



Hunslet Moor Primary School

- We aim for excellence in all we do.

Leeds Local Offer

Meeting the needs of children with Special Educational Needs and/or disabilities

At Hunslet Primary School we believe that inclusive education is a human right, and it is beneficial to the child's social, emotional and intellectual development. We are an inclusive school and strive to meet the needs of all our children, including those with SEN or a disability, by ensuring that they have full access to all aspects of school life in order to achieve their full potential. Our school is committed to safeguarding and promoting the wellbeing of all children, and we expect our staff and volunteers to share this commitment.

Listed below are a number of 'frequently asked questions' which may help you to understand how we identify and support children with special educational needs.

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

Arrange an appointment to speak with your child's class teacher or the Special Educational Needs coordinator (SENCO) to discuss any concerns about your child. The Special Educational Needs coordinator is Miss Lucie Coupe. Following a discussion about your child a course of action will be decided (this is outlined in detail in the whole school SEND policy); this may involve support within school or possibly involvement from an outside agency to ascertain any difficulties and what strategies maybe implemented to address these issues. The SENCO will support any access needed to outside agencies.

How will school support my child?

Your child's class teacher will plan and organise learning activities that meet the needs of your child. They may need to write an individual Inclusion Provision Map (PM – a wave 1 support plan), or SEND Support Plan (SSP – a wave 2 support plan). These plans will identify your child's learning needs, outcomes, success criteria, strategies, who is going to help them and for how long each week. The class teacher will discuss the plan with you at Parents Consultations, or at

another date agreed. The plan will be reviewed at least termly, if not before, depending on the outcomes/targets set, and progress made will be recorded in the review session attended by the SENCO, class teacher and learning support staff. New outcomes/targets will then be set and written to follow. Progress is closely monitored by the SENCO and interventions are put into place for children who may not make expected progress.

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

All class teachers differentiate the curriculum according to the needs of the children in their class. Children may be grouped according to ability, in mixed ability groups, pairs or with an additional adult (learning support assistant or teacher). If your child has a PM or SSP in place this will detail any special arrangements. Additional resources may be provided for support and some adapted resources may need to be accessed through outside agencies. Some children may also be withdrawn from class to participate in special intervention programmes devised by the class teacher.

We strive to include all children, no matter what their additional needs are, but if the differentiated activity is still not accessible, children will be supported by an additional adult to work on their PM or SSP outcomes/targets instead.

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

Three yearly Parents Consultations and the end of year report currently provide opportunities for you to discuss your child's educational needs. In addition to this, with an appointment, your child's class teacher will discuss any progress your child has made against their PM or SSP and next steps. This way school and home can work together to assist your child effectively. Also, if you make an appointment, the SENCO is available to talk with you about your child's outcomes/targets and progress.

Termly Assess, Do, Review meetings will be held in school with the SENCO. Letters will be sent to you prior to the meetings.

If you are interested in any courses or need support at home please contact the SENCO.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

In school we have the SENCO (Lucie Coupe) and a Senior Inclusion Support Worker & Thrive Practitioner (Sarah Harker) who provide support to our children to help them overcome barriers to learning. These barriers may include problems with friendships, emotional difficulties and bereavement. Additional support can also be provided for families regarding attendance and

parenting strategies, at Hunslet Moor Primary School we have a dedicated Pastoral Support & Family Liaison Team; Kerri Kassabian (Designated Safeguarding Lead), Helen Simpson, Fiona May and Dawn Graham who will be able to support families. Occasionally, when families are experiencing difficulties and many agencies are involved, it may be necessary to carry out an Early Help Plan (EHP) in order to provide a multi-agency approach which will form a stronger network to support the family.

Hunslet Moor Primary is part of the JESS Cluster and through this cluster we can access a wide range of professionals to help with our children's needs. For example; Parent Support Workers, Emotional Health and Well-being Workers.

There are a number of school policies in place which support the well-being of children at Hunslet Moor. They include: SEND, Inclusion, Disability Equality Scheme, Relationship, Behaviour & Discipline, Anti-Bullying, Child Protection and Safeguarding and Health and Safety. These can all be accessed through our website.

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

We have many outside agencies that the SENCO, Inclusion Support workers and school staff are able to access in order to provide support to our children and families.

In partnership with Leeds City Council and the JESS Cluster we can access Parent Support Workers, Behaviour Support Workers, Educational Psychologists, Cluster Inclusion Workers, Emotional Health and Well-being Workers and a Child and Adult Mental Health Worker (CAMHS).

As well as this, The Complex Needs Service can be accessed by the SENCO to provide support for children with a range of difficulties including: learning, emotional, social and behavioural, medical, physical and complex needs.

If a child has speech and language difficulties the Speech and Language Therapy Service can be accessed, a referral to the service can be made by the SENCO. In addition, if you would like further advice regarding Speech and Language the toolkit for resources for Speech and Language can be found on the Speech and Language website www.leedscommunityhealthcare.nhs.uk (LINK). If Speech and Language support is in place for your child as a parent or carer you will also be provided with a copy of your child's ASP in order for you to support them at home as well as in school. The therapist will assess your child when she needs to and amend your child's ASSP accordingly.

We also have access to a number of other specialist services, including the School Nursing Team, SENDIASS, Visually Impaired Team, Deaf and Hearing Impaired Team and STARS (Specialist Teachers Autism Response Service)

What training do staff supporting children with Special Educational Needs or a Disability have?

Hunslet Moor provides training for staff supporting a child on a 1:1 basis and training for staff to access dependent on the children that they are supporting. Additional training for Class Teachers and Learning Support Assistants can also be accessed through the Complex Needs Service and other outside agencies.

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

Children at Hunslet Moor are included in all aspects of school life. This includes accessing educational visits, residential and after school clubs. If specialist provision was required, the SENCO would liaise with the Parents or Carers and the Class Teacher to plan what was needed and wherever possible ensures that the child with additional needs was able to access what is available.

How accessible is the school?

The whole of the school is accessible on one level. When accommodating children with physical difficulties classes can be moved around to ensure fair access for all. The local authority representative and parents will also be invited to look round and check the accessibility of the building. The school works effectively with relevant professionals (eg. Visually Impaired Team) to enable children with specific needs to attend our school, ensuring appropriate access internally and externally. We have a new Care Suite fitted in Nursery and in our KS1 area to ensure fair access for all.

There is also 2 designated disabled car parking spaces, two disabled toilets on the ground floor level and appropriate access ramps that lead up to the classrooms from the KS2 playground.

How will the school help my child on transfer to the next phase of education?

At Hunslet Moor we have excellent links with our feeder secondary schools and the Year 6 teachers work with them to plan effective transition for the Year 6 children. The SENCO and the Parent Support Officer will also organise additional transition meetings for those children who are considered vulnerable or have SEND. The child and family will be involved with this extra process. The SENCO collates all the SEND records for Year 6 children who are leaving and passes this information on to the secondary school for the Autumn Term.

How are the school's resources/funding allocated and matched to children's needs?

We aim to ensure that all children's needs are met in school and the budget is used effectively to enable us to achieve this aim. Our school receives a notional inclusion budget that is spent on providing extra adult support in the classroom where appropriate and additional resources

dependent on the specific needs of the children. For children with a more complex needs, school can apply for 'Top Up' funding to ensure that their needs are met. The Senior Leadership Team and SENCO will decide on the most appropriate type of support for individual children. For example, a child with behavioural needs may need full time support provided by a Learning Support Assistant or equally a child may require a specific intervention to be delivered three times a week for a given amount of time.

How are the parents involved in the school and how can I be involved?

The school has an open door policy and we welcome parental involvement. Parents and Carers are informed regularly about learning and events through half termly newsletters, parent's consultations, parent meetings, letters and text messaging. Some parent/carers help out weekly in our classrooms; listening to readers or supporting groups. Parents are invited into all school assemblies, sports days, performances, community events and the special leavers' assembly. If parents wish to, they can take an active role as a Governor on our Governing Body when places become available.

Who can I contact for further information?

If you are considering applying for a place, please contact the school office 0113 2717257.

If you would like to discuss something about your child, please contact Miss Lucie Coupe (SENCO), Miss Hannah Darley or Mr Simon Crawford (Co-Headteachers) or the school office to arrange an appointment.

If you would like more information about support services, either contact the SENCO, Family Liaison Team or SENDIASS (previously Parent Partnership), information about this service can be reviewed [onlinehttp://familyinformation.leeds.gov.uk/sendiaass/Pages/default.aspx](http://familyinformation.leeds.gov.uk/sendiaass/Pages/default.aspx) or contact them directly on 0113 378 5020 (the helpline is open Mon-Fri 10am to 3pm).

If you would like information about the Leeds Local Offer visit www.leeds.gov.uk/localoffer.