

The Special Educational Needs and Disabilities Report for parents 2021-22

<p>Horn's Mill Primary School Believe, Inspire, Flourish</p>		 Horn's Mill Primary School
Head Teacher: Mrs Sharon Wyatt		
School name and address	Horn's Mill Primary School Denbigh Close Helsby Frodsham WA6 0ED	
Telephone Number	01244 259680	
Website Address	http://www.hornsmill.cheshire.sch.uk/	
Age range within the school	4 - 11	
Person responsible for updating local offer	Emily Hughes SENCo 01244 259680 senco@hornsmill.cheshire.sch.uk	
How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>As well as building strong relationships with children and their families, children's progress is monitored closely through assessment and data analysis.</p> <p>Concerns should be raised in the first instance with your child's class teacher.</p> <p>The school does not have a specialist SEND provision.</p>	
How will school staff support my child?	<p>All class teachers have a responsibility to create high quality learning environments. Lessons are planned and differentiated appropriately to the needs of learners. Children who have been identified as needing extra support are identified on teacher's planning. Teachers create class action plans to show how they are addressing need. Children with SEND have individual targets and these targets are reviewed termly with children and parents. Some children receive extra support within class or are withdrawn for specialist provision according to need. Senior Leadership closely monitors pupil progress and teacher</p>	

	<p>effectiveness, and Governors have a responsibility to develop effective policies and review these regularly.</p> <p>In data analysis, pupil groups are analysed, including children with SEND and the results of this analysis informs practice. If concerns remain, the school will consult or involve external agencies.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>The school delivers the National Curriculum in a creative way. Through providing a theme or topic, children are given relevant and hands-on experiences and these are differentiated to be both accessible and challenging to children. Inclusion is nurtured through the development of a strong socially cohesive community, through the use of supportive and co-operative groupings and learning structures and through child-centred planning, teaching and assessment. The school provides and promotes a variety of learning contexts both within the school and our outdoor learning provision. This fosters and builds on children's interests and allows all children to experience success.</p> <p>The school's Special Educational Needs policy is available on the school website.</p>
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>School staff including the Head Teacher, are on the playground at the start and end of the day to deal with minor enquiries or to make appointments if a longer conversation is needed. We have an open door policy and children and their families are always our priority.</p> <p>As indicated above, children's progress is monitored closely and effective assessment and tracking together with staff knowledge of children and attention to their well-being informs communication with families. There is the opportunity to meet formally with your child's teacher at Parents' Evenings each term. A written report is shared with families in the Summer term. If your child has an EHCP or extra funding for SEND, there will be an annual or bi-annual review of this, and individual plans are reviewed termly with children and parents/carers.</p>

	<p>Staff absence is usually covered with familiar teaching staff from within the school. On the few occasions when this is not possible, regular supply staff are used.</p> <p>All classes have a page on the school website and all children keep a reading diary. Age-appropriate home learning is set on a half termly basis in the form of "Home Learning Challenges". More information about this can be found on our website.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>All school staff are responsible for the well-being of children and consistent systems are in place throughout the school to promote and sustain this. Social skills and emotional literacy are taught through a structured PHSE and RSE curriculum. For those children who find aspects of this difficult we can also offer peer support, 1-1 emotional support at difficult times and planned small group or individual sessions. We have chosen to implement My Happy Mind which is a programme designed to support children's positive mental wellbeing. This is delivered in weekly sessions throughout the school and elements are repeated on a more regular basis.</p> <p>We are an inclusive school that welcomes diversity and promotes the No Outsider's ethos. The school has an anti-bullying policy and works with children to resolve their differences in line with the schools Behaviour Policy.</p> <p>In addition, we have a Pastoral Team who support children and their families when a specific need is identified. The Pastoral Team work closely with the SENCO to ensure we are meeting both social and educational needs of our children. The SENCO is also a trained ELSA and has timetabled interventions to support children when an emotional or social need is identified.</p> <p>The school has a policy for the safe administration of medicines and providing personal care. The school has trained first aiders and training is updated in accordance with health and safety protocols.</p> <p>Exclusions are low, and where children are vulnerable, school works closely with families to put strategies in place to support the child, involving external agencies where appropriate.</p>

	<p>Children's attendance is supported through the provision of a learning environment that children are keen to attend. Good attendance is promoted and rewarded on a fortnightly basis in assembly and Head teacher newsletters. Support for individual families is also available.</p> <p>Pupil voice is valued and fostered and the children use Circle Groups to discuss key questions.</p>			
<p>What specialism services, experience, training and support are available at or accessed by the school?</p>	<p>All staff undergo continuous professional development through staff meetings and training courses. The school has a highly experienced staff of both teachers and teaching assistants.</p> <p>The school liaises as appropriate with a range of services and agencies including:</p> <table border="1" data-bbox="486 949 1501 1532"> <tr> <td data-bbox="486 949 981 1532"> <ul style="list-style-type: none"> • School doctor • Educational psychologists • Children's Centres • Speech and Language Therapists • Occupational Therapists • ASD Team • Social Care • Community Police • Specialist outreach (SEND) </td> <td data-bbox="981 949 1501 1532"> <ul style="list-style-type: none"> • Sensory Team (Visual/Hearing impairment specialist teachers) • Traveller Service Support • Behaviour support • CAMHS (mental health) • The Autism Service </td> </tr> </table>		<ul style="list-style-type: none"> • School doctor • Educational psychologists • Children's Centres • Speech and Language Therapists • Occupational Therapists • ASD Team • Social Care • Community Police • Specialist outreach (SEND) 	<ul style="list-style-type: none"> • Sensory Team (Visual/Hearing impairment specialist teachers) • Traveller Service Support • Behaviour support • CAMHS (mental health) • The Autism Service
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<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>The SENCo has completed the NASENCo at the University of Chester in 2018. She regularly attends Local Authority and Cluster SEND meetings. She will also be supported by the Head Teacher who is an experienced SENCo. Two TA's have completed the ELKLAN speech and language training and one teacher and several TA's are trained in the use of Makaton and Total Communication. One TA also has expertise with WellComm and she will be assessing and proving intervention where necessary to identified children in KS1 this year. Two teachers and one TA have been trained to deliver specialist care for children with Down's Syndrome. One TA is trained in the delivery of IDL (an</p>			

	<p>online programme to support children with Dyslexia and other specific learning difficulties.) One TA is trained to deliver relaxation techniques and one with Theraplay. One TA is trained in LEGO therapy. One TA is a trained ELSA and is supported by the SENCO who also has first hand experience of the ELSA program.</p> <p>Our TA team have a variety of training in order to deliver individual and group interventions. Our school is committed to ensuring on going CPD is provided as part of the schools anticipatory duty towards meeting the needs of every child. Specialisms are deployed in a targeted way to ensure that individual needs are catered for.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Risk assessments and careful planning are used to ensure that all children are included in all activities in and out of school. Where necessary, support staff are used to enable this. Families will be always be consulted in this process and are actively encouraged to discuss their concerns with staff.</p>
<p>How accessible is the school environment?</p>	<p>Access arrangements are monitored by the Governing Body and the school has wheelchair accessibility. The school has a disabled toilet facility. Our school environment has been assessed and adapted to ensure safety for children with a visual impairment. Where the first language of parent/carers is not English, every effort is made to ensure that communication is maintained, accessing Local Authority services if required or available. Where special facilities are required for children with SEND, these will be provided from the school budget in response to need, and where this is not possible, external funding will be sought. The school does not have a designated area for individual children to access time out of the classroom, however each set of classrooms has a bay in which small groups or individuals are catered for. We have a specific room where children and families can have confidential support from a member of the Pastoral Team and an intervention room, "The Garden Room", used for teaching.</p>
<p>How will the school prepare and support my child to join the school or transfer to</p>	<p>Where children move school during their primary school career, every effort is made to ensure that there is effective communication and a smooth transition to the new school.</p>

<p>a new setting / school for the next stage of education and life?</p>	<p>All children transferring to High School are included in the transition arrangements put into place by their receiving school and take part in targeted PHSE lessons to support them. In addition, vulnerable children, including those with SEND, take part in an enhanced transition programme co-ordinated by the SENCo. The Learning Mentor also supports individual needs. Appropriate data will be shared with the new setting in line with Local Authority policy, and the SENCo from the receiving school will have a conversation with the class teacher prior to transfer to ensure that specific needs and concerns are addressed. Parents/carers will always be involved in this process.</p> <p>Action for Inclusion meetings will be held for children transferring within or at the start of their Reception year and will be reviewed termly while they are in place. Any child transferring from another school into Horn's Mill that has additional needs will be part of an Action for Inclusion meeting to ensure all needs are identified and addressed.</p>
<p>Provide examples of interventions, equipment, resources that schools may allocate to match children's special educational needs.</p>	<p>In addition to Quality First teaching children may be offered, for example:</p> <ul style="list-style-type: none"> • Bespoke, reactive "boosts" to their learning • Pre-teaching to enable access to future class learning • Multi-sensory reading and spelling programmes • Social skills training and support • Visual timetables, timers, prompt cards • Speech and language interventions • Writing slopes, adapted pens, scissors etc. • Additional adult support • Coloured overlays
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Where concerns are raised about a child and their needs are not being met through Quality First Teaching or Wave 2 or 3 interventions, the class teacher would discuss possible strategies to address this with the SENCo and parents/carers. If there is a continuing difficulty, a child may be placed on the school's SEND register as needing SEN support. An individual programme will be put in place in collaboration with the child and parents/carers. This will be reviewed and targets set termly. Where a child's needs cannot be met from the designated fund within the school budget, the school will apply for top up funding. If it is</p>

	<p>considered necessary, an application will be made for statutory assessment.</p> <p>At all stages, outside agencies will be involved as appropriate and their recommendations actioned.</p>
<p>How are parents involved in the school? How can I be involved?</p>	<p>Parents/Carers are equal partners in their child's education. The school has an active PTA called the "Friends of Horn's Mill" which is open to all parents, which promotes both fund raising for the school and a strong sense of community through social events. The school has an 'open door' policy and parents can easily contact staff where there are concerns. Parents are encouraged to support their child with reading and home-learning. Every Friday the school has a celebration assembly which parents of children receiving awards are invited to and one class assembly is performed each year. Parents' evenings and parent information events provide further opportunity for communication. Parents can interact with the school through social media such as Twitter. Parents are welcomed into classes to help with class activities and often accompany school visits.</p>
<p>Who can I contact for further information?</p>	<p>The first point of contact for a child in the school is usually the class teacher. Other staff with a role in your child's education are the Head Teacher, the Senior Leadership Team, the SENCo, Teaching Assistants, Mid-Day Assistants and Pre-School staff for those children attending out of school provision.</p> <p>If you are unsure who to contact, please ring the school office where our admin staff will be happy to advise you. If you are considering whether your child should join the school, contact Mrs Wyatt (Head Teacher) through the school office.</p> <p>For further advice, contact Cheshire West and Chester Local Authority. Contact details are available through their website. The Local Authority Local Offer is located on their website. http://www.westcheshirelocaloffer.co.uk/</p> <p>The school's complaints policy can be found on the school website.</p>

	<p>The Information, Advice and Support Service helps parents and carers whose children have Special Educational Needs, from pre-school until they leave school.</p> <p>http://www.cheshirewestandchester.gov.uk/residents/education-and-learning/early-years-and-childcare/information-advice-and-support.aspx</p> <p>Where to find help</p> <p>Email: iasservice@cheshirewestandchester.gov.uk</p> <p>Telephone: 0300 123 7001</p> <p>By post: Council Office, 4 Civic Way, Ellesmere Port</p>
An invite for feedback	<p>This offer is intended to provide clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email: senco@hornsmill.cheshire.sch.uk</p>