



# **HUNNYHILL PRIMARY SCHOOL**

***WHERE ALL THE PIECES COME TOGETHER***

## **Isle of Wight School SEND OFFER (updated – October 2017)**

Hunnyhill Primary School  
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All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

### **Admissions**

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.



Detailed information and guidance on how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

[Links to Admissions and SEND Assessment Teams here](#)

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
IN THIS SCHOOL:**

<b>Setting/School/College Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	Mrs Lisa Steedman Deputy Head teacher / SENCO	She is responsible for: <ul style="list-style-type: none"> <li>• Overseeing the day-to-day operation of the SEND policy</li> <li>• Coordinating the provision for pupils with SEND</li> <li>• Managing colleagues with regards to their interventions</li> <li>• Overseeing records of pupils with SEND</li> <li>• Liaising with parents of pupils with SEND</li> <li>• Maintaining a provision map for pupils with SEND</li> <li>• Liaising with external agencies, LA support services, health, social services and voluntary bodies.</li> <li>• Monitoring the achievement and progress of SEND pupils</li> </ul>



## HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in Hunnyhill Primary will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in Hunnyhill Primary	All Children: Quality First Teaching	<ul style="list-style-type: none"> <li>• Your child will have their learning needs met through high quality first teaching, different teaching strategies and differentiated activities that support learning and enable your child to progress.</li> </ul>	All children
	All Children: Small group adult support	<ul style="list-style-type: none"> <li>• Any child that is identified through daily teaching assessment that needs additional adult support within Literacy and Numeracy will have access to a teaching assistant for part or the whole lesson or activity.</li> </ul>	All children needing additional adult support.
	All Children: Interventions <ul style="list-style-type: none"> <li>• Rapid Reading</li> <li>• Rapid Writing</li> <li>• Words First</li> <li>• Read Write Inc.</li> <li>• RWI 1 to 1 Phonics</li> <li>• 1 to 1 Maths</li> <li>• 1 to 1 Reading</li> <li>• ELSA –(Emotional Literacy Support Assistant)</li> </ul>	<ul style="list-style-type: none"> <li>• Any child who is highlighted during a pupil progress meeting as not achieving within the expected level for their age will be recommended for interventions that are run in school. The decision will be made with the SENCO, data lead, class teacher and adults who may previously have worked with the child.</li> </ul>	All children who have been identified as needing to make rapid progress.



	<ul style="list-style-type: none"> <li>• RM Maths</li> <li>• Dyspraxia</li> <li>• Pastoral support / Social skills e.g. behaviour, friendships, emotions.</li> <li>• Brain smart (working memory group)</li> <li>• Sensory circuit</li> <li>• Toe by Toe</li> <li>• Stareway to Spelling</li> <li>• Stride Ahead</li> <li>• TRUGS</li> <li>• Write From The Start</li> </ul>		
	<p>All Children: Social and Emotional Well-being</p> <ul style="list-style-type: none"> <li>• Lunch time library</li> <li>• 1 to 1 support</li> <li>• Small group support</li> <li>• Relaxation classes</li> <li>• ELSA (Emotional Literacy Support Assistant)</li> <li>• Early morning family – ‘Wake Up Shake Up’</li> <li>• Extended Schools &amp; Family Worker</li> <li>• School Nurse</li> <li>• After School Clubs</li> <li>• Family Learning</li> <li>• CAF (Common Assessment framework)</li> <li>• Lunchtime Lego club</li> </ul>	<ul style="list-style-type: none"> <li>• We offer support for children’s emotional wellbeing and mental health through interventions in school or by referral to outside agencies. Children who need this support will be discussed with the SENCO, Head teacher and the Extended schools / Family worker.</li> </ul>	<p>All children who have been highlighted as having an emotional, social need or mental health need.</p>
<p>What support is there for behaviour, avoiding exclusion and increasing attendance</p>	<ul style="list-style-type: none"> <li>• At Hunnyhill we support any child with a behavioural need by identifying the underlying cause for that behaviour and supporting the child and family. Support can be met by: Meetings with Head teacher, SENCO, Class teacher Extended Services/Family Worker and Parent/Carers</li> </ul>		



	<p>Additional support during identified times of the school day.</p> <p>ELSA support  CAF (Common Assessment Framework)  SAM Meetings (School Attendance Matters)  School Nurse  Behaviour Support Service  Lunchtime clubs  School Behaviour policy / Behaviour support steps</p>
How can I let the school know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> <li>• The first point of call should be your child’s current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. We also have 3 parents meetings a year and 1 interim report and 1 full school report issued at the end of the summer term.</li> <li>• If you still feel unhappy after having spoken to the class teacher then you can contact the SENCO / Deputy Head Teacher – Mrs Lisa Steedman</li> </ul>
How will the school let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> <li>• Class teachers will keep parents informed if they have concerns about your child. They will usually arrange to have a meeting with you or they will ask the SENCO / Deputy Head Teacher to set up a meeting.</li> </ul>
How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> <li>• Extra support is identified in pupil progress meetings with the class teacher, SENCO and Head Teacher. They will identify which groups or individuals need support and what type of support. Extra support staff will be allocated around the school accordingly.</li> <li>• Any child needing extra support through an intervention will be carefully monitored to ensure that they exceed expected progress in order for them to catch up.</li> </ul>

7. What specialist services are available at or accessed by the school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Educational Psychology Service – ‘Bridges for Learning’</li> <li>• Behaviour Support Team</li> <li>• Family Learning</li> <li>• Extended Services and Family Worker</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Speech and Language Team</li> <li>• SOS (Specialist Outreach Service)</li> </ul>



	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse – referral to Occupational Health</li> </ul>
<p>How are staff in the school supported to work with children &amp; young people with an SEND? What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> <li>• All our staff have been trained in the evidence based intervention that may be accessed by a child with SEND.</li> <li>• We have a fully trained ELSA on site.</li> <li>• We employ a full time, non-teaching SENCO / Deputy Head teacher, Mrs Lisa Steedman who holds the post graduate National SENCO Qualification.</li> <li>• We have a full time experienced SEND teaching assistant who has a Foundation Degree in Education.</li> <li>• All staff are trained to deliver Read, Write Inc.</li> <li>• We employ a trained ELSA (Emotional Literacy Support Assistant)</li> <li>• We employ a trained ELKLAN speech and language teaching assistant (ELKLAN recognised Speech and language qualification), plus another member of staff is under taking the training Autumn 2017.</li> <li>• We employed an experienced ASD / outreach teacher.</li> </ul>	
<p>How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>How will the curriculum be matched to my child's/young person's needs?</p> <p>How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> <li>• Teaching will be varied by the class teacher, depending upon the needs of your child and what level they are working at. If any specialist equipment is needed then that will be provided by the school in order to support your child.</li> <li>• Some lessons are taught by stage and not age.</li> <li>• The curriculum is matched and adapted to suit the needs of your child to make sure it is fully inclusive for all children to enjoy and achieve.</li> <li>• The class teacher and SENCO keep detailed records and monitoring information on your child's progress.</li> <li>• An arrangement as to how and how often you would like feedback on progress can be arranged with the class teacher but usually you are informed at 3 parents' evenings throughout the year. However, more frequent updates can be arranged at the discretion of the class teacher.</li> <li>• The SENCO offers parent meetings whenever the school or parent feels the need to meet and discuss your child. These can be as often as every 6 weeks and in some cases weekly.</li> <li>• If your child needs support at home, the class teacher will inform you on how best to do that and every child in school receives weekly homework to be completed at home as well as reading.</li> </ul>	



	<ul style="list-style-type: none"> <li>• If your child has a PLP (Personalised Learning Plan), this will highlight support given in school and what you can do as parents at home to support the work in school.</li> </ul>
How will the school measure the progress of my child/young person?	<ul style="list-style-type: none"> <li>• In circumstances where the teachers decide that a pupil's learning and/or progress is not expected, the SENCO is the first to be consulted. The SENCO and teacher will firstly review the approaches being used within the classroom. If additional support over and above normal class provision is required, then support will be provided through intervention or outside agencies. To determine whether expected progress has been made through extra support the following impact will be measured: <ul style="list-style-type: none"> <li>• Is the gap between the pupil and their peers narrowing?</li> <li>• Has the support prevented the attainment gap increasing?</li> <li>• Equals or improves the pupil's previous progress rate?</li> <li>• Ensures full curricular access?</li> <li>• Shows an improvement in self-help, social or personal skills?</li> <li>• Shows improvements in the pupil's behaviour?</li> </ul> </li> </ul>
What is the pastoral, medical and social support available in the school? What support will there be for my child/young person's overall well-being?	<ul style="list-style-type: none"> <li>• Extended Services and Family Support Worker – Mrs Carol Ward-Reynolds</li> <li>• A fully trained ELSA</li> <li>• Access to Family Learning</li> <li>• School Nurse</li> <li>• Social Skills Groups, 1 to 1 groups, relaxation sessions, wake-up shake-up plus more.</li> <li>• Early Morning and Lunch Time Clubs</li> <li>• Range of after school clubs</li> <li>• Medical lead</li> <li>• Support through CAF</li> </ul>
What support does the school have for me as a parent of child/young person with a SEND?	<ul style="list-style-type: none"> <li>• Extended Services and Family Support Worker – Mrs Carol Ward-Reynolds</li> <li>• Parents are free to come in and discuss their child with the class teacher, SENCO and SEN teaching assistant whenever they feel they need someone to talk to.</li> <li>• We offer CAFs to those families that meet the criteria through these further support networks. E.g. parenting support.</li> </ul>



	<ul style="list-style-type: none"> <li>• Family Learning Sessions</li> <li>• SENDIAS <a href="mailto:sendiass@iow.gov.uk">sendiass@iow.gov.uk</a></li> <li>• People Matter <a href="mailto:admin@peoplesmatteriw.org">admin@peoplesmatteriw.org</a></li> </ul>
<p>How does the school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• Please see the school policy on administering medicines.</li> <li>• The school has a designated medical lead</li> </ul>
<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>• All pupils have access to school trips and after school clubs.</li> <li>• Classes who have a pupil who cannot access upstairs classrooms will be accommodated on the ground floor.</li> <li>• The school has two disabled toilets.</li> <li>• The whole ground floor is fully accessible.</li> </ul>
<p>How will the school support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> <li>• We have close links with the onsite nursery and various transition afternoons are planned during the summer term.</li> <li>• We have close links with all the secondary schools and meet to discuss pupils.</li> <li>• Additional visits are put in place to support our more vulnerable pupils.</li> <li>• Transition packs are provided for our vulnerable pupils to take home over the summer holiday.</li> <li>• Each pupil's transition needs are planned to meet their individual needs.</li> </ul>

