



Special Educational Needs Information Report

Special Educational Needs and Disabilities Coordinator (SENCo) at Hartford:

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SEND Code of Practice 2014	Provision at Hartford Primary School
Type of setting	Mainstream Primary
Specific age range	4-11
Number of places	396
Which types of special educational need do you cater for at Hartford Primary School?	<p>We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.</p> <p>Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Difficulties Sensory and / or Physical Needs</p> <ol style="list-style-type: none"> 1. Communication and interaction <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <ol style="list-style-type: none"> 2. Cognition and learning <p>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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <ol style="list-style-type: none"> 3. Social, emotional and mental health <p>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</p>

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.

We believe that every child has a right to an education and to be heard. Therefore if another pupil disrupts or adversely affects another's education we would look to address this as a matter of urgency. The schools use a range of behaviour management strategies and therefore in the first instance teachers would make the child aware that their actions have affected another child's feelings.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with sensory and/or physical needs will require specialist support and/or equipment to access their learning.

(Code of Practice 2015)

Special Educational Needs and / or Disability Identification

At Hartford Primary School pupils with SEND are identified as early as possible. These concerns can be raised from:

Parents/carers, teachers, teaching assistants, the pupil, the pupil's previous school or early years setting.
 Less than expected progress (which can result in performing below age related expectations).
 There is a change in the pupil's behaviour or low self-esteem that is affecting their performance.
 Liaison with external agencies or a health diagnosis through a Paediatrician (however, this does not mean that a health diagnosis automatically means a child has special educational needs)

Staff working in school monitor the pupil's progress carefully on at least a half - termly basis through regular analysis of pupil's progress and also pupil progress meetings which are led by the Head teacher, Deputy Head teacher and the SENCo. SEND issues are regularly discussed at teacher Professional Development Meetings.

Concerns are initially raised with the school's SENCo who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the pupil, and looks at what provision might be necessary to enable the pupil to reach those outcomes. Depending on the level of the pupil's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil.

For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered either 1:1 or in small groups.

Those pupils with the highest levels of need might be referred to other agencies for further advice and support.

	<p>The SENCo keep a record of pupils requiring support at the different levels in order to monitor the progress of these pupils, and to plan for provision across the school. As part of a learning community Hartford Primary School works closely with the Educational Psychologist Dr Gwenda Goodman, The Russett School, participate in regular training and cluster meetings with the Cheshire West and Chester, TAF Advisors and other SENCOS.</p> <p>The SENCo works with the named SEND governor, Mrs Julia Hughes, and report to governors on a regular basis. The SENCO completed the 'National Award for Special Educational Needs Coordination' at Manchester Metropolitan University in July 2017.</p> <p>Half termly staff meetings for teachers and teaching assistants are timetabled to ensure on-going staff training as well as staff attending external training.</p>
<p>What should I do if I think my child needs extra help?</p>	<p>If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are available via their year group email addresses are happy to make appointments to discuss your concerns.</p> <p>The class teacher may then seek the involvement of the school SENCO. Alternatively the school SENCo can be contacted directly senco@hartfordprimary.cheshire.sch.uk</p>
<p>Where can I find Hartford Primary School's SEND policy and other related documents?</p>	<p>www.hartfordprimary.cheshire.sch.uk</p> <p>Our school website provides you with the SEND policy and other relevant school policies and documents relating to provision offered to our pupils. There are also links on the website for Cheshire West and Chester's Local Offer.</p>
<h2>Teaching and Learning Support</h2>	
<p>How will you teach and support my child with SEND?</p>	<p>The school teaches pupils with SEND in accordance with the Cheshire West and Chester Local Offer. From 1st September 2014, the Cheshire West and Chester Local Offer is found at http://www.westcheshirelocaloffer.co.uk</p> <p>Within our school, we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. This is called 'Quality First Teaching':</p> <ol style="list-style-type: none"> 1. Highly focused lesson design with sharp objectives; 2. High demands of pupil involvement and engagement with their learning; 3. High levels of interaction for all pupils; 4. Appropriate use of teacher questioning, modelling and explaining; 5. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups; 6. An expectation that pupils will accept responsibility for their own learning and work independently; 7. Regular use of encouragement and authentic praise to engage and motivate pupils <p>(Department for Children Schools and Families, 2008)</p> <p>Daily planning takes into account individual pupil's needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.</p> <p>Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.</p> <p>Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.</p>

	<p>Class based approaches might include: using a range of multi- sensory approaches to suit different pupil’s learning styles, alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to aid them in differentiating learning opportunities for the learners in their class.</p> <p>The school is developing a wide range of intervention programmes available for pupils who require support, which goes beyond Quality First Teaching, and class based approaches.</p> <p>Some of these intervention approaches are published or commercially available packages of support, such as Power of Two, Dyslexikit, Nessy and Blacksheep etc. Others are bespoke/personalised approaches decided by the class teacher working alongside the SENCo and based on the pupil’s individual needs or broader interventions which help them develop into independent learners, for example, developing memory skills, gross motor skills, fine motor skills etc.</p> <p>We also have a member of staff who is a trained ELSA (Emotional Literacy Support Assistant) who creates bespoke / personalised approaches to support children.</p> <p>For those with significant or complex needs, the school seeks the advice of specialists, for example Educational Psychologists, Child and Adolescent Mental Health Services, Speech and Language Therapists, Physiotherapists, Paediatricians and Occupational Therapists. In some cases these specialists might work in school with the pupil. All additional support will be covered on a provision map and evaluated at least termly.</p> <p>Where pupils need additional support, a school focused plan is created as part of the provision map, using: Assess - Plan – Do – Review, which will outline the provision available to each child and will be available to parents. Pupils who’s needs are successfully met, may move off the graduated approach but some pupils will need to continue on the graduated response and will require an Education Health and Care Plan in order for their needs to be met. In addition, parents will be involved in the planning of support for their child and will have the opportunity to discuss their child’s progress at regular parent-teacher meetings. There is also the opportunity to contact the SENCo via email or in person to discuss child’s needs in more detail.</p> <p>Informal parent support meetings for pupils who require additional support are held as and when required.</p>
<p>How will the curriculum and learning environment be matched to my child’s needs?</p>	<p>As an inclusive school, all work within the curriculum and specific learning environments is pitched at an appropriate level so that all pupils are able to access it according to their specific needs. All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning.</p> <p>Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated to take into account Personalised learning. The benefit of this type of differentiation is that all pupils can access the lesson and learn at their level.</p>

	<p>Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and areas for development, and will make every effort to accommodate these. For example, some pupils work with the teacher or teaching assistant to extend their learning outside of timetabled lesson time; or the class teacher may provide personalised spelling banks for pupils with literacy difficulties, or for those with language processing differences, visual supports may be used to accompany auditory information.</p> <p>Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups.</p> <p>We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCo</p>
<p>How are Hartford Primary School's resources allocated and matched to children's needs?</p>	<p>In order to ensure that Quality First Teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision.</p> <p>This might take the form of additional physical resources in classrooms e.g. talking tins, overlays, ICT equipment etc. For those requiring provision additional to class based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, specialist teaching etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on Education Health Care Plans). The SEND budget is the responsibility of the Head teacher (Miss Mair Fairweather) and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.</p>
<p>How is the decision made about what type and how much support my child will receive? Who will make the decision and on what basis?</p>	<p>Cheshire West and Chester outline their Local Offer to children and their families. The Head teacher decides on the use of the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head teacher and the SENCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> The pupils getting extra support already The pupils needing extra support The pupils who have been identified as not making as much progress as would be expected All resources/training and support are reviewed regularly and changes made as needed
<p>How will equipment and facilities support pupils with SEND. Will SEND be secured?</p>	<p>Hartford Primary School possesses a range of equipment and facilities (e.g. differentiated reading material, writing facilities to support children slopes, coloured overlays etc.) to support pupils with SEND. The SENCo makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services, behaviour consultants) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions</p>
<p>How will you and I know how my child is doing and how will you help me to support their learning?</p>	<p>Your child's progress is continually monitored by his/her class teacher and all school staff have high expectations for all learners.</p> <p>Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home- school books.</p>

	<p>Their progress is reviewed formally every term in reading, writing and maths. Children will have personal learning goals which will be reviewed, and a future plan made. Teachers meet with SENCo on a termly basis as part of SEND Pupil Progress Meetings.</p> <p>The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child’s education. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and the Head teacher, Deputy Head teacher, and the SENCo.</p> <p>Information about pupil progress is shared with parents at parent-teacher meetings, which are held in the Autumn and Spring Terms and via the annual school report in the Summer term. In addition, parents of learners with SEND will be offered additional meetings with the class teachers in Autumn, Spring and Summer Terms, to review and set new targets for the children. Parents are welcome to seek additional appointments to discuss their child’s progress as required, and class teachers are usually available for informal discussions at the end of each school day by prior appointment.</p>
<p>How does Hartford Primary School consult with in planning and reviewing their education?</p>	<p>We value and celebrate each pupil being able to express their views on all aspects of school life. This is usually and carried out through Pupil Parliament, which is held every week and has an open forum for any issues or involve children with SEND viewpoints to be raised.</p> <p>If your child has an EHC Plan or SEND Profile, their views will be sought before any review meetings or target setting. Pupils also have the opportunities to explore their strengths, learning styles and are encouraged to have an input as to how best they can be supported – this is also reflected in their Pupil Portraits which are shared with all adults who work at Hartford Primary School.</p> <p>We recognise that there is sometimes a need to protect pupil’s self- esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with the pupil.</p>
<p>How does Hartford Primary School assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND?</p>	<p>The school’s SENCo, along with the Head teacher and other members of the Leadership Team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school is developing links with a cluster of schools which enables opportunities for shared expertise and resources and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. As a school we have an annual cycle to assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through questionnaires, formal and informal discussions. We also employ the services of external School Improvement Partners who work with us to evaluate and develop plans for improvements.</p>
<h2>Keeping Students Safe and Supporting Their Wellbeing</h2>	
<p>How do you ensure that my child stays safe outside of the classroom?</p>	<p>At Hartford we take the safety of our pupils very seriously.</p> <p>Information about pupils with SEND is communicated to relevant school staff throughout the year and through end of year transition meetings.</p>

	<p>Where risks are identified measures are taken to limit these, for example supervising a pupil more closely during the transition between class and parent/carer at the end of the day.</p> <p>Where necessary alternative arrangements for the most “risky” times of the day are made, for example an additional teaching support assistant may be employed to help facilitate good play at break and lunch time.</p> <p>For some pupils, a detailed risk assessment is undertaken which is shared with parents, and reviewed regularly by the class teacher and SENCo.</p> <p>All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody’s health & safety will be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.</p>
<p>What pastoral support is available to support my child’s overall well-being?</p>	<p>We are an inclusive school and we believe in developing the ‘whole child’ which includes helping them to develop resilience, social skills, self-awareness, self-esteem and uphold positive values so that they can develop into well balanced individuals. We take mental and physical health seriously and use Jigsaw scheme of work (for Personal, Social, Health and Economic education – PSHE) to support our all children in the classroom.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social care of every pupil in their class, therefore this would be the parents’ first point of contact.</p> <p>If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Educational Psychologist Support Team.</p> <p>We have a trained Emotional Literacy Support Assistant who would support pupils individually or in groups, helping them to develop confidence, self-esteem, managing their feelings, social skills and emotions. They also help the pupils through friendship issues, all of which can impact on their academic progress. We are developing the role further to support the pupil’s families through unforeseen events and can signpost them to agencies who could support them.</p> <p>We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our Personal Social Health Economic education (PSHEe) teaching. The curriculum is currently being developed throughout Key Stage 1 and 2 by the SENCo and PSHEe lead. We are also developing a curriculum that includes and highlights The 9 Protected Characteristics (Equality Act 2010). We have a range of different clubs which the pupils can join. For example: Judo, Choir, Football, Mad Science, Dance, Spanish, Paralympic Sports, Art club, Coding and Dodgeball. These help develop the pupil’s social skills, resilience and team spirit.</p> <p>We offer an ‘Oasis’ Club at lunchtimes which offers children the opportunity to engage in calm activities and games with a member of staff and supported by Year 6 pupils. Building social, emotional skills and behavioural support – the children can request to spend time in Oasis or they can be advised to attend. We also offer a Mindfulness Club every lunch time to support children who need some quiet time.</p>

	<p>We have a robust Child Protection Policy in place; we follow National & LA Guidelines. Our Safeguarding leads are Miss Mair Fairweather (Head teacher), Mrs Lindsay Cade (Deputy head), Mrs Naomi Birtwistle (Key Stage 1 Lead) and Mrs Jo Dodd (Early Years Foundation Stage Lead).</p> <p>All staff have up to date Safeguarding training.</p> <p>We have a robust Behaviour Policy in place, which we have developed through 'Sycol' (our school improvement programme) using Magic 1,2,3.</p> <p>Hartford Primary School is a No Outsiders school and we hold a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. They are also taught about what bullying looks like, the different types of bullying (including Homophobic, Biphobic and Transphobic bullying (HBT), bullying relating to race, religion or culture, appearance, health, people with additional needs) and what to do if they feel that they or a friend are getting bullied.</p> <p>Please see our Anti-Bullying Policy on the school website for more information and our clear strategies in place for preventing, countering and responding to bullying.</p> <p>Class teachers are vigilant in monitoring the pupil's behaviour for indications of bullying. We ensure that all staff are pro-active by identifying when a conflict could turn into bullying and personalised support for the pupils involved are put in place immediately and parents/carers involved.</p> <p>Where in the unlikely event bullying has taken place it is taken very seriously and appropriate measures are put in place for both victims and perpetrators, which take into account the needs of all the pupils involved.</p>
<p>How will Hartford Primary School manage my child's medicine or personal care needs?</p>	<p>The school has a policy regarding the administration and managing of medicines on the school site (Available on request from the office). Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. Only prescription medication can be administered in school. Where possible, pupils should be encouraged to take responsibility for managing their own medication, although this will always be under the supervision of an adult.</p> <p>The Head Teacher's agreement is required to allow a nominated volunteer staff member to help with specific medical needs. Teachers who have a pupil with a specific medical need will require appropriate training regarding the condition and when or where the pupil may need extra attention. In the teacher's absence another member of staff should be available with adequate knowledge.</p> <p>No medication will be given to a pupil without a written request from the parent and the medication accompanied by a printed pharmacy dosage label or doctor's note to the effect that it is necessary to administer medication in school hours.</p> <p>A child attending Hartford Primary School with long term medical needs will have an individual Health Care Plan drawn up and developed by the parent, teacher, SENCo and any outside agencies. In the event that such a plan is to be drawn up the school will follow statutory guidance from the Department for Education 'Supporting pupils at school with medical conditions' (April 2014).</p>

	<p>Medication is stored in the original container in which it was dispensed, in a designated drawer situated in the staffroom. If a medication is needed in an emergency then all members of staff have access to it. Medication requiring refrigeration will be stored in a dedicated drawer fridge in the staffroom.</p> <p>In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc), in the class first aid box.</p> <p>Pupils should know where their own medication is stored regarding asthma inhalers. When this is applicable, a clearly identifiable safe place in the classroom is chosen. When a pupil has a long term medical need their photograph and information about their medical condition is put into a class file (Individual Pupil Profiles) for all members of staff to refer to.</p> <p>For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.</p> <p>For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside the pupil's medication. For those pupils with medical conditions, which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency.</p> <p>Copies of these plans can also be found in the pupil's classroom in the Individual Pupil Files in order for all staff to be aware of their needs.</p> <p>Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance.</p> <p>If a pupil will be away from school for a significant period of time Hartford Primary school will try to arrange home tutoring through the Medical Needs Team. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.</p> <p>Named staff undertake regular first aid training and all staff are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary the school seeks out relevant training to address the specific needs of pupils. All staff have had training in Diabetes awareness.</p> <p>Hartford Primary has a defibrillator, which is suitable for use on adults and children. All staff have received training in how to use this.</p>
<p>What support is available to assist with my child's important as physical</p>	<p>We have a caring, understanding team looking after our pupils and the teaching team feels strongly that mental health is just as important as physical health.</p>

<p>health, emotional and social development?</p>	<p>The class teacher has overall responsibility for the pastoral and social care of every pupil in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support.</p> <p>This may involve working alongside outside agencies such as Health and Social Services. Personal Social and Emotional wellbeing is seen as an important part of our curriculum, and class teachers address this through regular sessions in class. We are currently updating our curriculum in this area so there is a greater understanding of mental health across Key Stage 1 and Key Stage 2. Staff promote an environment in which positive personal relationships can flourish, and seek to support pupils in managing their emotions and relationships on a day to day basis. For those requiring further support, the teaching assistants, might work individually with pupil or might support pupils in a more holistic way (e.g. peer support).</p> <p>The class teacher has overall responsibility for the pastoral and social care of every pupil in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.</p> <p>Personal Social and Emotional wellbeing is seen as an important part of our curriculum, and class teachers address this through regular sessions in class. We are currently updating our curriculum in this area so there is a greater understanding of mental health across Key Stage 1 and Key Stage 2. Staff promote an environment in which positive personal relationships can flourish, and seek to support pupils in managing their emotions and relationships on a day to day basis. For those requiring further support, the teaching assistants, might work individually with pupil or might support pupils in a more holistic way (e.g. peer support).</p> <p>We have a trained Emotional Literacy Support Assistant who works with pupils individually or in groups, helping them to develop confidence, self-esteem, managing their feelings, social skills and emotions. They also help the pupils through friendship issues: all of which can impact on their academic progress. They also can offer support to pupil's families through unforeseen events and can signpost them to agencies who could support them.</p>
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<p>At Hartford Primary School we believe in developing positive attitudes to learning. We teach this through our core values of Respect, Aspiration, Responsibility and Pride; which help them develop positive attitudes to not only learning, but future opportunities and prospects.</p> <p>The school has a clear behaviour policy (which is currently being reviewed) to further develop a clear a system of rewards and sanctions which are followed by all staff and pupils. Pupil's behaviour is recorded and tracked; for more concerning incidents ABCD (Antecedent, Behaviour, Consequences and Desired Alternative) forms are completed to reflect on why it happened and what we can do to ensure it doesn't happen again. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.</p> <p>It is very rare that we would consider exclusion for any pupil.</p> <p>All staff have had training in September 2016 from our Behaviour and Engagement Consultant who also works closely supporting staff members in the classroom and parents where needed. Staff training is held annually to ensure all staff are up to date.</p> <p>With attendance, we have procedures in place to support pupils and their family, but if a pupil continues to have poor punctuality or attendance the Education Welfare Officer (EWO) will need to be informed.</p>

	Working together and roles
What is the role of my child's class teacher?	<p>The role of the class teacher is: Ensure that all pupils have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs.</p> <p>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.</p> <p>Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</p> <p>Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach with any SEND</p>
Who else has a role in my child's education?	<p>SENCo (Mrs Helen Rowland) responsibilities:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the school's Inclusion Policy; • Coordinating provision for pupil with SEND or pupils who need 'catch up'; • Liaising with, advising and contributing to the in-service training of fellow teachers and other staff; • Liaising with the relevant designated teacher where a looked after pupil has SEND; • Advising on a graduated approach to providing additional SEND Support; • Ensuring that the records of all pupils with SEND are kept up to date; • Liaising with parents of pupils with SEND; • Liaising with early years providers and secondary schools, educational psychologists, health, social care, and independent or voluntary bodies who may be providing SEND support and advice to a pupil and their family; • Being a key point of contact with external agencies, especially the Local Authority and Local Authority support services; • Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned; • Collaborating with curriculum coordinators so that the learning for all Pupils is given equal priority; • Ensuring with the Head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. <p>The SENCO is responsible for ensuring that the school can track and record support plans and decisions for all the pupils with SEN in the school. There are also a number of support staff (Teaching assistants) working in school. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. The class teacher and SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A pupil may receive support from a number of adults and a conversation with the class teacher or SENCo will give you a full picture of this. Of course, as a</p>

	<p>school we welcome regular dialogue between parents and staff on how a pupil's day has been and we do actively encourage this continued feedback.</p> <p>Our Head teacher (Miss Fairweather) is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for pupils with SEN and/or disabilities. She gives responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Making sure that the school has an up to date SEND Policy and that it is published on the website. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school. Making sure that the necessary support is made for any pupil who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to pupils with SEND in the school and being part of the process to ensure the pupil achieves his/her potential in school. <p>The SEN Governor (Mrs Julia Hughes) is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is given for any child with SEND who attends Hartford Primary School.
<p>How does Hartford Primary School ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that pupil?</p>	<p>All class teachers and any staff involved with the pupil will be given a copy of the EHC Plan, school focused support plans and provision maps and there are regular opportunities to discuss the content of these at termly progress meetings.</p> <p>SENCo meet with the current class teachers and the new class teachers and teaching assistants at the end of the summer term to develop a more detailed transition for our children with additional needs.</p> <p>We also have Pupil Pen Portraits, which the children will help write, to ensure that all staff know the individual needs of the pupils in the class. These are to be kept in registers, so any supply teachers covering the class will also be aware of the children's needs. We also plan in transition meetings at the end of each year in order for each teacher to have all the information on the pupils they are going to receive. We have developed the transition between year groups at Hartford Primary School. Before the end of the summer term, the children have the opportunity to spend 3 days with their new class teacher and teaching assistants as well as 3 story time sessions. This gives the children the opportunity to see their new classrooms and spend time getting to know their new teachers, teaching assistants and classroom environment.</p> <p>As a school we also liaise with pre-schools and local High Schools in order for the transition between key stages to be planned thoroughly for all pupils, but particularly our SEN pupils. Year 6 staff ensure that children, who need the additional support, have the opportunity to have extra transition time at high school and the SENCo have also developed a transition pack (based on the Autism Team's transition pack) to enable children to be find out key information to enable them to become more confident when starting high school.</p>
<p>What expertise is available in the school in relation to SEND?</p>	<p>Our SENCo took over the role in November 2014 and is a qualified and very experienced teacher. She has over 25 years' teaching and subject leadership experience including on going SEN training in specific areas such as:</p> <p>Mental Health First Aid, Social Stories, Behaviour and De-escalation Training, ADHD, Selective Mutism, Autism Awareness, Team Around The Family (TAF Training), Dyslexia and Dyscalculia.</p>

	<p>The SENCo completed the National Qualification in Special Educational Needs at Manchester Metropolitan University in 2017. Mrs Rowland is also trained to lead Team Around The Family Meetings (this is also known as TAF meetings).</p> <p>All our teachers hold qualified teacher status and teachers and teaching assistants, receive regular training on how best to support our pupils from Literacy and Maths Consultants as well as with resources such as Numicon, Benchmarking, Guided Reading, moderating and Primary Writing Project.</p> <p>We have a close relationship with our Educational Psychologist (who we have worked with for the last 3 years) and can assess the children’s cognitive ability, facilitate a clearer understanding of a child’s special educational needs and how best to meet them.</p> <p>All teachers and teaching assistants are trained in 1,2,3 Magic and this forms the basis of our behaviour policy.</p> <p>We regularly seek advice, support and training from outside agencies such as: Quality First Teaching documents to support children with ASD, ADHD, Dyslexia, DCD, The Autism Team, CAMHS (Child and Adolescents Mental Health Service), Physiotherapists and Occupational Therapists, The Visual Impairment team, Auditory Impairment team, Our Behaviour and Engagement Consultant, School Nurse, Speech and Language Therapists, The Education Access Team and Paediatrics.</p> <p>Our team of Teachers and Teaching Assistants also have access to on-going training with the Autism Team, CAMHS, Dyslexia, Lego Therapy and Behaviour. We also have an ELSA – Emotional Literacy Support Assistant – who works with small groups and individual children on social, emotional and mental health issues.</p> <p>In-house training is also organised by the SENCo and delivered to teachers and teaching assistants. Staff who have attended training disseminate their learning in the half termly staff meetings.</p>
<p>Which other services do you access to provide for and support pupils with SEND (including health, therapy and social care services)?</p>	<p>As a school, we work closely with any external agencies that we feel are relevant to individual pupil’s needs within our school.</p> <p>We have close links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Occupational Therapy, GPs, school nurse, social services including - Locality Teams, Social Workers and Educational Psychologists.</p> <p>Where needed, we will organise multi-agency meetings to discuss pupils, (e.g. TAF - Team Around the Family) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.</p>
<p>Who would be my first point of contact if I want to discuss something?</p>	<p>Class teacher in the first instance.</p> <p>If, after your discussion, you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCo, Key Stage Leaders (Mrs Cade – Key Stage 2, Mrs Birtwistle – KS1 or Mrs Dodd – Early Years Foundation Stage). If after those discussions you should speak to the head teacher – Miss Fairweather. If you are still not happy with the outcome of these meetings, then you should speak to the school SEN Governor (Julia Hughes).</p> <p>If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should, in the first instance, approach the class teacher.</p>

	<p>If this doesn't resolve the complaint then a parent should speak to the Key Stage Leaders (Mrs Dodd – Early Years Foundation Stage Lead, Mrs Birtwistle – Key Stage 1 Lead or Mrs Cade – Key Stage 2 Lead) and SENCo. If still unhappy with the provision, then a parent should then speak to the Head teacher who will discuss and advise the next steps.</p>
<p>What roles do have your governors have? And what does the SEN governor do?</p>	<p>The school governors have responsibility for ensuring the quality of provision across the school.</p> <p>As previously mentioned, a named Governor is Julia Hughes who is responsible for SEND and the SEND governors meet regularly with our SENCo.</p> <p>Reports to the Full Governing Body are given to inform them about the progress and attainment of pupils with SEND. The Governors agree priorities for spending within the SEND budget with the overall aim that all pupils receive the support they need in order to make progress. The SENCo also meet with the governors to report on progress of the children on the SEND register and the impact the changes in SEND are having on the school community.</p>
<p>How will my child be supported to have a voice in the school?</p>	<p>We are a school where we value and celebrate each pupil being able to express their views on all aspects of school life. Children who have funding and / or a TAF open will also complete a 'my views' activity with a TA ready for their annual review meeting and/or half termly TAF meetings to give their own perspective on what they enjoy in and out of school and what they struggle with and/or worry about. This is also shared with Parents.</p> <p>Pupil voice questionnaires are a regular feature of school monitoring. Each class has PSHEe lessons, which involve the pupils having a voice in many aspects of their learning.</p>
<p>What opportunities are there for parents to become involved in the school and/or to become governors?</p>	<p>Parents are encouraged to support their pupil's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly.</p> <p>Parents are encouraged to take an active role in the setting. Many parents volunteer in school e.g. accompanying trips. There are opportunities to join the PTA who organise events and fundraise on behalf of the school. Parents are encouraged to become Parent Governors through a democratic process and we regularly promote questionnaires gaining parents views and our open door policy.</p>
<p>What help and support is available for the family through Hartford Primary School?</p>	<p>Our school staff would provide support and advise parents with any forms and procedures that are needed to access support that is available for families with any requirements.</p> <p>The first port of call would be the class teachers who may involve the SENCo or a member of The Senior Leadership Team.</p>
<p>How do you consult with children with SEN and involve them in their education?</p>	<p>Children are:</p> <ul style="list-style-type: none"> • Involved in setting personal targets, and evaluating progress towards them. • Involved and consulted in the writing of SEND Pupil Profiles. Before 2014 Code of Practice, these were called Individual Education Plans (IEPs) or Individual Behavioural Plans (IBPs). • are invited to share views for interim and annual and reviews, and we ask them to come and share their opinions if appropriate.
<p>Inclusion and Accessibility Plan</p>	

<p>How will my child be included in activities outside the classroom, including trips?</p>	<p>All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.</p> <p>A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.</p>
<p>How accessible is the school environment?</p>	<p>Is the building fully wheelchair accessible? Yes</p> <p>Are disabled changing and toilet facilities available? Yes</p> <p>Do you have parking areas for pick up and drop offs? Yes</p> <p>We have an Accessibility Plan in place (available on the website) and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. We monitor the languages spoken by families in our settings and make provision when necessary.</p>
<h2>Transition</h2>	
<p>Who should I contact about my child joining Hartford Primary School?</p>	<p>We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin Office (admin@hartfordprimary.cheshire.sch.uk) to arrange a meeting to discuss how the school could meet your child's needs. Cheshire West and Chester's admission arrangements are clearly explained on their website.</p> <p>The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils.</p> <p>Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils</p>
<p>How can parents arrange a visit to Hartford Primary School? What is involved?</p>	<p>We offer a range of transition visits for new reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the SENCo as well as the EYFS team, so that information which specifically relates to your child's requirements can be shared.</p> <p>This can be arranged by contacting the Admin Team (admin@hartfordprimary.cheshire.sch.uk) who will pass your details on to SENCo and the EYFS team.</p>
<p>How will you prepare and support my child join Hartford Primary School and how will you support them to move on to the next stage?</p>	<p>We recognise that 'moving on' can be difficult for a pupil with SEN and/ or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving from another setting:</p> <ul style="list-style-type: none"> We will hold a multi-agency action for inclusion meeting if your child is identified as having a higher level of need.

	<ul style="list-style-type: none"> • We will endeavour to ensure that all records about your child are passed on as soon as possible. <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. • If your child would be helped by a book / intervention to support them understand moving on, then it will be made for them bespoke to their needs. <p>Transfer to Secondary School:</p> <ul style="list-style-type: none"> • We have good relationships with the pastoral teams at the local high schools which enables our children to have the support they need when transferring from Hartford Primary. • The SENCO will ensure that the specific needs of your child are discussed with the SENCO of their secondary school as appropriate. • Where possible your child will visit their new school on several occasions and staff from the new school will visit your child at Hartford Primary. If your child would be helped by a book / intervention to support them understand moving on, then it will be made for them bespoke to their needs. • For parents of children transferring to secondary school, there is also the opportunity to speak to a parent (a Year 6 Leaver 2016) about their experience and support from Hartford Primary Year 6 Team.
Additional Information	
<p>What other support services Paid for centrally by the Local Authority are there who might help me and my family?</p>	<p>Paid for centrally by the Local Authority but delivered in school:</p> <ul style="list-style-type: none"> • Autism Outreach Service (CEAT) • Educational Psychology Service • Sensory Service for pupils with visual or hearing needs Provided and paid for by the Health Service (Cheshire West and Chester NHS Trust): <input type="checkbox"/> School Nurse (Professional training for school staff to deliver medical interventions) • CAMHS • Speech and Language Therapy • Occupational Therapy • Physiotherapy

	<p>Voluntary agencies:</p> <ul style="list-style-type: none"> • Parent Partnership Service (to support families through the SEN processes and procedures). • National Autistic Society • MENCAP
When was the above information updated, and when will it be reviewed?	21.01 2021 to be reviewed 21.01. 2022
Relevant school policies	SEND policy underpinning this SEN Local Offer Information Report. Accessibility Policy
Legislative Acts taken into account when compiling this report.	Children & Families Act 2014 Equality Act 2010 Mental Capacity Act 2005
Where can I find the Cheshire West and Cheshire Local Offer?	http://www.westcheshirelocaloffer.co.uk/
What can I do if I am not happy with a decision or what is happening?	<p>If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should, in the first instance, approach the class teacher.</p> <p>If this doesn't resolve the complaint then a parent should speak to the SENCo. If still unhappy with the provision, then a parent should then speak to the Head teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin Office.</p> <p>A parent may wish to seek advice at this time from the Parent Partnership Service. However if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available.</p> <p>As a last resort, an appeal can be made to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England.</p>