive information about the general organisation of the school.
- All pupils are invited to a number of prearranged school visits in the summer term known as Stay, Play, Learn All Together (SPLAT) sessions. This gives the children chance to meet their peer group, experience their new classrooms and where possible meet new class staff. All children are offered the opportunity to stay for a school dinner after one of the SPLAT sessions.
- Pupils receive a booklet before the summer break with photographs and information about their key adults and class information.
- EYFS staff carry out home visits in the first week of term in September. The SENCO will attend when possible if a pupil is known to have SEND.

### **Key stage 2-3 (Year 6 to Year 7)**

- All Year 5 pupils are invited to attend a ‘taster day’ in the summer term at The Henry Beaufort Secondary School as we are one of their ‘feeder’ primary schools.
- Through the school’s ‘Primary Pyramid’ careful transition is planned and arranged. The Year 6 teachers, LSAs and SENCO work closely with the secondary school to organise activities, visits and experience of secondary school life for those pupils who are especially vulnerable at transition. These take place throughout the summer term of Year 6 with The Henry Beaufort School.
- All pupils in Year 6 who have accepted a place at Henry Beaufort for Year 7 are invited to two intake days in June. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates.

- Parents/carers are invited to an ‘intake evening’ at the end of the two intake days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.
- The Head of Year 7 and learning coordinator visits the feeder primary schools to meet the students, gather information from Year 6 teachers and support staff and to offer informal ‘question and answer’ sessions for parents/carers.
- Harestock staff provide your child’s secondary school with information about all their needs, strengths and background before the end of Year 6.
- Every SEND pupil’s school file is passed on to the learning coordinator at the receiving secondary school by the start of Year 7.
- If your child transfers to another secondary school, the SENCO and/or Year 6 staff will share information as appropriate.

### **Joining mid-year**

- All pupils admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about their learning
- A ‘buddy’ is chosen to support the new pupil for the first few days of being at Harestock. The buddy will sit with the new pupil in class, introduce them to other pupils and answer any questions they may have
- Contact is always made with the previous school to ensure the transfer of information and the child’s school file has happened.

### **Moving to another school**

- Contact is always made with the new school to ensure the smooth transfer of information and the child’s school file. Where possible a meeting will be held.
- Any child from a service family background who transfers into or out of Harestock will have that transition supported by our Service Family Support Worker. She is able to liaise closely with families during all stages of their child’s time at Harestock Primary.

### **How are the school’s resources allocated and matched to children’s needs?**

We ensure that all pupils with SEND have their needs met to the best of the school’s ability, within the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

Once needs have been assessed, resources are allocated and then this level of provision is regularly reviewed to ensure that support continues to be closely tailored to the child’s needs at their current level of development as their needs change and evolve.

## **How is the decision made about what type and how much support my child will receive?**

Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age related expectations.

The SENCO consults with the rest of the senior leadership team, class teachers and support staff and, where possible, the child themselves to discuss their needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

## **How do we know if it has had an impact?**

- We will see evidence that the child is making progress academically against national/age related expectations and that the gap is narrowing – they are catching up to their peers or age related expectations
- The pupil achieving or exceeding their expected progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the child at school
- Interventions are regularly reviewed and monitored to ensure best fit for every child. If an intervention is deemed unsuccessful, then an alternative will be put in place
- Pupils may move off of the SEND register when they have 'caught up' or made sufficient progress.

## **How are parents involved in the school? How can I get involved?**

There are many ways for parents/carers to become involved in life at Harestock Primary School including:

- Becoming a member of our Friends of School group (FOS)
- Fund raising
- Volunteering in class – all regular volunteers complete a short application form, are interviewed by the DSL and DBS checked prior to beginning to work in school.

## **Who can I contact for further information?**

- A parent/carer's first point of contact should be the child's class teacher to share information and/or concerns
- Parents/carers can also arrange to meet the SENCO



- Support4SEND (formerly Parent Partnership Service) (independent, free advice for parents of children with SEND): email: [enquiries.support4SEND@hants.gov.uk](mailto:enquiries.support4SEND@hants.gov.uk)
- Please refer to the school SEN policy located on the school website, and also the Hampshire Authority SEND Local Offer.

### **Who should I contact if I am considering whether my child should join the school?**

- Contact the school admin office to arrange to meet a member of the Senior Leadership Team: [admin@Harestock.hants.sch.uk](mailto:admin@Harestock.hants.sch.uk) or 01962 881026

The information in this School SEN Information Report was put together following consultation with parent/carers, children, staff and Governors of Harestock Primary School.

Written September 2014

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