

Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

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| School/College Name: | Harby C of E Primary School |
| Address: | School Lane Harby Leicestershire. LE14 4BZ |
| Telephone Number: | 01949 860553 |
| Name of Head teacher/Principal: | Mrs. Bridget Bye |
| Head teacher/Principal's contact details: | Contact via school address, telephone or email: bbye@harby.leics.sch.uk |
| Website address: | www.harbyprimary.org |
| Facebook account details: | N/A |
| Twitter Feed details: | harbyprimary@harbyprimary |
| School/College Specialism: | N/A Full Primary School |
| Age Range of students (start and finish) to include Post 14 onwards where relevant): | 4 - 11 |
| Date of Last Inspection: | 10-11 February 2010 |
| Outcome of last inspection: | Outstanding |

Does school/college have a specialist designated unit/additional learning support department?

Yes No

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| Total number of students with special educational needs at college/setting : | 8 |
| Total number of students receiving additional learning support: | 12 |

1. The kinds of special educational needs for which provision is made.

We are a small, Church of England, village mainstream primary school. Our provision is able to support pupils with a range of learning, emotional, social or behavioural difficulties as appropriate within a mainstream primary school. As a school we welcome all pupils in line with the Local Authority's Admissions Policy and have an Inclusion and Equality Statement that illustrates our approach. Unfortunately, due to the age and the Grade 2 listed status of the building, alterations are difficult and we do have steps and split levels within school. Currently we do not have an ambulant toilet area.

Admissions

Harby strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with SEN in accordance with the Local Education Authority (LEA) admissions policy. Pupils are not discriminated against whether they live in or out of the school catchment area on the basis of their SEN. Our school does not refuse admission to pupils who have SEN but do not have a statement of SEN. For pupils with a Statement of SEN or a new Education Health and Care Plan the LEA determines admission, having regard to parental preference and in consultation with the Governing Body and the School's Admission Policy.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

We welcome parents' questions about SEND and are happy to arrange a meeting or have a telephone conversation to suit the parents' needs. Parents can then ask about our specific policies, support and resources available and we can ensure that they have access to relevant supporting documentation. This may take place prior to their child starting school or at any time during their child's educational career if parents have a worry or concern about their child's development in any area. We take parents questions and concerns seriously and strive to maintain good communication, working to support families.

We welcome children's opinions and views on how they are progressing at school and take their concerns and questions seriously too. We strive to ensure that all children feel supported and happy in all aspects of their school life.

2. Information about policies for the identification and assessment of pupils with special educational needs.

As a mainstream school we follow our Inclusion and Equality Statement and are mindful of this in our practice to ensure that all children are valued and supported.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

Identification and Assessment of Pupils with Special Educational Needs / Disabilities

The assessment and identification of SEN is achieved through a combination of ways. Class teacher assessments and observations of how pupils perform, achieve and progress may be the first indication that there is a difficulty. An initial cause for concern is raised, discussed with the SENCO and monitoring / collation of evidence will be the next step. This may include further detailed observations, assessments, discussions with the child and parents, EYFSP, standardised tests, tracking information and SATs as appropriate. This will enable the SENCO and class teacher to work together to develop a whole picture of the child. Local Authority Guidelines on the placement of pupils on the SEN Record will also be considered. Pupils may then be formally placed on the SEN Record or may be identified as **Cause for Concern**. At this point they have **not** been identified as having SEN but will be closely monitored, supported and reviewed. They may be achieving at a lower level and would benefit from some early support but do NOT have SEN/D. Pupils will not be kept as *Cause for Concern* indefinitely. A period of 2 full terms will enable sufficient monitoring and assessments to be made to determine whether the child should be removed from this or moved to the SEN Record and require a SEN Support Plan.

SEN Support Plan

If our assessments show that a child has a need or difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The child's class teacher will keep parents informed and draw upon them for additional information. The SENCO will become involved in supporting the class teacher, parents and child and will take the lead in monitoring progress. Further assessments may be carried out and the views of the child and parents will also be sought and taken into consideration. The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering suitable activities. An SEN Support Plan will be devised to help target, support and develop the specific needs of the child. This process will be supported by the SENCO who will be involved in suggesting teaching strategies, outcomes and a date for a review of progress and provision. Class teachers will keep fortnightly notes on progress against the SEN Support Plan and regularly review targets to ensure they are effective in supporting and developing children.

Education Health and Care Plan

If the child continues to demonstrate significant difficulties in learning, education, health and socially, a request for Statutory Assessment will be made to the Local Authority for an Education Health and Care Plan. A range of written evidence about the child will support the request and will involve the school, child, parents and external support agencies working together. The SENCO will liaise with all relevant parties as appropriate.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How *Harby C of E Primary School* evaluates the effectiveness of its provision for such pupils.

How does the school know how effective its arrangements and provision for children with special educational needs are?

At Harby the Special Educational Needs Coordinator (SENCO) is Mrs. Bridget Bye. It is the role and responsibility of the SENCO to:

- Manage the day to day operation of the policy
- Coordinate the provision for and manage the responses to pupil's special needs
- Support and advise colleagues
- Oversee the records of all pupils with special educational needs
- Act as a link with parents
- Act as a link with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body
- Manage a range of resources, human and material, to enable appropriate provision for pupils with special educational needs
- Contribute to the professional development of all staff
- Develop the school's own expertise
- Take the lead in policy review and practice
- Update records and keep notes on pupil progress
To inform and make recommendations at review meetings

The effectiveness of the provision that we provide for individual pupils identified as having SEN/D is monitored and reviewed regularly by the SENCO. We have a Governor who has specific responsibility for SEN/D and maintains an interest in ensuring that provision is made, is appropriate and has an effective impact. Our Governor is Dr. Stephen Dunham. As a school we look at the provision that has been made - this may be linked to time, adult support, resources and specific interventions. We look at the academic performance of pupils identified as having SEN/D and compare their progress and achievement both individually against their peers. We strive to ensure that all pupils make good progress from their original starting points and that they develop their achievement to narrow any gaps between pupils with SEN/D and their peers. This may not always be an academic issue depending on the nature of individual pupils' SEN/D. Some pupils with identified SEN/D may be high achieving academically and in these instances we would look at their development of behavioural, emotional, social needs as appropriate. This may be achieved through tracking of Teacher Assessments and other assessment data, pupil and teacher interviews and observations.

We will look at individual SEN Support Plans to see if they are achieving their aim and that pupils are making good progress in achieving their specific targets. Class teachers will keep fortnightly notes on progress against the SEN Support Plan and regularly review targets to ensure they are effective in supporting and developing children. As a result of this we will review and refine individual targets and working practices to ensure they are always effective and they meet current needs of pupils.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

How will I know how my child is doing and how will you help me to support my child's learning?

This is very closely linked to our evaluation of the provision that we make as detailed in the above section. Class teachers will keep fortnightly notes on progress against the SEN Support Plan or Education Health and Care Plan that a child has and regularly review targets to ensure they are effective in supporting and developing children. As a result of this we will review and refine individual targets and working practices to ensure they are always effective and they meet current needs of pupils.

Parents will be informed and engaged in the writing and development of plans to support their child and the individual child will be involved too. Our support plans are designed to be something that we all have input into and work towards achieving the agreed targets. Targets that are set will be SMART targets:

S - small
M- measureable
A - achievable
R - realistic
T- time frame set

This will help to achieve regular, small steps of progress and develop and foster a sense of achievement in children - building their confidence as they achieve success.

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Information and advice to support learning and development at home will be shared with parents and their child and this may take a number forms. It may be a home / school link book to share ideas / information / thoughts and feelings, specific work and activities linked to targets, differentiated homework activities to support targets, general advice about specific conditions and approaches that may be particularly successful in supporting these. Children and parents will be encouraged to share work and activities completed at home with school and they will form an important part of the process of support, engagement and involvement.

Advice and support may also be given to parents and their children by external agencies supporting children as appropriate. This could be from the Educational Psychologist, Specialist Teachers, Speech and Language Therapist, School Nurse or therapist.

In addition to this we have an open door policy at school. Teachers and staff are available to talk to parents less formally in the 10 minutes before the bell goes in the morning and are generally available after school. Parents and children are always welcome to request specific or more private time to speak to staff, whether it be the class teacher or the SENCO, and we will always facilitate this as timely as possible.

(c) Our approach to teaching pupils with special educational needs

What is your approach to individual learning and how will you support children to access education?

At Harby we provide a broad and balanced curriculum for all pupils which will help them attain their full potential. The entitlement of statutory curriculum strategies is our starting point for planning that meets the specific need of individuals and groups of pupils. This is supported and extended through a creative approach which has thematic, relevant links to engage all pupils. We include pupil's interests and exploit their strengths; planning activities that will address multiple learning styles and intelligences. When planning, teachers set appropriate learning goals and respond to pupil's diverse learning needs.

Some pupils have difficulties or barriers to learning that may mean they have SEND and require particular action by the school. Teachers take account of these requirements and make provision, as appropriate, to support individuals or groups of pupils and thus enable them to participate effectively and fully in all aspects of school life. This may mean that pupils with SEND need additional or different help from that given to other pupil of the same age. Effective differentiation in planning and activities is seen as the prime intervention in meeting pupils' needs. Additional intervention programmes may be used to target specific areas of difficulty. These may be linked to academic areas, physical development or emotional needs. Wherever possible children are supported within their class or in small groups.

At Harby we believe that is important that children develop independent learning skills that they can apply and use throughout life. Depending on an individual child's need we recognise that it is important that they are not overly reliant on Teaching Assistants that may also support them. With this in mind we use a range of resources to remove barriers to learning and develop independent skills. If we use writing difficulties as an example to illustrate this - we may use recordable devices, ICT and word processing as an alternative to always producing handwritten work. This enables pupils to operate and engage with their peers, develop independence and share their ideas and knowledge without worrying unduly about the aspect of writing. We would apply this creative and varied use of resources across all areas of need or difficulty as well as discretely supporting individual children's needs.

We have a number of Teaching Assistants at school and their skills are matched to the children they are supporting. We encourage continual professional development and training of our assistants and all staff to ensure that they have up to date and relevant knowledge and skills in supporting children. Specific support work that Teaching Assistants carry out is planned for by class teachers or the SENCO and is shared and discussed. We value the support and the input that our Teaching Assistants give to individuals and groups of children but recognise that all children need their class teacher too and ensure that appropriate time for this is planned for.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

How will the curriculum be matched to individual children's needs?

In considering the curriculum we will refer to our Inclusion and Equality Statement and be mindful of this in our approach.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

The SENCO will work with the class teacher, parents, child and any outside agencies as appropriate (Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.) to ensure that guidance and advice is shared and followed. This may be in relation to the use of physical resources - coloured overlays, special chairs, position in the classroom, the wearing and use of glasses / hearing aids etc. It could also be advice in relation to approach, triggers that may cause distress or anxiety, important contextual information. This information will be shared with all staff and included on any SEN or EHC Support Plan. As a school we recognise and value the importance of sharing information to ensure that we all meet the children's needs and apply a common approach. All staff at school respect and maintain confidentiality and sharing of information to support children is good practice. By considering the above we can ensure that reasonable adjustments are made to support children. This may be in relation to our expectations, the tasks we give pupils, the way we present and explain tasks, the seating and grouping arrangements, the recording of work / devices used to record and much more. By making reasonable adjustments we try to remove barriers and ensure access and entitlement for all children.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

The decision about the type of support a child will receive will depend on individual needs. It may be that the SENCO is able to decide on specific interventions and support programmes that can be used. Where external agencies are involved, such as an Educational Psychologist, Speech and Language Therapist, then advice and guidance will be taken from them. If the school is unsure how to meet the needs of a child, or if, through reviewing their provision and progress they feel that a child needs more / different support, then they may request assessment and advice from the Local Authority and the services they offer.

Parents and children will be involved in reviewing and considering the impact of the provision and support provided. This will be through conversations and formal reviews. Depending on the response and progress of the child the support will change and develop to ensure it is continually meeting the needs of children.

In accordance with Leicestershire Education Authority, funding for pupils is included in the schools delegated budget. The SENCO/Headteacher is responsible for the operational management of the specific and agreed resources for SEN/D. The resources include human and physical resources. The SENCO/Headteacher recommends to the Finance committee the level of SEN funding. Between 5 and 15% of the schools budgetary allocation is deployed to SEN and this provision is reviewed annually.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

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

Children with SEN/D will not be excluded from activities at school, or from those additional activities linked to the school. When teachers and the school are planning trips as part of an educational activity a risk assessment will be made. This will include measures and reasonable adjustments that need to be put in place to ensure access for all and that our Inclusion and Equality Statement is followed. A pre-visit trip will be conducted and appropriate or additional resources will be recommended and sought. The level of physical additional adult support needed will depend on the nature of the trip / planned activities and the needs of the child. Discussions with parents and the child will ensure that all eventualities are considered and that an appropriate plan is in place.

At Harby C of E Primary School we value Extra Curricular Activities and staff run a number of after school clubs such as football, recorders, computer club, cross country, clay and cooking club. These are run on a rota basis and change throughout the year in the hope that we will provide something to engage and interest all children. We follow our Inclusion and Equality Statement and welcome all children to join our clubs. If a child has SEN/D then we will take advice from the SENCO and follow any guidance from their SEN / EHC Support Plan. An appropriate assessment will be made and reasonable adjustments put in place to enable access / support as appropriate. Because our staff run our after school clubs they will be fully aware of our pupils and of their needs and how to support them.

At Harby C of E Primary School we have our own onsite Breakfast and After School Club (Planet Play) which is a facility that parents may choose to pay for. This is open from 8.00am until school begins and then from 3.15 until 6.00pm. All children are welcome at Planet Play and we follow our Inclusion and Equality Statement. Because this is run by school and not an external agency our staff are fully aware of our pupils, of their individual needs and how to support them. Indeed, most of our breakfast / after school staff work in school as Teaching Assistants or Nursery Nurses. This is advantageous in ensuring that reasonable adjustments made in school are continued in our before and after school club. The SENCO will work with staff to ensure that this takes place and that smooth handovers between the club and school are developed - ensuring important information to be communicated.

During the lunchtime period children are supervised by teaching assistants in addition to midday supervisors. Again, this ensures that staff are fully aware of individuals' needs and how to support them. We share relevant information with all staff to ensure continuity of care at all times of the school day. This includes ensuring any dietary or communication needs are highlighted to the external School Food Support Staff who serve hot meals. This works very well in practice.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

How will you help to develop childrens' emotional and social development?

All children at school, including those with SEN/D, need to have access to support for their emotional and social development. This is part of our Personal, Social, Emotional and Health Education but is also addressed in a number of ways including circle time, peer talk partners, home / school reflection books, a named member of staff to go to, playground leaders to encourage social development and play at lunchtime. All of these activities are available to all children as a matter of course as we believe that the well-being of all pupils is important.

Where children have a specific and identified SEN/D we will carefully plan and tailor activities to meet their needs in line with their SEN / EHC Support Plan. We work hard to ensure that all children develop good social relationships, tolerance and respect for each other. If we feel that there is a need then this is addressed. In the past children have benefitted from having 'time in' to talk through worries, the SENCO / Headteacher has an open door policy where children are able to talk to her about any worries, there are areas in school provided for reflection and quiet time that a child may choose to access. Sometimes a familiar item from home may be useful in school in comforting children with emotional needs and allowing them to regulate their feelings. Sometimes children may benefit from the expertise of the Educational Psychologist or counselling / intervention sessions and this can be facilitated by the SENCO to meet children's needs. It may be that we offer Planet Play (Breakfast / After School Club) places to further support and develop childrens' social needs and relationships with peers.

Children are encouraged to develop responsibility in school through a number of ways. This includes the School Council, classroom monitors, leading play and activities etc. Class teachers are mindful of individuals' needs and they encourage responsibility in areas that children will achieve success in and develop through. No child is excluded from responsible jobs in school and our Inclusion and Equality Statement is followed. Children's views are valued and sought through pupil questionnaires and interviews. All children with identified SEN/D will be involved in regular discussion and review about their provision and support.

It is of great importance to us as a school that children are safe and that they feel safe. We ensure that all staff have up to date training and information in relation to safeguarding. Staff follow policies and practice to keep both children and themselves safe. This includes an intimate care policy where staff may be helping with toileting needs of pupils with SEN/D as appropriate. This is to ensure respect for the dignity and safety of children.

We recognise that in order to demonstrate equality and be inclusive we will need to treat individual children with SEN/D differently to ensure access and make reasonable adjustments to support them. We have a behaviour policy and code of conduct in school and we recognise that there will need to be reasonable adjustments made to our expectations for individual pupils with SEN/D. We will share these with pupils and ensure that they are aware of boundaries and rules and know what is expected of them. We will ensure that positive behaviour management programmes are used and external advice and support is used as appropriate. Time out and reflecting on behaviour, self-regulating anxiety and emotions are all areas that we develop.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:

If you have any questions, worries or concerns please speak to the SENCO / Headteacher at school in the first instance.

Mrs Bridget Bye - SENCO / Headteacher
Harby C of E Primary School
School Lane
Harby
Melton Mowbray
Leicestershire
LE14 4BZ

Tel: 01949860553

Email: bbye@harby.leics.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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

Sometimes we will need to ask for external expertise and support. We work in partnership with Educational Psychologists, Specialist Teaching Services, Speech and Language Therapists, The School Nursing Team, Autism Outreach Support, Social Workers, General Practitioners and Paediatricians. Any additional expertise is welcomed and is valuable in building a full picture of the child's needs and the best way to help them.

What training have staff supporting SEN/D had or what training are they having?

Mrs Bridget Bye SENCO

BTEC National Diploma in Caring Services - Nursery Nursing (1994)

B.Ed (Hons) Primary (1998)

Post Graduate Certificate - National Award for SEN Coordination (2012)

Attachment Disorder Training (2012)

Autism Education Trust - Level 1 (2014)

Autism Education Trust Progression Framework Training – Summer 2016

Regular attendance at SENCO network meetings / local and national updates

All Teaching Staff and Support Staff

Autism Education Trust - Level 1 (November 2015)

Liaison with Autism Outreach - From November 2015

Mrs. Joanne Hodder – Class Teacher

Autism Education Trust Progression Framework Training – Summer 2016

Mrs. Kim Cowen and Mrs. Rosie Dunlop (LSA)

'Good to be me' - emotional development, self-esteem, confidence and attachment - December 2014

Autism Outreach led training – Social Communication Groups – Autumn 2016

All Staff in School

January 2017 – Epilepsy, Anaphylaxis, Asthma and Automated External Defibrillator Training

Joint Training - All Staff and the Governing Body

Equality and Diversity (2014)

SEN/D - due Autumn 2014

All Staff in School

Regular safeguarding and first aid training. Regular staff meeting discussions and updates from the SENCO in relation to individual needs of pupils in their care. SEN/D is on the agenda for an update at each staff meeting. Specific training is organised as appropriate to ensure the needs of our pupils are being met.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the setting both indoors and outdoors?

Harby C of E Primary School is an old building and has had many alterations made to it over the last 150 years. It is Grade 2 Listed and therefore amendments and improvements are difficult. We have some steps within the building and within 2 classroom areas and are therefore a split level site. Currently we do not have an ambulant toilet or disabled changing area. Our building is not fully wheelchair accessible and as we have no school car park we have no disabled parking access to school. The school grounds are accessible to wheelchair users and there is a sensory trail.

Inside the school building the visual and auditory equipment includes interactive whiteboards, vice recording equipment, computer and word processing facilities, headphones. The range of equipment we currently have is to support learning for all pupils and is not specialist SEN/D equipment.

Should the equipment that we have not be appropriate then advice would be taken from external agencies working with the child and family. It may be that Occupational Health help to provide appropriate seating or that Specialist Teaching Services recommend a product that we use our SEN/D budget to purchase.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

The school works closely with parents in the support of pupils with SEN/D. We encourage an active partnership through an ongoing dialogue. Parents have much to contribute to our support with pupils with SEN/D and we value their contribution and support greatly. We have regular meetings with parents of pupils with SEN/D to share their progress. The involvement of external support agencies and the process of decision making related to their child is discussed with them and their opinions sought.

This happens in a number of ways:

1. Through dedicated SEN/D meetings where we review a child's support plan and look at the progress made / impact of the plan. We will then plan new targets / next steps together.
2. Through informal conversations and ongoing dialogue.
3. Through home / school communication books.
4. Through twice yearly parents' evenings.
5. Through a written annual report.
6. Through open afternoons / sessions at school.
7. Through class assemblies / school activities (harvest, sports day etc)
8. Through the school website.
9. Through parents volunteering to support in school / on trips.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

As a school we encourage and value full participation from all our pupils. Working in partnership with pupils with SEN/D can have a positive effect on their self-esteem and confidence. It is important that pupils feel they are valued and have a voice. Working with pupils to identify areas of success and areas to develop and involving pupils in making judgements about their performance against targets will help them to engage in the support being given and feel part of the process.

This happens in a number of ways:

1. Through dedicated SEN/D meetings where we review a child's support plan and look at the progress made / impact of the plan. We will then plan new targets / next steps together.
2. Through informal conversations and ongoing dialogue.
3. Through pupil interviews and questionnaires.
4. Through home / school communication books.
5. Through sharing children's work with them.
6. Through sharing a child's annual report with them.
7. Through participation in open afternoons / sessions at school.
8. Through participation in class assemblies / school activities (harvest, sports day etc)

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

If a complaint is made in relation the provision made at Harby C of E Primary School this is taken seriously. The complaint will follow our school complaints procedure and will be dealt with by the Headteacher in the first instance and then the Governing Body if the complaint is not resolved. At all times the school will work hard to maintain open lines of communication and ensure that any ongoing complaint does not have a detrimental impact on the provision for the child.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

As a school we welcome the advice and support offered from a range of services. Together we can work in partnership to provide the best possible support for your child. Many services can be accessed including the Educational Psychology Service, Specialist Teaching Service, Occupational Health, School Nursing Team, Autism Outreach, Family Steps. The SENCO will liaise with services as appropriate to ensure that the best possible advice and support for your child is gained. Sometimes, as a school, we will ask for the support of services such as these. Sometimes, pupils will already be receiving support from these or additional external services. What is important is that we share information to develop the best support possible for children and their families.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Family Information Directory

Extensive online directory for information about childcare and services for families, both locally and nationally <http://fid.leics.gov.uk/kb5/leics/fsd/home.page>

CareOnLine

Help on a Wide Range of Topics Including Learning Disability. www.leicscareonline.org.uk/

Children's Social Care

Help and support for children and families. www.leics.gov.uk/children_young_people

Connexions

Information and advice for 13-19 year olds. www.connexions-leics.org

Health

Leicestershire and Rutland Primary Care Trust. www.lcrpct.nhs.uk

Voluntary Sector

CVS Community Partnership. www.ccp.org.uk

Youth Offending Service

Support for Children and Young People to reduce offending and re-offending

www.leics.gov.uk/youthjustice

Youth Service

Activities for Young People, including youth clubs and Duke of Edinburgh's award scheme

www.leics.gov.uk/youthservice

Specialist Teaching Services, Room 600, County Hall, Leicester Road, Glenfield, Leicestershire, LE3 8RA Email: STS@leics.gov.uk Telephone: 0116 305 9400

Psychology Service, Room 600, County Hall, Glenfield, Leicestershire, LE3 8RF

Email: psychology@leics.gov.uk Telephone: 0116 305 5100

The Parent Partnership Service, Abington House, 85 Station Road, Wigston, Leics, LE18 2DP Telephone No: 0116 3055614 Email Address: parent-partnership-service@leics.gov.uk

The Special Educational Needs Assessment Service Telephone: 0116 305 6600

E-mail: senaservice@leics.gov.uk

Family STEPS Service

0116 305 4400 (North) 0116 278 7111 (South) Email: family@leics.gov.uk

12.The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

It is very important that transitions in education are taken seriously as these can often be a time for anxiety amongst children with SEN/D and their families.

When children are entering our school and they have a known difficulty we make an extra effort to prepare them for their new school. This may be through visits to their pre-school setting, giving uniform for role play and dressing up, making a welcome book so they are familiar with staff and places in school and having detailed conversations with their nursery / pre-school staff and families. This helps children to look forward to a new chapter in their life and feel that they will be supported in it.

Children leave our school at 11 to move to the secondary phase of their education. We communicate with our high schools that children transfer to at 11 and have detailed conversations and meetings with staff to ensure that information is shared. We have encouraged and facilitated additional transitional visits for children who have SEN/D to support them in their move and have offered shared visits so that our staff can go too. We remain as a point of contact in the early days following a move to a new school and will happily discuss and share information after the move has taken place. We also welcome the children back to share their new experiences and tell us about what they have been doing and this has been a really positive experience all round.

13.Information on our contribution to the publication of the local authority’s local offer.

Harby C of E Primary School's Local Offer local offer is within that of the Local Authority. For more information about Leicestershire's local offer please visit: http://www.leics.gov.uk/special_education_needs

