



Huntcliff School Local Offer

Applicable from 1st September 2014

What is the local offer?

All Local authorities are required by law to publish a local offer which outlines the provision available across education, health and social care for children and young people in their area who have special educational needs or who are disabled. All schools must therefore also publish their own provision.

Special Educational Needs

The changes in the Children and Families Act 2014 affect the way children with special educational needs and disability (SEND) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key purposes are:

- to provide clear and accessible information on available provision and how to access it
- to make provision responsive to local needs by involving all parties in the decision making process

What are the main changes?

- Education, health and care (EHC) plans will gradually replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed a transition, which will be within three years).
- School Action and School Action Plus will cease and be replaced by a single school-based category for children who need additional specialist support (SEN Support).

Huntcliff School is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.



Local Offer

We have a duty to offer young people provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

- they have a significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

How are children identified as having special educational needs?

There are many ways to identify a child with special educational needs. In secondary schools many pupils are already identified in their Primary school and so transition documents from primary schools contain information about their additional needs; information provided by parents/carers or other agencies may indicate that testing needs to be carried out; testing procedures within school such as dyslexia screener or internal testing may raise concerns or there may be concerns raised by individual teachers.

Interventions

How we support children to access the curriculum.

Staff know the academic and additional needs profile of their classes. This ensures that individual needs are met by careful planning of learning activities which match



children's learning needs; the environment is stimulating, supportive and well resourced.

If children have a Statement of Special Educational Needs or an Education, Health and Care Plan, there may be additional resources recommended in order to meet particular individual needs. We will ensure that all staff know and understand the needs of all pupils and develop programmes of study so all pupils have access to the curriculum.

The Special Educational Needs' budget is carefully allocated and matched to meet individual needs. The resources that are used are recorded via provision mapping.

All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. We also support literacy and numeracy through additional lessons within the curriculum for those who require it. All staff have had training on the 2014 Code of Practice for SEND and regular updates are delivered throughout the year on various topics such as autism, dyslexia, ADHD, speech and language, dyspraxia and other disabilities. Support staff have similar training to assist them when working with pupils with SEND.

For children with specific learning needs, interventions include: literacy and numeracy plus programmes which are delivered in small groups; touch typing tuition; specific programmes for literacy such as Reading Recovery, Toe by Toe, Renaissance Reader, Rainbow Reading and for maths, small group work weekly focusing on weak areas is organised.

Currently, we have the North Lincolnshire Charter Mark for Communication and Interaction. We support speech and language development. This support includes individual programmes and is supported by the Speech and Language Advisory Support Service. We also deliver CALL and a Communication Skills programme for those pupils with difficulties with social skills and/or vocabulary and comprehension.

We support children's emotional and mental well being. We make sure that children who find "change" difficult are well - prepared for any transition. This includes access to support groups for self esteem, dealing with conflict, attendance, behaviour for learning, support for those with family members experiencing a life limiting illness within our 'Life-raft Group' as well as external life coaching as required. Support is also provided through our Pastoral Support team who have



specific training in a range of support. External help is sought where additional needs are identified (for example, school nurse – self harm, CAMHS – mental health etc).

We support children's physical and medical needs. Risk assessments are implemented for any child with a physical difficulty including lift access, disabled toilets, the re-arrangement of teaching rooms where necessary and external support as identified. Staff are trained to support any individual who has additional needs (for example, epipen, diabetes, etc) enabling pupils to participate fully in the life of the school, including extra-curricular activities and trips. For those with the most complex needs, liaison with home is fundamental to ensure equal opportunities.

We have good liaison with the School Nursing service who provide support for individuals and advice and training to staff. Medicines are stored safely in the school office. There are a team of staff who are first aid trained, who administer medicines to children as directed by parents/ carers.

At Lunch and breaktime, staff operate a duty rota to ensure the safety and support for any child who needs it. There are designated areas for younger pupils as well as more vulnerable pupils. Specific interventions for children with additional needs include : having a named member of staff for support; being guided to particular areas or activities; being able to access buddies or mentors. Prefects also run clubs and activities to support small groups of pupils as well as supporting clubs which are run by adults within the pastoral and inclusion teams.

Access Arrangements

Some pupils will require particular arrangements to be made for their Key Stage 4 exams so that they have access to them. This may involve: a 'reader' who reads the exam paper or parts of it to a pupil; a 'scribe' who writes down the answers that a pupil gives; additional time allocated to a pupil due to slow processing and so on. Assessments are completed in order to provide evidence for the exam boards.

Partnerships

We work in partnership with parents and carers. Our open door policy encourages partnership working with parents/ carers. We ensure that meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with their children understands their needs so provision can be agreed by all parties. Children are actively encouraged to attend meetings to discuss their progress and



we regularly use 'pupil voice' as a means to gauge feelings about any issue they may have in school.

Contact can be sought at any time through telephone to the pastoral or inclusion team and parents are encouraged to email directly to individual staff if they wish to communicate with a member of staff. Staff will also make regular contact with parents/carers as needed throughout the year. There is also a Parent discussion group which meet each half term where regular updates are given to parents on a range of issues and parents can request agenda items for discussion or training. There is also a SEND drop-in run termly by the SENCO and Educational Psychologist to support parents/carers with pupils of ADHD, dyslexia or autism. Also, children have access to pastoral support officers and other agencies as necessary.

We work in partnership with other agencies. Huntcliff School has contacts with many agencies which can be viewed via the school SEND policy.

Progress

We monitor children's progress. We have a system to track and monitor all children's progress using progression maps and data tracking. Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this. For particular children more in depth assessments may be required. Some of these can be carried out by the Special Educational Needs Co-ordinator or the Educational Psychologist. (This is particularly in the case for applying for an Education, Health and Care Plan). Additional support may be given to any child who needs it at key transition points for example, career advice, transition plans for post 16 or for those with education health and care plans or statements.

Who can I contact for further information?

There are several people who can be contacted for additional information. These include:

SENCO – Mrs Sarnia Palin (spalin@huntcliffschool.co.uk)

SENCO Admin Support – Mrs D Blackburn on 01652 648276

PSOs – any of the four via 01652 648276

Form Tutor – via email or telephone