

Hopton Primary School offer/Information report

Introduction

Hopton Primary is an inclusive school, where we aim to support every child, regardless of need, to meet their full potential. Personalised learning and support, as well as targeted and specific interventions enable us to provide differentiated curriculum support to our pupils.

Rigorous assessment, planning and pupil monitoring systems are used, throughout the school to ensure each child is on track to meet their full potential and to prevent gaps in learning. Where gaps are identified, additional provision, to that mentioned above and quality first teaching, may be provided for children with Special Educational Needs and Disabilities (SEND). Intervention programs take into account the child's academic, social and emotional needs, in order to prevent barriers to learning and to ensure all pupils are able to access the curriculum and the extra-curricular opportunities that are on offer.

All Kirklees Local Authority (LA) maintained schools are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The broad 'areas of need' as identified in the Revised Code Of Practice (2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Aims and objectives

The aims of this Information Report are:

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum including the National Curriculum.
- Identify children, with SEN, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure there is a consistent, whole-school approach to the identification and provision for pupils with special educational needs throughout the school.
- Involve parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the SEN Code of Practice (2014).

Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities,

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Who is who at Hopton Primary School? How can I contact them?

Mrs Katrina Bates – Special Educational Needs Coordinator
senco.hopton@kirkleeseducation.uk

Mr Ben Smith – Head Teacher
b.smith@kirkleeseducation.uk

Mrs Barbara Hornby – SEND Governor
Letters can be left for Mrs Hornby at the school office, labelled for the attention of Mrs Barbara Hornby, Governing Body

Mrs Bates and Mr Smith can be contacted at school on 01924 489736

What is the local offer?

The LA Local Offer

- The Children and Families Bill is now statutory and has been since September 2014. Since this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs/disabilities (SEND) aged 0-25. This is the 'SEN Information Report'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

<https://www.kirkleeslocaloffer.org.uk/>

The School Local Offer (information Report)

- This utilises the LA SEN Information Report to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

- Initially talk to your child's class teacher about your concerns.
- The class teacher may refer you to the school's Special Educational Needs Coordinator (SENCo) Mrs Bates.
- Alternatively, you could approach your child's Key Stage Leader who will liaise with the class teacher and the SENCo. The Key Stage Leader manages a phase in the school and monitors, plans and supports teaching and learning in their phase.
- Mr Smith, Headteacher has overall responsibility for all the pupils in the school.

What is the class teacher responsible for?

- Ensuring the progress of your child and identifying, planning and delivering any additional help your child may need (this may include targeted work or additional support) and informing the Special Education Needs/Disabilities Coordinator (SENCo).
- Where required, writing individual assess do review plans (IAPDR) in consultation with parents and pupils and reviewing these with parents/pupils at least once every term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any Special Educational Needs.

- Ensuring that all medical records are kept up-to-date for any children with medical conditions in their class.

What is the SENCo responsible for?

- Developing and reviewing the school's SEND policy.
- Coordinating support for children with special educational needs or disabilities (SEND).
- Ensuring that parents and carers are:
 - a) involved in supporting their child's learning
 - b) kept informed about the support their child is getting
 - c) involved in reviewing how they are doing
- Liaising with outside agencies who may support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

What is the Headteacher responsible for?

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring all children with medical conditions are recorded on Arbor (schools database system) and records are updated as required.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

What is the SEND Governor responsible for?

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Help to raise awareness of SEN issues at governing board meetings
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

How is SEND identified?

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching; requiring support which is 'additional to' and 'different from' their peers. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having

SEN. The class teacher will consult the SENCO in order to decide whether additional and/or different provision or further assessment is necessary.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Other factors which may impact on progress and attainment, but are not necessarily SEN are:

- **disability, attendance and punctuality, health and welfare, English as an additional language, receipt of Pupil Premium grant, or being a Looked After Child.**

What are the different types of support available for children with SEND in our school?

As a school we follow the three tiers of provision for SEND children.

Tier 1 : Universal support

Tier 2 : Targeted support

Tier 3: Specialised support

What is Tier 1, universal support?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Questioning is effective and outcomes clearly identified.
- Children have opportunity to reflect on their learning, evaluate their progress and discuss their next steps.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- A culture of independence is fostered; children are encouraged to take the lead in their learning.
- Classroom environments are stimulating and accessible for all learners.
- All children have access to brain/movement breaks as a routine part of lessons.
- Specific strategies that work for your child would be recorded on a pupil passport.

What is Tier 2, targeted support?

Specific group interventions.

Some vulnerable learners have access to additional intervention/resources.

These are pupils who are making less than expected progress, identified by the school as requiring extra support to make a good level of progress. **These children are not necessarily children with special educational needs.** These interventions are adaptations of the usual curriculum to plug gaps in learning, they are not special intervention for children with SEN.

These interventions are usually group based, though may be 1:1 at times.

Children may temporarily enter in and out of this level of support.

Intervention may be:

- Run in the classroom or outside the classroom in a quiet area.
- Run by a teacher or an Educational Teaching Assistant (ETA).

This would be recorded on a pupil passport or individual/group provision map.

What is Tier 3, Specialised support ?

If your child is identified by the SENCo or class teacher as needing some extra support in school from a professional outside the school, this will be referred to as 'specialised support'

- Specialised support tends to be provided more on a 1:1 basis and includes assessments and interventions on a more complex and significant level, over a longer period of time.
- Specialist support is required for children who continue to make little or no progress and are significantly working below age related expectation.
- Children working with the support from outside agencies will be on the SEND register and will have a Individual Assess Plan Do Review (IAPDR) in place.
- Having a IAPDR, helps identify and target areas of difficulty, and set specific learning targets.

Outside agency support may be from:

- Speech and Language therapy
- Occupational Therapy
- Physiotherapy
- School Nurse
- Children's Mental Health Service (CAMHs)
- Complex Communication & Interaction Team
- Cognition and Learning Outreach
- Social, Emotional and Mental Health Outreach Team
- Hearing Impairment Team
- Visual Impairment Team
- Education Psychology Service
- Early Years SEND Outreach Team

How is outside agency support accessed for my child?

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a speech and language therapist or educational psychologist. This will help the school and yourself understand your child's particular needs more clearly and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

What is an Education, Health and Care Plan?

This type of support is available for children whose learning needs are **severe, complex and lifelong**. Being granted an EHCP **does not mean that a child will have 1:1 support** at school.

An EHCP means a child will have been identified by professionals as needing a particularly high level of individual or small group teaching. Part of the assessment process is for professionals to identify how much support is required.

For example, a child may require daily 1:1 support for 15 minutes to regulate emotions at the start of each session but access learning independently through adapted planning. The EHCP would state 1 hour of 1:1 support a day.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need regular specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Educational Psychologist or Hearing Impairment Team, Complex Communication and Interaction Team.
- Outside agencies such as the Speech and Language therapy (SALT) Service.

The purpose of an EHC Plan is to make special education provision to meet the needs of a child to secure improved outcomes where a child has severe, life long, complex needs.

An EHC Plan will contain:

- the views and aspirations of you and your child;
- a full description of his/her special educational needs and any health and social care needs,
- agreed outcomes for your child's progress;
- a statement of specific need, the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You and/or the school, usually through the SENCO, can request that the local authority conducts an assessment of your child's needs. This may lead to an EHC Plan.

Further information about EHC Plans is available on the Kirklees Local Authority website <https://www.kirklees.gov.uk/beta/special-education/ehc-plans.aspx>

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you can make an appointment to speak to the Special Education Needs and Disabilities Coordinator (SENCo), Mrs Bates and/or the Headteacher.

How will the school let me know if they have any concerns about my child's learning in school?

We recognise the importance of the early identification of special educational needs to ensure pupils are fully supported in their learning.

If your child is identified as not making expected progress, the school will arrange a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need, identifying your child's strengths and weaknesses
- Discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Kirklees LA, includes notional funding for supporting children with SEND.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Headteacher, the SENCo and the senior management team discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be

expected and decide what resources/training and support is needed.

The class teacher identifies the needs of their pupils, which includes intervention planning for vulnerable children, which for SEND pupils identifies all resources and planned support. This is reviewed regularly and changes made as needed.

Who else provides services to children with SEND at Hopton Primary school?

School provision

- Educational Teaching Assistants working with small groups or individual children
- Teaching staff working with children 1:1, small group work for targeted intervention.

Multi Agency Provision including Local Authority Provision delivered in school

- Educational outside agencies include: Educational Psychology (EP), Social, Emotion and Mental Health, Complex Communication and Interaction and the Cognition and Learning Outreach Teams.
- If pupils are not making satisfactory progress, despite receiving additional support, we will seek advice from other agencies and make any necessary referrals with the consent of parents/carers.
- Specialist health services such as Speech and Language Therapy (SALT); Children's Sensory Occupational Therapy (SOT), Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physio-therapy (PT); Child and Adolescent Mental Health (CAMHS); other health professionals
- We work with Social Services, Targeted Youth Support (TYS) and Community Police
- We also have contact with a Families Together consultant to support families.
- Every term, the SENCo meets with EP and Kirklees Specialist outreach teams to discuss progress of pupils on their caseload in order to identify next steps.
- The SENCo attends our local school pyramid cluster group, which is supported by the EP service, Early Help Support, the EHCP team, the LA Cluster lead and representatives from all the Kirklees Specialist Outreach Services. This group is held every half term providing an opportunity for teachers to discuss concerns they have about pupils currently on caseload or those who school are considering referring to them (with parental consent). Other school SENCos, the EP and the Specialist Outreach team offer support with strategies and learning targets.

How are the teachers in our school supported to work with children with SEND and what training do they have?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on the code of practice, quality first teaching, tiers of intervention, smart targets, SEND specific topics such as Autism and ADHD awareness, Speech and Language and Specific Learning Difficulties as appropriate.

Individual teachers and support staff attend relevant training courses run by the Local Authority and outside agencies.

How will the teaching be adapted for children with SEND?

We make the following adaptations to ensure that children's needs are met:

- Differentiating the curriculum to ensure all pupils are able to access learning, for example, by grouping, 1:1 work, teaching style and lesson content.
- Adapting resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, specific/larger fonts
- Adapted teaching, for example, pre-teaching key vocabulary, allowing for longer processing time, reading out instructions to individuals.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed informally every half term in reading, writing, spelling, punctuation and grammar, math and phonics.
- Accelerated reader is embedded as part of the KS2 curriculum assessing the progress and attainment of every Key Stage 2 child in reading.
- At the end of the Foundation Stage, children are assessed against the Early Learning Goals. At the end of Year 1, children complete their phonics test. In Year 4, children complete their Multiplications test. At the end of Year 6, children are required to be formally assessed using Standard Assessment Tests (SATS. This is something the government requires all schools to do and the results that are published nationally.
- At Hopton, all children complete in class testing to analysis mathematical understanding within each year group.
- Where necessary children will have an individual assess plan do review plan (IAPDR). Targets will be set and progress against these targets will be reviewed regularly, evidence for judgements assessed, and a future plan made. You will be made aware of progress and new targets with termly meetings, if your child is on an IADPR.
- Where a number of outside agencies are involved an holistic view of the child's progress across a number of areas will be reviewed termly with the involvement of the appropriate agencies and the family of the child.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENCo will also check that your child is making progress within any individual work and in any group that they take part in.
- Book scrutiny's and lesson observations will be carried out by members of the Senior Management Team to ensure that the needs of all children are met, and that the quality of teaching for all children is high.

What provision does the school make for the range of SEND which may be identified?

As a school we are committed to looking ahead to the range of needs which the school can and may be required to provide for so that all pupils have the same opportunities. While the school has provided a range of interventions and resources for pupils with SEN over the years, we recognise that every child is unique and that one strategy or resource does not necessarily have impact for all pupils.

In respect of this, we will continue to seek the advice of outside professionals to personalise support where needed. This may involve the purchase of new resources or training for staff. As such, while the following sets out school's response and main provision based on what has had the greatest impact for pupils, it is by no means exhaustive.

The response is divided in to 4 main areas:

- **Communication and interaction**, for example, autistic spectrum condition, speech and language difficulties
- **Cognition and learning**, for example: support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with

appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); Specific learning difficulties- such as dyslexia, dyspraxia, dyscalculia.

- **Social, emotional and mental health difficulties**, for example: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs**, for example: Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you (by appointment) to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IAPDRs will be reviewed with opportunity for you to add your own views.
- There may be suggested strategies or activities for you to do at home to support your child's learning.
- The school may sometimes run parent/carer workshops in school to help you understand the strategies used in school. We may also be able to offer you individual training in specific support strategies for your child.
- The SENCO may also offer you resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.
- You may be offered a referral to Early Help Support.

How is Hopton Primary School accessible to children with SEND?

- The building has one disabled parking space.
- We have disabled access to school via a ramp at the Foundation Stage entrance.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- No children are left out of any trips/residential or any outside school activities due to SEND.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that

any transition is as smooth as possible.

If your child is moving child to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible we will meet with the school SENCo.
- We will assist parents to arrange a visit to the school with parents/pupil
- We will attend any annual reviews and invite their SENCo to our annual review where appropriate
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher, in advance and a transition meeting will take place with the new teacher. Individual Plans and EHCPs will be shared with the new teacher, previous teacher, SENCo and the parents.
- The last IAPDR is reviewed by the old teacher and new IAPDR is written by the new class teacher once the last targets have been re-reviewed in the Autumn term. This is to allow children time to adapt and consolidate. Parent(s)/carer(s) and the pupil may also contribute to the new IAPDR.
- Any EHCP or SEND Pupils with complex needs may have additional transition sessions with their new class teacher, ETA and have time to experience being in their new classroom.
- Parents/Carers may request a transition meeting with their child’s new class teacher and their current one, if they feel it would be beneficial.

In Year 6:

- The SENCo will liaise with the SENCo from the high school. The high school SENCo is also invited to Y6 annual reviews, where in place.
- Additional transition sessions are built in if appropriate.
- Support staff and teachers from the high school meet with Y6 teachers and pupils during the summer term.
- Pupil, parents, high school SENCo, current SENCo may hold a transition meeting to ensure all relevant paperwork and information is shared.
- Where appropriate a child may have a ‘My new school’ personalised book with maps, photographs of significant new adults and places etc.

Intervention/Support currently offered in our school

Cognition & Learning	Communication & Interaction
<ul style="list-style-type: none"> • Phonics interventions • Extra reading support • Nessy Reading and Spelling • Year 6 Maths catch-up • Year 6 Maths Booster group • Numicon • Nessy Maths • Memory games • Memory Fix 	<ul style="list-style-type: none"> • SALT programmes • Time to talk Social Language
Social & Emotional	Physical & Sensory
<ul style="list-style-type: none"> • Time to talk Social Language Anxiety 	<ul style="list-style-type: none"> • Movement group

<p>Gremlin</p> <ul style="list-style-type: none"> • Bereavement support • Extended transition • Where appropriate outside agencies support from CAHMS/KKiM • Chill and chat • Worry box 	<ul style="list-style-type: none"> • Fine motor control intervention • Handwriting intervention • Fidget toys • Sensory boxes • Wobble cushions • Ear defenders • Writing slopes • Nesy Funky Fingers • Yoga
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How will the school know that the support has made a difference to my child’s learning and how can my child and I be included in this review process?

Your child’s progress will be assessed both in terms of his/her regular learning within the class and any specific intervention programmes. The impact of the support given is carefully evaluated to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support is beneficial for your child. You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

How is my child included in all the same activities as his/her peers at Hopton Primary School?

- We are an inclusive school and committed to providing equal opportunities for all children.
- We provide a wide range of clubs and educational visits for all children.
- We make reasonable adjustments to ensure that children with SEND are included in all activities.

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

We are committed to our core values: **Respect, Honesty and Effort**

These are embedded within every aspect of school life and help ensure the happiness and well-being of all our children. All members of staff take these aspects of school life very seriously.

In addition to these we:

- contact parents on the first day of absence to find out why your child is not in school;
- work with the Early Help Support Team who supports the school and parents with ensuring children attend school regularly and on time;
- have an effective behaviour policy which is used and adhered to by all staff across the school;
- identify and offer support to children who need specific support with their behaviour;
- offer a wide range of activities within school to support children’s social and emotional development such as school visits, educational trips, music lessons and links with the community;
- ensure staff regularly undergo training in key areas such as first aid, asthma and the use of Epipens;
- deliver PSHCE (Personal, Social, Health, Citizenship Education) part of the curriculum across the whole school, as it provides a framework and some ideas for teaching social and emotional skills within lessons, across subjects and outside the classroom;
- operate an open-door policy where you are encouraged to make an appointment to meet your child’s class teacher or a member of the Senior Leadership Team.

How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs and/or disability?

We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage this. It is essential to understand both you and your child's views on any difficulties they may experience with their learning.

If your child has an identified special educational need, you have termly contact with the class teacher and where appropriate the SENCO to discuss current progress, support strategies being used and expected outcomes. If your child has an EHC plan you and your child will be able to share your views formally at the Annual Review.

Who can I contact if I have a complaint about the SEN provision made for my child?

Initially speak with your child's teacher and/or the SENCO. Hopefully they will be able to address your concerns.

Mrs Katrina Bates, SENCO at Hopton Primary School

Tel: 01924 489736

Email: senco.hopton@kirkleeseducation.uk

You may also contact

Mr Ben Smith, Headteacher at Hopton Primary School

Tel: 01924 489736

Email: office.hopton@kirkleeseducation.uk mark as FAO: Mr B Smith

If you still have concerns you can contact the Board of Governors – Mr Martin Pelan, by leaving a sealed envelope at the school office addressed to the Chair of Governors.