

A Parents/Carers Guide to Special Educational Needs



Jo Little SENCo

Hythe Bay Church of England
Primary School



Background:

In July 2014, the coalition government published a new SEN Code of Practice to which all schools had to begin to adopt from September 2014. Arising out of the Children and Families Bill (2013), it aims to transform the system for children and young people 0-25 years with special educational needs to ensure that all can succeed, no matter what their background and to ensure that services consistently support the best outcomes for them.

Special Educational Needs (SEN) at: Hythe Bay Church of England Primary School

At Hythe Bay Church of England Primary School, we strive to support all children to enable them to succeed and reach their full potential. Their learning is supported through a variety of steps with Quality First Teaching as the foundation for all learning experiences. However, for some children there may be occasions where further additional support may be needed to help them to access a full academic and social experience and reach their targets.

At Hythe Bay Church of England Primary School, all staff take responsibility for inclusion under the leadership of Jo Little (Special Educational Needs Coordinator). The Inclusion/Special Educational Needs Governor is Joyce Rhodes.

How does Hythe Bay know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school.
- There is a lack of progress.
- Attainment is below national expectation.
- There is a change in the pupil's behaviour.
- A pupil asks for help.



What should I do if I think my child may have special educational needs?

If you have any concerns then please ask to speak to your child's teacher in the first instance. If appropriate, the class teacher will raise their concerns with Mrs Little (SENCo). If you are a new parent, you should contact Mrs Little directly via the office or by telephoning the school on 01303 267802.

How will I know how Hythe Bay will support my child?

Each child's learning is planned individually by the class teacher; it is differentiated to ensure the pupil's individual needs are fully met. This may include additional focussed support by the teacher or teaching assistant as part of our quality first teaching.

Every pupil at Hythe Bay is discussed five times a year during Pupil Progress Meetings involving teaching staff and the senior leadership team. During these meetings, pupils may be identified for intervention and support for a variety of needs. Interventions are then detailed on a Class Provision Map. Parents will be informed if their child is receiving additional support at parent teacher consultation meetings.

If your child has an Education Health Care Plan (EHCP), you will receive a Provision Plan detailing your child's specific support and interventions, which will then be reviewed with you three times per year.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with your child 1:1 or within a small focus group to target more specific needs. Additionally, your child may work within the nurture provision if they have more specific needs.

If appropriate, specialist resources may be given to the pupil such as writing slopes, coloured overlays, pencil grips or easy to use scissors.



How will I know how my child is doing?

At Hythe Bay, we operate an open door policy. All teachers are usually available at the end of the school day. Where it is not possible to see you on that day, an appointment can be made via the school office.

Additionally, parents are formally invited to discuss their child's progress in our parent consultation meetings.

In addition to this, if your child has a Provision/Personalised Plan you will be invited to review their plan with Mrs Little three times per year.

Pupil progress, attainment and attitudes to learning are formally shared with parents via the annual school report in July.

How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages in a Home School Contact Book, through personal discussion or via parents evening.

The SENCo may meet with you to discuss how to support your child if this is appropriate.

If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home.

From time to time, drop-in sessions or workshops will also be offered to parents/carers on a variety of different areas of need which you are able to attend.

What support will there be for my child's overall well-being?

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time. Some pupils may attend social skills groups, the nurture provision, therapeutic sessions or speak with their 'Attachment Figure' if they have one.

Some children may be eligible for bespoke counselling/support which the school can access through School Nursing, Play Therapy, Early Help and Shepway Nurture Support. We also access support through the Educational Psychology Service and the Specialist Teaching and Learning Service.

What support is available if my child has medical needs?

If a pupil has a medical need they may have a Care Plan which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil. Where appropriate, specialist training will be sought from the school nursing team.

For more specific information, please read the school policy for supporting pupils at school with medical conditions.



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

At times, it may be necessary to consult with outside agencies to receive specialised expertise. The agencies currently accessed by the school include:

- ✓ Specialist Teaching & Learning Service (STLS)
- ✓ Shepway Nurture Team
- ✓ Kent Educational Psychology Service (KEPS)
- ✓ Child & Young Person's Mental Health Services (ChYPMHS) – formerly Child & Adolescent Mental Health Service (CAMHS)
- ✓ Inclusion Team
- ✓ Social Services
- ✓ Speech & Language Therapy Service
- ✓ Occupational Therapy Service
- ✓ School Nursing Team
- ✓ In house Play Therapist
- ✓ In house nurture provision
- ✓ CHATs counselling
- ✓ Community Child Health
- ✓ Under 8's ASC Team (Autistic Spectrum Condition)
- ✓ Children's Centres
- ✓ Early Help Team
- ✓ Nurture Group Network (NGN)
- ✓ Folkestone Royal Victoria Hospital
- ✓ William Harvey Hospital, Ashford



What training have staff supporting children and young people with SEN had or are having?

The SENCo has completed the National Accreditation for SEN Coordination at Masters Level through Canterbury Christchurch University.

All staff receives foundation/awareness raising level training in a range of specific need types as part of their continuing professional development. This is in addition to specific training to match the needs of their year group and additional training and updates delivered through staff meetings. More specialist training is accessed where a particular need is identified.



How will my child be included in activities outside the classroom including educational visits?

All pupils are eligible to participate in activities, events and educational visits. Risk assessments are carried out and procedures are put in place to enable all children to fully participate.

If it is deemed that an intensive level of 1:1 support is required, additional support will be sought using existing school resources.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Wheelchair access throughout the school
- Disabled toilets
- Specialist Speech and Language teachers and Speech Therapists on site.

How will the school prepare and support my child when joining Hythe Bay or transferring to a new school?



As a school we understand that changing schools can be unsettling for some children and therefore we aim to make the transition process successful through a variety of different methods:

- Reception teachers visit children in their homes prior to them starting school.
- Encouraging new entrants to Hythe Bay to visit and join us for dedicated sessions.
- We also contact the child's current school or setting so that we can prepare for their arrival.
- Supporting a pupil leaving Hythe Bay to join another primary school by ensuring that all relevant information is shared and by visiting the receiving school where appropriate.
- Supporting a pupil leaving Hythe Bay and joining a secondary school by the SENCo meeting with the secondary SENCo/Guidance Manager/Head of House to complete all relevant documents.
- Providing personalised transition books which include photographs which will support the transition process. For some pupils, additional visits are arranged to their secondary school.
- Providing additional transition sessions for more vulnerable pupils.
- Passing SEN pupils files to their relevant secondary school.
- Supporting the parents through discussion and, where appropriate, visiting the secondary school with them.



How are the school's resources allocated and matched to children's special educational needs?

The inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs. The additional provision may be allocated after discussion with the class teacher at Pupil Progress meetings or if a concern has been raised by them at another time during the year.

For pupils with a high level of need, Hythe Bay will apply for additional funding to help individual needs further.

How is the decision made about how much support my child will receive?

All pupils are discussed at Pupil Progress Meetings five times a year and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and that the pupil's needs are being met. In addition, pupils needing support for social, emotional or mental health related needs may be identified through the school's Safeguarding Team, Nurture Team or Senior Leadership Team meetings.

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

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher or teaching assistant
- During parent/teacher consultation evenings
- During discussions with the SENCo and/or other professionals
- SEN Parents Focus Group.



Which children can access our Speech and Language Unit?

We have two designated classrooms for children with speech and language disorders; currently all of our children require Education Health Care Plan [EHCP] to access this provision. We have a team of specialist teachers, Speech and Language Therapists and trained TA's who work in collaboration with mainstream teachers. We have places for approximately 20 children whose primary need as identified on their EHCP is a Speech and Language issue. Common difficulties are:

- difficulties processing and understanding spoken language.
- difficulties remembering and recalling vocabulary.
- difficulties organising their own spoken sentences.
- difficulties with speech sounds.
- difficulties with social communication.

All of the children are members of a mainstream class. Timetables are organised depending on individual need. The children will be involved with individual, small group and whole class activities. One of our main aims is to offer our children a fully inclusive learning environment. As a provision we follow the National Curriculum but at a level and rate appropriate for each individual.

As children are often transported long distances to access our provision we try to ensure parents feel fully involved with day to day activities and progress. There are many ways that we keep lines of communication... home link books, regular Review Meetings to discuss targets, Annual Reviews and frequent informal telephone calls.



Who can I contact for further information?

Your child's class teacher should be your initial point of contact in the first instance followed by the **SENCo, Jo Little**. In addition, you may also be able to seek advice via:

Senior Leadership Team	Carolyn Chivers	<i>Headteacher</i>
	Carol Hughes	<i>Deputy Headteacher</i>
	Rebecca Prout	<i>Assistant Headteacher</i>
	Carolyn Chivers	<i>Staff member in charge of Speech and Language Unit</i>

In addition, advice and support can be sought via IASK (formerly known as Kent Parent Partnership Service):

IASK (Information, Advice & Support Kent)

Helpline: 03000 413000 (open 9am-5pm Mon – Fri)

Email: iask@kent.gov.uk

They also run regular drop-in sessions for parents, currently held in the Community Room at Asda, Folkestone. Please see their website for dates and times.

Also, the Specialist Teaching and Learning Service (STLS) based at The Beacon in Folkestone, run regular drop-in sessions and training courses for parents on a range of specific needs. For more information contact Stephanie on 01303 847555 at 'The Beacon'.

If you have any further questions please do not hesitate to come in and talk to us. You can also view our full SEN Information Report/SEN Policy via the school's website: www.hythebay.kent.sch.uk

