

Our Local Offer

For children with Special Needs or Disabilities

Hollycombe Primary School is one of 18 schools within the Rother Valley cluster of schools within West Sussex. This Local Offer Information Report explains what we at can do for children in our care who have Special Educational Needs or Disabilities.

Parents and Carers may also like to refer to the Local Offer on the Rother Valley Hub website (<http://www.rvhub.org.uk/localoffer.html>), and the West Sussex Local Offer website (<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/support-and-advice/send-local-offer/>)

At Hollycombe Primary we feel that all children and families are unique. Everyone who comes to our school will be treated as an individual as well as being part of a welcoming wider community of pupils, staff and parents. We try our hardest to make sure that everyone, whatever they need, can be included and enjoy all aspects of school life. This ethos applies to all children, including those in Local Authority care.

Sometimes children need additional support to enable them to engage fully in school. This support can be short term, or can be a more permanent arrangement. Whenever extra support is offered it is always through discussion with the child's family and carers and regularly reviewed by school staff.

We have outlined below what we believe Hollycombe Primary can offer children with Special Educational Needs or Disabilities. However it is only a brief overview, **as every family is different**. Please come and speak to us, so that we can explain what we believe we could offer your child.

Identification of SEND

- Children are regularly assessed in all aspects of the curriculum. In addition, each term the head teacher meets with the teachers of each class to review and discuss the progress of every individual. When a child's progress is a cause for concern this will be discussed with their parents and the SENCo if appropriate.
- We may ask our specialist TA or the SENCo to conduct a detailed assessment in order to identify any specific gaps in learning or to ascertain the learning strategies most likely to suit that individual.
- Sometimes we may seek advice from professional services, including:-
 - Speech & Language Therapy Service link therapist
 - Learning and Behaviour Advisory Teachers
 - Autism / Social Communication Advisory Teachers
 - Educational Psychology Service

What support can we offer?

- We have high expectations of every child whatever their additional needs. We have clear differentiation strategies to enable all children to make progress.
- Every child is different but our staff have a range of skills, experience and strategies to enable them to put the best support in place. Examples of strategies include: personalised timetables, visual prompts, 1:1 specific learning programmes and specialist teacher time. Please come and speak to us about

your child, **and then we will do our best to tailor the support to your child's needs.**

- We plan school visits, so that all children can take part. Although we have no specific SEND after school clubs, our after school clubs are accessible for all. Staff who run these clubs are given advice and support about how to include all children.
- Within school we have a behaviour policy which promotes excellent behaviour.
- We have a clear anti-bullying policy that sets out our procedures for dealing with bullying. We recognise that children with additional needs can be more vulnerable to bullying and we monitor this closely.
- We also have clear policies on the administration of medicines, as well as all staff attending at least a one day First Aid course.
- If a Looked After Child joins our school we will immediately consult with other professionals (social worker, previous school or nursery) to ensure the right support is in place. We will meet with the child's carers regularly to ensure the child is settling into school and making progress.

How will we communicate with families?

- We strongly believe that families are crucial to their child's education.
- If your child has an individual education plan (IEP) then the class teacher will explain to you what the plan is for, and how / when opportunities will be provided for your child to make progress towards their targets. IEPs are reviewed at the end of each term and new targets set for the following term. Copies of the reviewed and new IEPs will be sent home within the first two weeks of each term. Teachers share individual education plans with the children, giving them an opportunity to share their wishes and concerns about their learning and other aspects of life in school.
- Class teachers, the Headteacher and SENCO are all available to talk to parents through pre-arranged meetings.
- Sometimes we may ask families to do some extra work at home,
- Sometimes families are given programmes or strategies by healthcare or other professionals. We will do our best to work with these professionals and to support families by providing consistency between home and school.

Who should you talk to about your child's learning needs?

- In the first instance, discuss your concern with your child's class teacher. If appropriate they will share your concerns with the SENCo.
- **Our SENCo is Miss Anne Roberts.** She holds the National Award for Special Educational Needs Coordination and British Dyslexia Association Approved Teacher Status. Miss Roberts works for half a day each week. Her working day varies so that she can meet with all of the other part time members of staff over the course of a term. The office staff will contact Miss Roberts to arrange a meeting at a mutually convenient time.

Who will oversee my child's support?

- When concerns are first identified the class teacher will organise where and when the support will be given (generally as part of the usual lesson).
- If your child needs support in addition to classroom support then the SENCO will oversee your child's Individual Education Plan. Together, they will develop specific targets which will then be delivered either through small group support or 1:1 learning.
- If your child has an Educational & Health Care Plan then the SENCO will organise the Annual Review.

Other professionals you may meet:

- The school team have extensive experience supporting pupils with dyslexia and related specific learning difficulties.
- We also have experience of working with children with speech and language difficulties, hearing impairments and autistic spectrum conditions (including Asperger's Syndrome)
- As well as in-school expertise we have links with the Educational Psychology Service, Speech and Language, Occupational Therapy, the School Nurse and advisory teachers. We will share with you with the appropriate parental consent and referral forms before submitting a referral to an external agency.
- If a child joins us with difficulties we haven't experienced before we will contact all relevant agencies in order to gain as much advice and support as required.

What happens when my child leaves or joins the school?

- When a child joins our school we will talk to their family about their child's interests, strengths and what they find challenging. We will contact the child's previous setting and talk to the relevant staff.
- When leaving us, if the child, school and family feel it is necessary we will put together a transition plan so that everyone feels comfortable when the child moves to the new setting.
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We hope this helps you to understand what we can offer you and your child. Please come and speak to us if you have any questions.