

## Harrold Primary Academy Local Offer

<b>Name of School/College/Setting</b>	Harrold Primary Academy
<b>Type of setting</b>	Primary School
<b>Name of SENDCO</b>	Rebecca Wilkinson
<b>Address</b>	The Green, Harrold, Bedfordshire, MK437DB
<b>Phone Number of SENDCO</b>	01234 720346
<b>Fax Number</b>	
<b>Email of SENDCO</b>	<a href="mailto:admin@harrold.academy">admin@harrold.academy</a>
<b>Website</b>	<a href="http://www.harrold.beds.sch.uk">www.harrold.beds.sch.uk</a>
<b>Link to SEN Information Report</b>	<a href="#">Harrold-SEND-Information-report-2023-2024.docx (live.com)</a>
<b>Link to SEN page of schools website</b>	<a href="#">SEND - Harrold Primary Academy</a>
<b>Information Attached</b>	No

### School's Inclusion/Mission statement

Harrold Primary Academy 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.

### 1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

*What opportunities are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college e.g. a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?*

Harrold Primary Academy monitor pupils progress carefully and feedback to parents in the following ways:

- Termly parent consultations reporting on progress, levels and next steps
- Annual written school report
- Information given to parents on national expectations for children in each year group
- Individual APDR (Assess, Plan, Do, Review) plans for children with additional needs with extra meetings at least termly and extra if required (by parents or staff)
- Regular parent information evenings to introduce new year group expectations and to advise on how parents and carers can support their children in their wider curriculum learning
- Regular newsletters
- Termly assessments in reading, writing and maths
- Parents can request a meeting with the SENDCo anytime in the year if they have concerns regarding their child's progress.

### 2. How accessible is the setting / school / college environment?

*Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?*

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- The school is fully wheelchair accessible
- Accessible toilets on site

Reasonable adjustments are made to support any children in our care from our SEND budget. Borough support would be sought for EAL parents/children.
<p><b>3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b>  <i>How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?</i></p>
<p>Pupils at Harrold Primary Academy requiring extra help will be identified by:</p> <ul style="list-style-type: none"> <li>• Regular assessments with tracking and monitoring of progress data</li> <li>• Regular observation of children</li> <li>• SMSC (Spiritual, Moral, Social and Cultural) profiles completed and tracked bi-annually</li> <li>• Use of additional screening tools such as: the Boxall profile, York Reading and Comprehension Test, GL British Picture Vocabulary Scale, GL Dyslexia Portfolio</li> <li>• Class teacher reports any concerns to SENDCo and then parents</li> <li>• Open door policy for parents to contact staff via meeting, phone or email</li> <li>• Identified needs catered for on a bespoke basis</li> <li>• Provision map of all children identified as vulnerable completed termly by the SENDCo and shared in staff meetings.</li> </ul>
<p><b>4. How will early years setting / school / college staff support my child/young person?</b>  <i>Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?</i></p>
<ul style="list-style-type: none"> <li>• Class teachers oversee and plan the education provision for children requiring SEND support with the support of the SENDCo.</li> <li>• Teachers, support staff and trainees work with children as necessary, to aid progress with additional support being recorded on an individual APDR plan.</li> <li>• Class teachers meet regularly with the parents of children with SEND needs, to share their APDR plans and to allow parents to contribute their views and ideas.</li> <li>• Governors are kept informed through reports provided by the SENDCo and meetings between the link governor and the SENDCo.</li> <li>• All children's interventions are tracked and evaluated for impact by the SENDCo.</li> <li>• Vulnerable children are identified and highlighted on class tracking data and monitored by the SENDCo, the class teacher and the assessment lead.</li> </ul>
<p><b>5. How will the curriculum be matched to my child's/young person's needs?</b>  <i>What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?</i></p>
<p>Harrold Primary Academy provides a structured continual professional development programme which focuses upon Quality First Teaching, ensuring teaching staff are equipped to:</p> <ul style="list-style-type: none"> <li>• appropriately adapt learning in each class to meet the needs of every child.</li> <li>• use visual aids and a variety of teaching strategies to support differing learning styles.</li> <li>• plan flexibly to take account of children's interests and opportunities for cross-curricular learning styles.</li> <li>• use the method of <b>assess, plan, do, review</b> to plan individualised provision for children with SEND needs.</li> <li>• adapt the children's curriculum and learning environment in response to ongoing observations and assessments.</li> </ul>
<p><b>6. What support will there be for my child's/young person's overall well being?</b>  <i>What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?</i></p>
<ul style="list-style-type: none"> <li>• The SENDCo works closely with class teachers, parents and pupils to support pastoral and social needs, including mental health and well-being.</li> </ul>

- The school behaviour policy is consistently implemented alongside positive behaviour plans to support children in their behaviour at school.
- Children who are identified as requiring emotional, social, or behavioural support may attend nurture intervention sessions.
- If a pupil requires the administration of medicine during the school day, written permission is required. Identified key staff are trained in paediatric first aid.
- The school works alongside external agencies to provide children with additional support where it is required.

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

*Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?*

The school access multiple agencies for our pupils such as, CAMHs, CHUMS, The Integrated Front Door and Speech and Language Therapy.

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

*Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?*

Consideration of pupils with SEND is given when teachers plan school trips and activities outside the classroom. Support from Teaching Assistants will be provided as needed, to ensure all pupils can access activities outside of the classroom. We liaise with outside agencies working with individual children in advance of school trips. All children are welcomed to after-school clubs and enrichment activities.

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

*What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?*

- The school works closely with the on-site preschool and other early years settings to provide a transition for children starting their reception year. A home visit from the class teacher is offered to each child.
- Transition days are provided for every year group to enable children to experience time in their new classes with their new teacher. These opportunities prepare children for what to expect in their next year of school. Individual needs are considered in this process and further support is provided as needed.
- In the Summer Term, all year 6 children have transition days to visit their next school. Extra visits to the school are negotiated if it is felt that it would be beneficial. The SENDCo will meet the new schools SENDCo to exchange information well in advance of the transition.

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

*How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?*

- The progress of pupils is carefully monitored throughout the year by the SENDCo and Senior Leadership Team.
- Pupils who are not making adequate progress will be identified as requiring additional support.
- Support is given in small groups and one-to-one and recorded on an APDR plan, which is shared with parents and reviewed on a termly basis.
- The SENDCo monitors and evaluates impact of interventions by reviewing progress made following the intervention.

**11. How are parents involved in the setting / school / college? How can I be involved?**

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.
Parents are welcomed to help on school trips and with class activities such as reading. We have an active PTA who organise social fundraising events for the school.
<b>12. How are children and young people included in the planning for their support and provision?</b>
<i>How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?</i>
The views of pupils requiring additional support will be gained through conversations between them and their teacher and in some circumstances the SENDCo. Pupils involved in reading interventions will have a reading interview with the Teaching Assistant working with them to gain their views both before and after the intervention takes place.
<b>13. Who can I contact for further information?</b>
<i>Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer</i>
We have an open-door policy at Harrold. Parents can contact their child's teacher by email or phone as their first point of contact. They can also speak to the Principal, Assistant Principal, or SENDCo regarding any concerns they may have.
Principal: Debonair Brown Assistant Principals: Rebecca Wilkinson and Joanne Griffiths SENDCo: Rebecca Wilkinson

Are you a school specifically supporting people with:	Please Tick
Autistic Spectrum Conditions	✓
Communication Impairment	✓
Hearing Impairment	
Learning Disability	✓
Mental Health Conditions	✓
Visual Impairment	
Physical Impairment	✓
Other (please specify)     dyslexia, ADHD	✓