



Howard Park Community School Additional Needs Offer (SEN Report)

Type of school	Primary Community School
Specialist provision on site	None
Headteacher	Mr. Marcus Newby
SENco	Mrs. Sarah McPherson, Mrs. Michelle Sowerby – Intervention Lead
Governor with responsibility for SEN	Mr. James Ratcliffe.
Contact details	Howard Park Community School St Peg Lane, Cleckheaton BD19 3SD
School office Email	office@howardpark.co.uk
Senco Email	sarah.mcpherson@howardpark.co.uk
School office Telephone	01274 864972
SENCO team Telephone	01274 864972
Local offer website link	http://www.kirkleeslocaloffer.org.uk
Age Range	3 – 11 years
Funding	The school budget received from Kirklees includes money for supporting children with Additional Needs. This money is used to ensure that we meet our children's needs as we strive to reduce barriers to learning and achieve optimum inclusion. We purchase appropriate resources/provisions as well as staffing and training to allow our pupils to reach their full potential.

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Date: 8.2.19.	Date: 8/2/19
Chair of Governors	Head Teacher

All Kirklees maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Needs and or Disability being met in a mainstream setting wherever possible, where families want this to happen.

For the purpose of this document the terms Special Educational Needs (SEN) and Additional Needs (AN) are exchangeable.

Admissions

Students with SEN are allocated places in **two** separate & distinct ways:

- Those pupils with statements or EHCPs have a separate admissions procedure overseen by Kirklees SEN team.
- Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of **how to apply** for a place at **Howard Park** both if your child has statement of special educational needs, or if he has special needs but does not have a statement, can be found on the following link:

<http://www.kirklees.gov.uk/myservices/education/schools/school-admission>

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

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The SENCO team:</p> <p>Sarah McPherson SENCO</p> <p>Michelle Sowerby SEN Administrator/Senior ETA Intervention Lead Joanne Galloway - Senior ETA/SEMH Intervention Lead and Thrive Practitioner</p> <p>Intervention Team (ETA's): Miss. Christine Caine Mr. Mark Snowden Mrs. Yvonne Fraser Mrs. Jennifer Ritchie</p> <p>All Class teachers</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disability (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality 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 • part of planning ahead for them. • 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 SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. <p>They are responsible for:</p> <ul style="list-style-type: none"> • 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) and letting the SENCO know as necessary. • Ensuring that all staff working with your child in school and are supported to deliver the planned work/program 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 SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.

	SENCO Mrs. Sarah McPherson	<p>Is responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEN.• She will give responsibility and delegate to the SENCO team and class/subject teachers but is still responsible for ensuring that your child's needs are met.• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.
	SEN Governor – Mr J. Ratcliffe	<p>Is responsible for:</p> <ul style="list-style-type: none">• Making sure that the necessary support is made for any child who attends the school who has SEN.

How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may 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 central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

<p>What are the different types of support available for children with SEN in this school?</p>	<ul style="list-style-type: none"> • Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. • When we identify the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND) intervention tracker or passport will be created with parents/carers. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND. • Kirklees LEA provide an impartial service for parents to provide support in all areas these are referred to as KIAS (Kirklees Independent Advice and Support Services) They can provide information, advice and support to young people and the parents and carers of children who have been or may be identified as having special educational needs. kias@kirklees.gov.uk or telephone 01484 225422 		
	<p>Wave 1 Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<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. • Putting in place different ways of teaching as well as resources so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning or personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>All children in school should be getting this as a part of outstanding classroom practice when needed.</p>
	<p>Wave 2</p>	<p>Where we may have concerns about whether a child has Additional Needs or</p>	

	<p>Specific group work with in a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside the classroom. • Run by other adults who have had training to run these groups. 	<p>that they are not progressing as expected this will be discussed with parents/carers to gain a deeper understanding of the child's strengths and weaknesses. Together a Plan, Do and Review cycle will be implemented to help assess, identify the needs and that appropriate support is provided.</p> <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. • 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. <p>Such interventions will be carefully monitored and timetabled to ensure children still access quality wave one teaching.</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p><i>Stage of SEN Code of Practice:</i></p> <p><i>Some children may move to School Support as a Additional Need may have been identified and additional support required.</i></p> <p><i>This will be discussed with parent/carers and the pupil.</i></p> <p><i>A detailed tracking, provision plan will be set up which will reflect 'additional' and 'different' provisions and shared with parents and carers.</i></p>
	<p>Wave 3 Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy</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 in addition to outstanding class room teaching and intervention groups. • Together we with parents/carers we will meet and discuss your child's progress and help plan possible ways forward, taking into account your views and understanding of the child. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a 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. 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p><i>Stage of SEN Code of Practice:</i></p> <p><i>School Support</i></p> <p><i>For children on School Support who's needs appear more complex a detailed passport</i></p>

		<ul style="list-style-type: none"> • 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 ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group ○ A group or individual work with outside professional • 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. 	<p><i>or a My Support Plan will be put in place</i></p> <p><i>Child will be on School Support with an individual passport which will be written and reviewed together with parents and any outside agencies involved. Careful tracking will take place to carefully monitor progress.</i></p>
	<p>Specified Individual support for your child in school.</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out an Education Health Care Plan assessment of your child's needs to determine if a Statutory Assessment is required to lead to an Education Health Care Plan. • To request an EHC Assessment school, parents will work together to provide the LEA with formation about the child to allow them to make an informed decision if an EHC needs Assessment is required. This should take a maximum of six weeks from the request of the request. • If it is agreed that an assessment for an EHC is required Kirklees SEN team will gather information from a range of professionals involved with your child to write a report outlining your child's needs. Together school will work through this process with you. You make wish to take independent advice from KIAS. • If the LA decides not to issue an EHC plan, parents must be informed of the reasons and that they have the right to appeal to the 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need additional funded support in school <p><i>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small</i></p>

		<p>Special Educational Needs and Disability Tribunal. We will continue to support the child through School Support and endeavor to meet their needs to help ensure they reach their own full potential</p> <ul style="list-style-type: none"> • 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 additional funded support in school to make good progress. If this is the case they will write an Educational Health Plan. At every stage, child and parents/carers are fully involved with their views and wishes taken into consideration. • If an EHC is provided this will outline the needs and have specific targets for the child in order to facilitate the development of the child- and to help him or her achieve the best possible. • Each year a review of the EHC plan will be held in school this is referred to as an Annual Review (A.R) • Additional adult/s may be used to support your child with whole class learning, run individual programs or run small groups including your child. 	<p><i>group teaching, which cannot be provided from the budget available to the school.</i></p> <p><i>Usually your child will also need specialist support in school from a professional outside the school.</i></p>
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN) pre-teaching of vocabulary may be used as well as adults using simplified language and/or pictures to support understand of new vocabulary • Parents and carers are consulted to discuss where changes or adaptations can be made to the curriculum to support a child's individual needs. 		

<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • Annual reports and Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. • When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting as well as a 'Parent View' letter sent home. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. • Individual support plans are shared and discussed with parents. Parents/ carers and pupils are involved in developing their targets and the progress they make towards achieving them.
<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 initially. • The concerns may need referring if your child is still not making progress, to the SENCO Team • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.
<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"> • When a teacher or a parent 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 • At Howard Park, there are regular reviews and then subsequently meetings between the Key Stage team and class teacher to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making 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
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Quality First Inclusive Practice (Wave 1) is clearly defined in all teachers strive to deliver exceptional teaching to allow all pupils to access learning. • Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO team oversees all additional support and regularly shares updates with the SEN Governor. Careful consideration is given to the timing

	<p>and location of interventions to ensure pupils access wave 1 teaching and ensure social needs are met.</p> <ul style="list-style-type: none"> • The school budget, received from Kirklees council, 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 team discuss all the information they have about SEND 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. and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. 	
Who are the other people providing services to children with an SEN in this school?	A. Directly funded by school	<ul style="list-style-type: none"> • Teaching staff • Teaching assistants
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy
How are the teachers in school supported to work with children with an SEN and what training do they have?	<p>The job of the SENCO team is to support the teachers in planning for children with SEN.</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 SEN. This includes whole school information & training on SEND issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific 	

	<p>their class e.g. from the ASD Outreach service, Speech and Language Therapy services etc.</p>
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<ul style="list-style-type: none"> • 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. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. • Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO team oversees all additional support and regularly shares updates with the SEN Governor.
<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 teachers, Key Stage leader. • Their progress is reviewed formally every term. • If your child is working towards the national curriculum levels and is in KS1 or 2 their attainment will be assessed using Performance Numbers. These are often referred to as (P Levels). • At the end of Key Stage 2 the school is required to report English and Maths National Curriculum levels for your child. This is something the government requires all schools to do and the results that are published nationally. • The progress of children with a statement of Statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO team will also check that your child is making good progress within any individual work and in any group that they take part in.

<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. • We operate an open-door policy to allow parents to contact their child's class teacher with ease. • We would like you to talk to your child's teachers, Key stage leader regularly 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. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO team will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs.
<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • The well-being of all of our pupils is our primary concern at Howard Park. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis. • Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need • Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. • We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. • Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. • Pupils' views are sought through school council and other forums.

<p>How have we made Howard Park accessible to children with SEN? (including after school clubs etc.)</p>	<ul style="list-style-type: none"> • Howard Park is an inclusive setting that welcomes all children regardless of their abilities and needs. • We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. • We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavor to arrange for a translator to attend meetings when necessary. • The school is fully accessible to children and adults, with full disabled access and toilet facilities. • We ensure that equipment used is accessible to all children regardless of their needs. • We provide support with homework and access to the library at lunchtime, before and after school. • Key words and literacy resources are used across the school to support learning.
<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We have an Induction program in place for welcoming all new learners to our setting • We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition • Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition program for identified pupils.
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). • Our Special Educational Needs Co-ordinator (SENCo) and SEN Intervention Team are qualified and experienced staff. The SENCo holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas. • All our teachers hold qualified teacher status and all staff members, including ETAs and Senior ETA's, receive regular training to best support our pupils with any additional needs. • We work in a network with other local primary schools sharing knowledge and resources to support all pupils in our area.
<p>How will my child/young person be included in activities outside the classroom</p>	<ul style="list-style-type: none"> • Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

including school trips?	<ul style="list-style-type: none">• Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
Who can I contact for further information?	<ul style="list-style-type: none">• In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo.