

FAQS

“How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?”

We are a mainstream school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Hopwood CP School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school / nursery
- Baseline and on-going assessments
- EYFS/KS1 results
- School testing and assessment.

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENCo may become involved. At this point, there may be a need for more specific assessments in school. The SENCo will discuss the next steps with you and your child.

Equally, if you have concerns about your child you are welcome to arrange to an appointment to see your child's class teacher and/or the SENCo at any time.

FAQ - “How do you identify children with special educational needs?”

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness;
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas;
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school;
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Have a communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Staff are trained to identify pupils who may have more specific needs (e.g. Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD)). If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (e.g. Speech and Language Therapy, Educational Psychology, Rochdale Additional Needs Service (RANS), Child and Adolescent Mental Health Services (CAMHS)).

“How will you support my child?” “How does the school know how effective its arrangements and provision for children with special educational needs are?”

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising, emotional regulation. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in the plan. Class teachers, working with the SENCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers provide teacher assessment data each term and they analyse the results of assessments and adapt provision to meet the needs of all groups.

Support Plans are used to communicate targets and progress between teachers, pupils and parents. The SENCo monitors the impact of the support put in place and regularly reviews the school's 'SEND Provision Map' which identifies how group interventions and individual support will be timetabled. The SEND Support Plan will also outline day-to-day strategies needed to support the child.

“How will both you and I know how my child is doing and how will you help me to support my child’s learning?”

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require a Learning Support Plan, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENCo if they have any concerns. It may be desirable for a home/school communication book to be initiated so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

“What is your approach to individual learning?”

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We scaffold the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENCo monitor pupils' work and learning to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where attainment for any child is a concern, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

“How will the curriculum be matched to my child’s/young person’s needs?”

The Accessibility Plan and Equality Policy are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. enlarged texts, reading books, maths equipment, technology, writing aids).

“How is the decision made about the type and how much support my child will receive?”

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants, learning mentor and/or the SENCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

“How will my child be included in activities outside the classroom including trips?”

We provide a range of extra-curricular activities (clubs, trips and residential) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASC, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.

“What support will there be for my child’s overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors happiness and well-being. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. social communication groups, anger management, nurture groups) and progress monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school.

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCo or head teacher. The SENCo at Hopwood CP School is Miss Hardy.

“What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?”

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We have had recent training in EEF's 5-a-day, emotion coaching, scaffolding, use of technology within the classroom, explicit instructions and flexible grouping. Part of the role of the SENCo is to identify what training is needed and to ensure that any specific requirements will be met.

We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapy;
- Educational Psychology Service;
- Rochdale Additional Needs Service;
- Occupational Therapy;
- CAMHS;
- Place2Be;
- Community Paediatrician;
- Health Visitor / School Nurse;
- Family Support Worker.

At Hopwood CP School, after termly assessments, the class teachers provide a provision map and a support timetable which shows any focused interventions that will take place. Currently, our support staff are working within their own classes to deliver these interventions to the targeted SEND children. This enables them to work closely on a day-to-day basis with these children to maximise the impact of the support. Regular feedback sessions take place between the support staff, the class teachers and the SENCo to ensure that the impact of the interventions being delivered is as high as possible and to ensure the children are working towards making expected progress.

Any SEND support delivered by members of staff is delivered within the specific classrooms throughout the day.

Specific SEND training staff have received in the last two years:

The staff have received the following training in the last two years:

- ELKLAN Speech and Language – Mrs Brazington
- ELKLAN (3-5 years) – Miss Carnell
- ELKLAN – Let's Talk Tutor - Mrs Brazington
- ELKLAN – SALT for children with ASD - Mrs Brazington
- Inclusion Forums – Miss Hardy
- Team Teach – Mrs Eddy, Mrs Hill, Mrs Makin, Mrs Dixon, Miss Harland, Mrs Sarginson, Mrs Smith, Mrs Zabar, Mrs Bennett, Mrs Brazington, Mrs Wright
- Diabetes Training – Mrs Eddy, Miss Lees, Miss Hardy, Mrs Sarginson, Mrs Dixon, Mr Beamish, Mrs Ryks, Miss Garside, Miss Harland
- Youth Mental Health First Aid – Mrs Smith
- Cyber Bullying and Pupil with SEND – Miss Hardy

The SENCo regularly attends LA SENCo Network Meetings to keep up to date with local and national developments and to share best practice. Hopwood CP School also works with other local practitioners through the Arch Alliance Collaborative Group. SENCOs from the collaborative group attend termly consultation meetings with the Educational Psychology Service.

“How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed regularly as part of our Accessibility Plan. On site, we have a disabled toilet in the and a ramp from the playgrounds into school.

“How are parents involved in the setting? How can I get involved? Who can I contact for further information?”

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the autumn, and spring terms and provide a detailed written report in the summer term. Additionally, we hold SEND review meetings termly for those pupils with additional or significant educational needs. These can be held with the class teacher, SENCo or both. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school communication books, phone call discussions and emails.

“How will my child's views be listened to?”

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. Pupils are encouraged to put themselves forward for pupil leadership roles, so they have the opportunity to be involved in making whole school decisions. We want pupils, from all year groups, to be involved in the decision making process on a personal and whole school level. Pupils are involved in the setting of their targets and encouraged to reflect on these. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting. The SENCo regularly meets with SEND pupils to capture their views and update pupil passports.

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENCo, Headteacher or other member of the Senior Leadership Team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (see school website).

“Who else has a role in my child’s education?”

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to health and social care professionals, voluntary organisations and local authority support services as detailed in section 5.

“What other support services are there who might help me and provide me with information and advice?”

If you need support in finding an organisation or support service for your child, please contact Miss Hardy, who will be happy to help you navigate through the local offer. You may also find Rochdale’s Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) useful <https://www.barnardos.org.uk/what-we-do/services/rochdale-sendiass>

“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”

At Hopwood CP School, we hold ‘Meet the Teacher’ meetings at the beginning of the autumn term to which parents are invited, enabling them to meet their child’s new teacher, hear about the year’s curriculum, assessment arrangements, pupil wellbeing and discuss any concerns regarding the year ahead.

We liaise with pre-school settings and high school to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

“Where can I find the local authority’s Local Offer?”

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority’s local offer can be found on their website <https://www.rochdale.gov.uk/specifiededucational-needs/local-offer> . There is also a link on the Special Educational Needs and Disabilities page on our school website.

“How much progress do children make if they are identified as having SEND at Hopwood CP School?”

We track pupils’ progress every day through marking and feedback of pupils’ work. This, in turn leads us to professional judgements about how well pupils perform compared with age-related expectations. We use our data tracking to identify underperforming pupils and to plan to alter our provision accordingly. Historically, SEND children have not made as much progress as expected so we have been working to focus our interventions and support through tighter ‘SEND Support Plans’ which are reviewed regularly. Children at Hopwood CP School are expected to make excellent progress, whether or not they are identified as having SEND.

“How will my child be supported if they have a medical and/or mental health issue at Hopwood CP School?”

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (January 2015) is followed. Equally, children’s mental health should be appropriately supported so that they can have full access to education. Children with an SEND may also have mental health issues that require support from school as part of, or in addition to mainstream class provision.

We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child’s safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.