

SEND and Inclusion School Offer

Welcome

Welcome to Harpenden Academy. We provide a rich and diverse learning environment for all children. We are not a "special" school and do not offer specialist services but we do seek to work in partnership with parents to provide appropriate additional support to any child, who during their Primary career experiences tougher and specific challenges that impede them achieving their full potential. All education works on a cycle of observation by teachers, assessment of learning and next steps, planned delivery and evaluation of impact to the child's development. Where the impact is not what we would expect we will review the cause of this which may be the delivery methodologies and may be related to a specific need your child has in their learning styles. We firmly believe the key to successful learning for every child is intrinsic motivation and self belief.

Glossary

DfE - Department for Education
EHCP - Education, Health and Care Plan
ENF - Exceptional Needs Funding
GP - General Practitioner
HA - Harpenden Academy
SENCO - Special Educational Needs Coordinator
SEND - Special Educational Needs and Disabilities
ULP - Unique Learning Plan

What does Local Offer Mean?

Under the 2014 Code of Practice for children with SEND every Local Authority has to lay out publically to parents what it can offer children in the schools in its area. In turn each educational establishment has been asked to produce a document specific to the resources available within its capacity. This is ours.

1. How does school know if the children need extra help?

Every child:

- Continuous observation
- Attainment and progress tracking and data
- Conversations between teachers
- Monitoring and review of matters raised by teachers or parents and further conversation

Some children (some or all of these may be relevant):

- Support by SENCO (Emma Louise) or those with specialist experience or knowledge either within HA or externally
- Unique Learning Plans
- Provision maps (evaluation of accessibility of resources to the individual child)
- Some children will have a referral for additional support from an external professional such as an educational psychologist.

A few children:

- Establish contact with external professionals for further diagnostic assessment

2. How will HA let me know if they have concerns

Every child:

- All parents receive written reports and invitations to parents' evenings regularly throughout the school year; areas where progress is not where we consider it should be for your child will be reflected in these.

Some children (some or all of these may be relevant):

- If school have specific concerns they will invite you to a meeting with the class teacher where the SENCO may or may not also attend

A few children:

- The school will suggest additional specific diagnostic assessment of your child's needs to better understand the exact need and be able to target interventions precisely to that need. These would not be carried out without parental consent.

3. Who should I talk to about my child's difficulties?

Every child:

- Make an appointment to discuss your concerns with their class teacher. This will result in an agreed timetable in which the teacher will do further targeted observation and speak to others in school before arranging to meet you again.

Some children (some or all of these may be relevant):

- Make an appointment with the SENCO who will agree actions and timescales to follow.
- Make an appointment with your child's GP

A few children:

- Make an appointment with the Principal who will agree actions and timescales to follow

4. How will HA support my child if they have identified special needs?

Every child:

- Highly qualified staff with many and varied specialist training and experience.
- High quality equipment in a rich learning environment
- Safe environment to enable adventurous learning
- Indoor and outdoor learning spaces available
- Varied learning
- Clear and consistent behavioural expectations
- Opportunity for child led and adult led learning experiences
- Small group and whole class activities
- Stimulate intrinsic motivation and build self confidence through positive interactions
- Attention to each child as unique
- Work hard to build positive relationships
- Regular opportunity for conversation between home and HA at collection times
- Consistent role modelling of grace and courtesy as well as a love of learning
- Continuous review of child's progress by class teacher
- Regular pupil progress review discussions about provision and opportunity with the senior leadership
- Detailed planning
- Parent focussed events planned regularly
- Weekly newsletters and blogs available on website

- All policies available on website
- Welfare of children paramount, including safeguarding

Some children (some or all of these may be relevant):

- Assessment using an Individual Assessment and Education Learning and Development tool
- Unique Learning Plan
- Behaviour Support Plans
- Specifically prepared resources

A few children:

- Referral to external agencies for additional support

5. How will I be involved in discussions about planning for my child's education?

Every child:

- Regular opportunity for conversation between home and class teacher briefly at collection or by arrangement
- Annual school report
- Parents' evening discussions twice per year

Some children (all or some of these may be relevant):

- Discussions with SENCO
- Unique Learning Plan review meetings
- Suggestions for supporting development at home

A few children:

- Will have additional reports and or visits from external agencies to which you will be invited at the discretion of the specific agencies

6. How will the learning and development provision be matched to my child's needs?

Every child:

- Highly qualified teaching staff
- High quality equipment in a rich learning environment
- Safe environment to enable adventurous learning
- Indoor and outdoor learning spaces available
- Clear and consistent behavioural expectations
- Stimulate intrinsic motivation and build self confidence through positive interactions
- Small group and whole class activities
- Attention to each child as unique
- Regular opportunity for conversation between home and class teacher
- Consistent role modelling of grace and courtesy as well as a love of learning
- Continuous review of child's progress by class teacher
- Regular pupil progress review discussions about provision and opportunity with the senior leadership
- Detailed planning
- Parent focussed events planned regularly
- Weekly newsletters and blogs available on website
- All policies available on website
- Welfare of children paramount, including safeguarding
- Dietary needs catered for

Some children (all or some of these may be relevant):

- Termly reviews of Unique Learning Plans with class teacher and SENCO; then parents, child and class teacher
- Individualised strategies to build access to opportunities available shared with parents

A few children:

- Specific equipment to create equal opportunities for all children
- Specific staff training for individual identified needs of an individual child

7. How will the school know how well my child is doing and when will they inform me?

Every child:

- Continuous review of child's progress by class teacher
- Regular pupil progress review discussions about provision and opportunity with the senior leadership
- Regular benchmarked assessment of attainment which is compared to local and national norms as well as to individual expectations of each child.

Some children (all or some of these may be relevant):

- Termly reviews of Unique Learning Plans with parents, class teacher and SENCO.
- Impact evaluation of specifically targeted interventions

A few children:

- EHCPs are reviewed annually by all those involved with the child's development

8. What support will there be for my child's overall wellbeing?

Every child:

- Our golden rule "take care" which contextualises all interactions and behaviours
- Clear values - Boundless, Brave, Curious, Playful, Responsible, Unique
- Highly qualified staff
- High quality equipment in a rich learning environment
- Safe environment to enable adventurous learning
- Indoor and outdoor learning spaces available
- Space for quiet and noisier activity
- Clear and consistent behavioural expectations
- Opportunity for child led and adult led learning experiences
- Small group and whole class activities
- Stimulate intrinsic motivation and build self confidence through positive interactions
- Attention to each child as unique
- Work hard to build positive relationships with many individuals
- Regular opportunity for conversation between home and HA
- Consistent role modelling of grace and courtesy as well as a love of learning
- Family group structure to embed community ethos
- Parent focussed events planned regularly
- Fortnightly newsletters available on website and in hard copy

Some children (all or some may be relevant):

- Nurture groups
- Health care plans
- Safer food agreements
- Behaviour and welfare plans

A few children:

- Additional resources to support development
- Specific training to support medical or specialised care needs
- Counsellors are available through HA for children with a specific emotional need

9. How does HA ensure the views of children are incorporated in the planning for their needs?

Every child:

- Family groups
- Reflection questions
- Child led topic planning
- Pupil voice surveys

Some children (all or some may be relevant):

- Child's input into termly ULP reviews
- Child's input into weekly reviews of ULP progress with class teachers

A few children:

- Child's input into writing EHCPs and EHCP annual reviews

10. How are the school resources allocated and matched to the children's needs?

Every child:

- Highly qualified and experienced staff
- High quality equipment in a rich learning environment
- Safe environment to enable adventurous learning
- Indoor and outdoor learning spaces available
- Space for quiet and noisier activity
- Resources to match needs of teaching delivery

Some children (all or some may be relevant):

- Additional adult time (one to one or in groups)
- Additional resource to meet a specific need
- Access to extra curricular activity that will specifically impact the learning success of the child

A few children:

- External professional's time or advice
- Additional training for staff to meet a specific need

11. How is the decision made about how much support my child receives?

Every child:

- Based on their actual attainment against their expected progress
- Based on per pupil funding allocation as set by the DfE

Some children (all or some may be relevant):

- Based on a professional evaluation by the SENCO and class teacher about what interventions would best accelerate development to its expected range
- Based on the highest impact return for the best value for money of an investment to meet the needs of one or a group of children with similar needs

A few children:

- Based on the requirements laid out in an EHCP
- Based on any additional funds received for that child such as pupil premium funding or ENF

12. How will HA ensure my child is included in all activities including trips and extra-curricular activities?

Every child:

- Activities are planned to be appropriate for the age and cohort
- Trips are planned to be suitable and stimulating
- Extra-curricular activities are broad so there is access to something by everyone
- No child will be asked to do something that will endanger them unduly or they are medically unable to complete
- Trips will be proceeded with only where sufficient costs have been met and staffing ratios can be guaranteed

Some children (all or some may be relevant):

- Additional adult support may be requested
- Physical changes such as the table height may be altered where reasonably possible

A few children:

- One to one support may be requested if funds are available
- Alternative activities may be provided that are better suited to that child and their needs and which provide equivalent developmental investment

13. What training or help do staff have to support children?

- HA is not a specialist school for children with SEND.
- Our SENCO has a rich array of academic training and practical experience.
- The school budget includes an allocation for staff training and may, if deemed a wise use of public money, spend a portion of this on training of specific staff for particular needs. Such learning would be shared amongst all staff. Alternatively, additional funding such as ENF, which is linked to individual children may be used to train key members of staff who spend most time with that child.

14. How will the school support my child when they reach the appropriate age to transition to a new school?

We take transition very seriously and make many steps to make it as smooth as possible. This may be transition from Nursery to Reception, from year group to year group, leaving mid-year or year 6 to secondary.

Every child:

- Nursery or home visits
- A transition meeting between the new and old teacher at the end of the summer term.
- A session for the children to meet the new teacher in the new classroom takes place in the summer term.
- For the future year 6 pupils, the secondary SENCO will be invited to the summer term review.
- Pupils attend an organised transition day to visit the secondary school and attend lessons.
- Year 6 are prepared for secondary on a daily basis in the manner in which they are taught and the way in which their classroom is organised. This is to ensure they are ready academically, socially/emotionally and with the independence they will need.

- When a child transfers from HA we make sure that all relevant paper work is passed on and that all needs are discussed and understood.

Some children (all or some may be relevant):

- If the child has SEND a meeting is set up with the parents.

A few children:

- Additional visits can be scheduled and sometimes a pack is made with photographs of key individuals and areas within the class/year group/school to have over the summer holiday (a social story). This helps the pupil become familiar with the new adults and new surroundings.
- May require transitional support from external agencies

Where can I find out more about the Local Offer?

For further information on the local authority's Local Offer of service and provision for children with special educational needs and disability go to www.hertsdirect.org/localoffer

Thank you for reading this document; we hope you found it helpful.