

## Working with other agencies

At Hopwood, we recognise that children and families need support and advice from other agencies. The following agency work closely within school supporting children, staff and families:

### Place2Be counsellor

Hopwood CP School is part of the GM Mental Health Pilot, which means a trained counsellor is based at the school for one day per week.



Violeta Petraitiene works with up to 5 children over a period of 6-20 weeks on a 1:1 basis.

If you have any concerns about your child's well-being please contact a member of the team.

The class teacher is responsible for working with your child on a daily basis and for planning and delivering lessons. If you are concerned about your child's progress the first step is to talk to your child's class teacher.

If you need further help, support or advice, please contact Miss Hardy and arrange an appointment to discuss your child's needs further.

**Further guidance on the new code from the Department for Education can be found at:**

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

# Special Educational Needs & Disabilities



Hopwood C.P. School

The purpose of this booklet is to help you understand how provision is made within school for children with special educational needs (SEND).

You may also find further guidance and advice on our school website under SEND.

## What is the SENCO's role?



A Special Educational Needs Co-ordinator (SENCO) is a teacher who co-ordinates provision for pupils with SEN across the school.

**Miss Hardy** is the school's **SENCO** and **Mrs Hill** leads the **Pastoral and Inclusion Team**.

The SENCO will:

- help to decide if your child has special educational needs
- take the lead in further assessment of your child's particular strengths and weaknesses that is necessary
- plan future support for your child
- ensure that appropriate records are kept to track their progress
- ensure that the appropriate school staff talk to you and other professionals involved with your child
- advise and support other members of staff in the school

## Types of support

### Wave 1

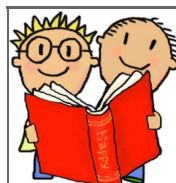
Teachers assess all children's learning every half term. They use this information to plan additional support in class. Support may include adaptations to the learning environment, different learning activities and additional adult support.

### Wave 2

Some children do require more than this and we plan interventions to help them to catch up with the rest of the class, for example, extra phonics sessions.

### Wave 3

Some children have difficulties that require a Learning Plan. The SENCO will oversee this plan and discuss this with parents/carers, children, and staff.



## How does school help my child?



### Step 1 - Assess

We assess children all the time. We formally assess every term. We discuss every child whose progress has plateaued at progress meetings. Every child is set a target which is discussed at parents evenings.

### Step 2 Plan

We use all the expertise in school and outside where necessary, to plan for your child. We monitor that planning on a regular basis for impact on your child's learning.

### Step 3 Do

We use all our resources to make sure the plan can work and that your child receives the support they need. This may be anything from Wave 1 through Wave 2 to Wave 3.

### Step 4 Review

Sometimes this is a formal review, often it involves parents and children on an informal basis. It always involves looking at progress and judging the impact on the child's learning.

Every child is individual. They all develop and learn at different rates. Most children will benefit from these different approaches and will make appropriate progress, whilst other children may require more support.

## Who may become involved with my child from outside the school?

Professionals from outside agencies may be asked to assess your child's needs if they continue to have difficulties or if further assessment is required. The SENCO may ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of your child's needs
  - Provide advice to schools on how to best support your child
  - Suggest resources that would help your child make progress
- Parents are offered the opportunity to meet with these professionals during SEND reviews to discuss the results of their assessment.