
SEN information report: Holmfirth J I & N School



What types of SEN do we provide for?	All aspects of 'SEN' are provided within the school setting. This may be a short or long term need in school or one that may include the involvement of an outside agency.
How do we identify and assess pupils with SEN?	<p>Class teachers will assess all children in class and any giving cause for concern will be flagged and reported in the class provision map including booster groups and extra support given. Teachers will differentiate the work and use strategies to improve the child's understanding. If it is considered that further intervention is needed this will be through evidenced data and discussion with the class teacher and SENCO. A 'Cause for Concern' sheet is completed.</p> <p>Assessment procedures –</p> <ul style="list-style-type: none">Normal classroom assessmentsObservations by staff member or SENCOLucid Rapid assessment done by SENCO/Teaching Assistant when a class teacher/parent has any concerns around reading and writingMotor Skills Assessment by Teaching Assistant made during child's time in Reception or at any time after the entering school at a later date. <p>Any child exhibiting difficulties in turn taking, joining in small group discussions and lacking knowledge in story structure/vocabulary and delayed language will be identified by a TA and classroom teachers for Nursery and Reception narrative.</p>

<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Diane Price – Contacted via school office/e-mail.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Identifying their individual needs at the same time enabling them to be an 'inclusive' member of their year group and the school. Children are identified for booster groups and interventions, progress will be monitored and reviewed half termly. Children identified with Dyslexic tendencies will attend appropriate groups to develop skills e.g. Auditory sequential memory games. Parents will also be informed and provided with lists of games to play to support their child at home. Children will be re-assessed on request of the classroom teacher. Children who attend motor skills will be re-assessed half termly and if they successfully complete the assessment they will leave the group. Interventions available are wide and varied and include: Toe by Toe Project X Springboard Number Shark Numicon Social Interaction Multi Skills Group</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Adult support in classes will focus on those children giving extra support when deemed necessary by the class teacher. Using the curriculum teachers will differentiate the work for SEN children. Our 'Nurture' group will also pick up on those children who need additional support in extracurricular learning times and during the school day, including pre-school boosting. This intervention can be short or long term dependent on the child's needs.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Where possible the children are taught in inclusive classrooms with whole class activities. In addition we use: Kagan Learning, Mixed Ability Partners, and the Talking Circle to promote inclusivity. Our School Buddy system supports children throughout school and starts with our Reception children when they first attend.</p>

	Our school trips and outdoor activities/learning are adapted to include SEN pupils.
How do we consult parents of pupils with SEN and involve them in their child's education?	The class teacher or SENCO will contact parents/carers to discuss their thoughts/concerns. An 'Individual Education Plan' (IEP) will be written in consultation and agreement with teacher/parent/carer/pupil. This IEP will be reviewed termly with all parties. Parents may also be asked to help write a 'My Support Plan'.
How do we consult pupils with SEN and involve them in their education?	The children are encouraged to take responsibility for their learning. Reminders are given as needed throughout the school day for them to be engaged and involved. An IEP, written with child's input, will be used to focus support in the area needed.
How do we assess and review pupils' progress towards their outcomes?	Daily and weekly monitoring of work, discussion with child to see how they feel and what areas of need and support might still be needed. The Leadership Team will analyse results and progress made. Discussing with teachers what the next step would be.
How do we support pupils moving between different phases of education?	Year groups' work together regularly to form strong relationships with other teachers and children throughout the school year. Support, from a Teaching Assistant will be given to children if needed. Parents/Carers will be asked about SEN concerns during 'Home Visits' for Nursery starters, preschool providers are visited for those children due to start in Reception. When in Year 6 the SEN children will have additional 'transition' visits arranged with the high school. A class swap day takes place in July ready for the new school year in September.

<p>How do we support pupils preparing for adulthood?</p>	<p>Class teaching/support in all year groups helps children deal with their current and the next stage(s) of their development. This would be through PSHCE sessions appropriate to the age group. Sex Education lessons for children and an information evening for parents are held in Year 6.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Classes took part in the 'Anti-Bullying' week. Lessons adapted to each year group. Talking about ourselves and any acceptable differences. The school 'Anti-Bullying' policy sets out the procedures for dealing with any concerns. We include Lego therapy, narrative groups and have SEAL resources to support emotional and social development among pupils. Our Nurture Group is an ideal setting for such developmental progress, providing pastoral care and support.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Use of support staff in the classroom and Higher Level Teaching Assistants to give extra support. Using their experience they will discuss with the SENCO what the next steps are. Modelling sessions have been given for staff to observe Speech & Language staff to watch different programmes and strategies. The HLTAs have attended courses to learn skills to deal with specific needs. Several staff members have had the Team Teach Training.</p>
<p>How will we secure specialist expertise?</p>	<p>Through discussion with SENCO. Initial Needs Partnership consulted initially, advice and feedback shared with staff and parents. Informing parents what support is available, e.g. school nurse, doctors, opticians for them to pursue.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Using school budget for resources deemed necessary for support. Staff will attend training courses to develop their knowledge and keep up to date with skills and strategies to support pupils. Specific funding allocated to an individual child will be used for that child.</p>

<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Contact with outside agencies, (inc Speech & Language, Occupational Health, school nurse and outreach services), is coordinated by the SENCO. School visits, (or an alternative venue) are arranged and the practitioner will spend time with the child. Discussions with the class teacher/SENCO/parents will take place. Feedback/reports are given to determine the next steps for direct agency work with a child or for the class teachers/TA's to support in class or in booster time.</p> <p>Organisations include: 'Kirklees children and young people with additional needs register' – parents/carers can register for support from Kirklees SEND Information, Advice and Support Service (KIAS) and/or 'Parents of children with Additional Needs' (PCAN).</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>We 'Baseline' children and re-test to check that the provision is being effective. IEP reviews are carried out termly to evaluate progress made. Discussions in Staff meetings, Leadership Team meetings and those with Governors help to assess the effectiveness of our SEN provision. Our data shows our SEN children make good progress.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Through discussion with the class teacher, SENCO and Head teacher – whoever is considered most appropriate to the nature of the complaint.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>All staff are able to listen to any concerns and should refer them to the relevant staff member to deal with - Class teachers, support staff, Nurture Group staff, SENCO Leadership Team and Head teacher.</p>
<p>What support services are available to parents?</p>	<p>Discussions with Class teacher or SENCO, who may advise parents to see a GP, School nurse, Optician for example.</p> <p>'Kirklees children and young people with additional needs register' – parents/carers can register for support from Kirklees SEND Information, Advice and Support Service (KIAS) and/or 'Parents of children with Additional Needs' (PCAN).</p>

Where can the LA's local offer be found? How have we contributed to it?

School Website. Agreed as a pyramid of schools to adopt the LA's offer.
