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Introduction

Welcome to our SEN information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

At Harrold Lower School we value all members of our school community. We welcome your comments on our offer, so please do contact us via the School Office.

Headteacher – Mrs Corinne Royden
SENCo / Inclusion – Miss Laura Bertin
SEND Governor – Mrs Di Johnson

The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

(Taken from: *Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities. Reference: DFE-00205-2013 Published July 2014*)
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that

all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

School's Inclusion / Mission Statement

Harrold Lower School is committed to creating a happy, safe, secure and stimulating environment, which allows the children to develop both intellectually and socially at a pace appropriate to their individual needs. We aim to encourage an enjoyment of life and develop a love of learning through the provision of an academic and social framework based on the understanding that everyone has a right to be respected; to feel safe and to learn.

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Questions

Click on the questions below for further information about the School's Offer

1. How will both you and I know how my child is doing and how will you help me to support my child's/young person's learning?
2. How accessible is the school environment?
3. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?
4. How will Early Years' school staff support my child?
5. How will the curriculum be matched to my child's/young person's needs?
6. What support will there be for my child's/young person's overall well-being?
7. What specialist services and expertise are available at or accessed by the school?
8. How will my child be included in activities outside the classroom including school trips?
9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?
10. How are the school's resources allocated and matched to children's/young people's special educational needs?
11. How are parents involved in the school? How can I be involved?
12. How are children and young people included in the planning for their support and provision?
13. Who can I contact for further information?
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1. How will both you and I know how my child is doing and how will you help me to support my child's/young person's learning?

Home visits before new children start school

Home school communication book for every child checked daily

Termly parent consultations with written reports on progress, levels and next steps

Annual written school report

Information given to parents with each report on national expectations for children in each year group

Weekly meetings for parents to update on learning for the week
Links to a class pages on the school website
Individual plans for children with additional needs with extra meetings at least half termly and extra if required (by parents or staff)
Regular parents evenings for introduction to the new year group and then subject specific help your child to learn.
Regular newsletters
Half termly assessments in reading, writing and maths

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2. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.
Facilities we have at present include:
Wheelchair accessibility all round main areas
Disabled toilet on site
Reasonable adjustments would be made to support any children in our care from our SEN budget
Borough support would be sought for EAL parents/children

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

Regular assessments with tracking and monitoring of progress data
Regular observations of children
SMSC (Spiritual, Moral, Social and Cultural) profiles completed and tracked bi-annually
Class teacher reports any concerns to SENCo and then parents
Open door policy for parents to contact staff via meeting, phone or e mail
Identified needs catered for where provision can be offer
Provision map of all children identified as vulnerable completed termly by the SENCo and shared in staff meetings

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4. How will Early Years' school staff support my child?

Class teachers oversee and plan the education provision
Teachers, support staff and trainees will work with children as necessary to aid progress
Roles are explained through meetings , parents evenings and information leaflets
Governors are informed through reports from SENCo and meetings between link governor and SENCo
All interventions are tracked and evaluated for impact by SENCo
Vulnerable children are highlighted on the class tracking data and monitored by SENCo, Class teacher and assessment lead.

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5. How will the curriculum be matched to my child's/young person's needs?

In brief...

- All work is differentiated in every class to meet the needs of each child
- Use of visual aids and different styles of teaching for different learning styles
- Topic curriculum approach allows for flexible approach to planning
- Teachers use the method of **assess, plan, do, review**
- Curriculum and learning environment are adapted through observing and assessing the children

In addition...

In the classroom environment, the children are taught in a variety of ways. The class teacher input during the lesson would be via excellent targeted classroom teaching also known as **Quality First Teaching**.

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children

This group, often called **Intervention** groups by schools, may take place in the classroom or in the Library which are led by the teacher or more often a Teaching Assistant who has received training to run these groups.

Further Support

Your child may be identified by the class teacher as needing further support in school.

For your child this would mean:

He/ She will engage in group sessions with specific targets to help him/her to make more progress.

A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g Speech and Language therapy or Occupational therapy groups and/or

Specialist Advice

Individual support for your child of less than 20 hours in school

Your child may have been identified by the class teacher/SENCo Inclusion (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. This further extra specialist advice or support may be from a professional or professional organisation from outside the school which may include:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual Support

Specified Individual Support for your child of more than 20 hours in school.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at the required level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school.

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6. What support will there be for my child's/young person's overall well-being?

Permission slips are completed by main carer if children requires medication in school administered by office staff

Training for staff on specific needs – Epipen etc.

Behaviour policy in place with individualised behaviour plans for children that need them

Home school agreement signed by all parents and children on entry

Attendance certificates each term for good attendance

SMSC profiles completed for every child twice a year and monitored by PSHE (Personal, social and Health Education) lead

SMSC evidence grids filled in each term and tracked by PSHE lead

Social skills groups run as needed

Social stories used as needed

School council for children to express their views

Child centred review process for statements/EHC's (Education, Health and Care plans)

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7. What specialist services and expertise are available at or accessed by the school?

Borough services – educational psychologists, advisory teachers, pupil support

Speech and language therapy, occupational therapy, physiotherapy, paediatricians

Pets as therapy work in school

National tracking from NHS

Reception weight, height, hearing and sight

SENCo in school has completed the National award and the Advanced SENCo unit towards MA

Link with social services as needed

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8. How will my child be included in activities outside the classroom including school trips?

All activities and trips are inclusive for all

Risk assessments are completed

Staff attend – extra as required

Parents accompany on trips

Club leaders are informed of any additional needs and provision put in place if required

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9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Transition meetings between setting and school

Transition visits from setting to school with and without parents

Transition booklets, meetings, home visits

Transition forms completed by teachers and passed up with discussion

All about me form completed by parents

Setting staff can also visit once child has settled in

Meetings with relevant staff

Involve next school in review meetings

Transition visits to new school

Staff liaise between the schools during the final year your child is in the Lower School

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10. How are the school's resources allocated and matched to children's/young people's special educational needs?

Resources are allocated dependent on need
Discussion and review meetings with parents and other specialists
Tracking of data and evaluation of impact
SENCo oversees and coordinates resources

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11. How are parents involved in the school? How can I be involved?

Weekly parent meetings
Policy reviews with parent groups – through questionnaires and meetings
Home school communication books for every child checked daily
Child centred review meetings
Annual general parent questionnaires

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12. How are children and young people included in the planning for their support and provision?

Differentiation of planning – personalised learning considering the pupils interests and needs
Pupils involved in their own target setting, next steps for learning and how to get there
Feedback with chance for discussion on work
Pupil questionnaires on subjects and provision
Child centred reviews

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13. Who can I contact for further information?

You are welcome to contact the school at any time you wish to discuss any aspect of your child's learning.
The following people and their specific roles may help you in deciding who to contact. Always remember the class teacher is the person who has day-to-day contact with your child so it is always advisable to contact them in the first instance

School Office – 01234 720312
My child's Class Teacher
SENCos – Miss L Bertin
Head Teacher – Mrs C Royden
School Website – www.harroldlowerschool.co.uk
Local Authority – Bedford Borough Council

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14. What are the specific roles and who is responsible?

The SENCo for Inclusion – Miss L Bertin

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teacher

Responsible for:

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) and letting the SENCo Inclusion know as necessary.

Writing your child's Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.

Ensuring that all staff working with your child in school are helped to deliver 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.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher – Mrs C Royden

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENCo Inclusion and class 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.

SEN Governor – Mrs D Johnson

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

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Complaints Procedure

Should parents/carers wish to make a complaint with reference to Harrold Lower School's School Offer they are advised to refer to:

SENCo / Inclusion Lead: Miss Laura Bertin

Headteacher: - Mrs Corinne Royden

SEND Governor: Mrs Di Johnson(contact via the school office)

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Review

This Local Offer will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, it will be reviewed and revised immediately.

Date when the school's Local Offer was implemented: September 2014

Date when next review is due: September 2015 (yearly)

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Glossary of Terms

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most commonly used SEN terms.

ADHD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education, Health, Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In-School Review
KS	Key Stage
LA	Local Authority
LAC	Looked After Child
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PLP	Personal Learning Plan
PSP	Pastoral Support Programme
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SaLT	Speech and Language Therapist
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and or disabilities
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Websites for Reference and Further Information

For Advice

Children's Education Advisory Service(CEAS): www.gov.uk/childrens-education-advisory-service
Early Support Programme: <http://tinyurl.com/ESprogramme>

Family Information Services: <http://www.daycaretrust.org.uk/nafis>
National Parent Partnership Network – guidance on impartial information, advice and support:
<http://tinyurl.com/IASS-guidance>
Patient Advice and Liaison Service (PALS): <http://tinyurl.com/PALservice>

Education and Schools

Achievement for All: www.afa3as.org.uk
Autism Education Trust: www.autismeducationtrust.org.uk
Bullying guidance: <http://tinyurl.com/DfE-Bullying-Guidance>
Communication Trust: www.thecommunicationtrust.org.uk
Data Protection Act 1998: <http://tinyurl.com/DataProtectionAct1998>
Dyslexia SpLD Trust: www.thedyslexia-spldtrust.org.uk
I CAN – the children's communications charity <http://www.ican.org.uk>
Mental Health and Behaviour Guidance: <http://tinyurl.com/MHB-2014>
MindEd: www.minded.org.uk
National Sensory Impairment Partnership: www.natsip.org.uk

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