

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Provision

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning;
- taking part in regular staff training and development
- using a variety of multisensory interventions
- incorporating a range of teaching styles, which suit the needs of individual children

Resources/Equipment

At Hopwood we have a range of resources and equipment we can use to support a child with a particular difficulty or learning need.

The list is not exhaustive and is regularly added to when a need arises or advice is given:

- ICT resources, for example, Clicker 7, Mouse Skills, 2Simple, Bug Club, iPads, Mac computers
- Visual timetables
- Lego Therapy
- Nurture clubs including resilience groups
- Rapid Reading scheme, CODE intervention
- Focus groups including working in small groups with a qualified teacher
- Outside agencies

Assessment

Daily assessments are an on-going part of school to monitor and track a child's progress. Other assessments used include:

- on-going internal moderation to check the accuracy of teacher assessments
- termly pupil progress meetings
- termly IEP meetings
- six monthly reading, spelling and vocabulary assessments

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs. The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents. Alongside which we have a Learning Mentor, who is available every day for further information.

We hold Inclusion Meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Every term, we also hold Learning Together workshops where parents/carers of children with SEND are invited to attend practical workshops. The aim of these workshops are to help develop a bank of strategies that can be used at home to support parents/carers with their child's learning.

Transition

Once a child enters Year 6 the transition process begins. We work closely with parents and high schools to ensure a smooth transition. We can arrange visits to possible high schools in Year 4 and 5, followed by meeting the SENCO for a discussion based on your child's needs.