

Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:

Address:

Telephone Number:

Name of Head teacher/Principal:

Head teacher/Principal's contact details:

Website address:

Facebook account details:

Twitter Feed details:

School/College Specialism:

Age Range of students (start and finish) to include Post 14 onwards where relevant):

Date of Last Inspection:

Outcome of last inspection:

Does school/college have a specialist designated unit /

additional learning support department?

Yes ☐ No ☒

Total number of students with special educational needs at college/setting:

Total number of students receiving additional learning support :

1. The kinds of special educational needs for which provision is made

at

Humphrey Perkins School

school/college

Humphrey Perkins is a main stream setting, offering a friendly thriving learning community that enables all our young people to realise their dreams. Our success is built upon partnership between students, staff and parents to provide a challenging, inclusive and engaging curriculum to meet the needs of all our students. All children have the right to make excellent progress. Every teacher is a teacher of students with SEND. We ensure Quality First Teaching, robust assessment systems and inclusion of appropriate challenge and support in lessons to respond to children's diverse learning needs.

This does not mean that we will treat learners in the same way, but that we will respond to learners in a way that takes into account their varied life experiences and needs.

Children may have special educational needs either throughout, or at any time during, their school career. We ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by each child. We are trying to move from an 'SEN approach' that locates the problem with the child, to looking at what additional provision we need to make for specific children.

2. Information about

Humphrey Perkins School

Policies for the identification and assessment of students with special educational needs.

How does our school know if children need extra help?

We know when students need help if:

Concerns are raised by parents/carers, teachers, external agencies or the student's previous school, regarding a student's level of progress or inclusion.

Whole school tracking of attainment outcomes indicate lack of expected levels of progress. This includes progress meetings following each assessment period.

Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.

A student asks for help.

Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

At our school we use the definition for SEND from the SEND Code of Practice (April 2020). This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Children and young people who have SEND may have a disability under the Equality Act 2010 - that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings:

Sensory/Physical

People with the same disability may have different capabilities just like anyone else.

A disability may exist from birth or be acquired later in life.

A person may have one or more disabilities.

A disability may not always be apparent, for example epilepsy or a brain injury from an accident.

Communication and Interaction

May have speech sounds difficulties

May have difficulty understanding others

May have an autism spectrum disorder (ASD)

Cognition and Learning

May learn at a slower pace than others of the same age

May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

May show emotional difficulties such as withdrawn or challenging behaviour

3. Information about insert name of college/setting policies for making provision for students with special educational needs whether or not students have Education Health and Care (EHC) Plans, including:

- (a) How college/setting evaluates the effectiveness of its provision for such students

How do we monitor and evaluate provision for students with SEN?

We will gather information about a student's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the student's needs. This usually includes the child, teachers, parents/carers and any outside agencies.

Students will have specific targets for the child to work towards over a specified timescale. Students may receive additional support from either the class teacher, teaching assistant or another member of staff. This will be reviewed by the subject teacher and appropriate staff. From this, next steps will be identified and addressed.

Parents and carers will be informed of their child's progress and informed of their new targets through information shared termly. Parents/carers will be able to make an appointment to see their child's teacher and/or the SENDCo/Assistant SENDCo in order to discuss progress or the new targets.

EHCP Students

Children on a statement/ EHCP will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to discuss and review the progress of the named child, set new targets and amend the statement/EHCP where necessary.

Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Reviews of data will ensure provision is effective and impacting positively on children's progress.

Individual outcomes will be discussed during meetings and provision altered and amended to meet the needs of each child.

Governors

The school appoint a Governor responsible for SEND.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND Governor will have regard to the code of practice when carrying out their duties, liaising with the Head, SENDCo and staff.

(b) Humphrey Perkins School college/setting The setting's arrangements for assessing and reviewing the progress of students with special educational needs

How will parents know how their child is doing?

Students' progress is continually monitored by his/her subject teacher. After each assessment period the progress of SEND students is tracked and carefully monitored, incorporating additional intervention as needed.

A child's education is a partnership between parents and teachers and we encourage regular communication between home and school. Attainments towards the identified outcomes will be shared with parents through feedback but also through the school reporting system and Parents' Evenings.

If a child has complex needs, they may have an Education, Health and Care Plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, the SENDCo, the Assistant SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

What is the school's approach to supporting students with SEN?

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching builds on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students is the first step in responding to students who have been identified as having gaps in their understanding/learning.

These may include teaching and learning strategies such as:

- Differentiated delivery - simplified language, longer thinking times, repetition of key phrases, chunking information into more manageable sizes.
- Clear verbal, written or pictorial instructions.
- Alternative methods of recording e.g. mind-maps, flow charts, missing words, use of ICT
- Use of differentiated questions.
- Provision of visual aids, prompts, word-banks or apparatus.
- Checklists and tasklists.
- Visual timetables.

We use a variety of monitoring methods to promote and ensure Quality First Teaching.

1. *Classroom observation by the senior leadership team, the SENDCo, and external verifiers.*
2. *Ongoing assessment of progress made by students with SEND.*
3. *Work sampling, moderation and scrutiny of planning to ensure effective matching of work to student need.*
4. *The SENDCo to provide advice and guidance on meeting the needs of students with SEND.*
5. *Student and parent feedback on the quality and effectiveness of provision.*
6. *Attendance, rewards and behaviour records.*
7. *Regular learning walks.*

(d) How Humphrey Perkins School college/setting will adapt the curriculum and learning environment for students with special educational needs

The Graduated Approach

The process for implementing SEN support is in four stages:

Assess - How does the school decide if my child needs extra help?

We will gather information about the child's progress, motivation, attainment, wellbeing and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCo, parents/carers and any outside agencies (Health, Social and Educational).

Plan - How much and what type of support will my child get?

If review of the assessment indicates that 'additional to and different from' support will be required, the views of all involved including the parents and student will be obtained and appropriate interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

Do - How will school staff support my child?

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which may include stretching and relevant academic and developmental targets. Parents and students will be consulted on the action they can take to support attainment of the desired outcomes.

The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations will be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCo for further advice.

Review - How will the school and I know how my child is doing?

Progress towards these outcomes will be tracked and reviewed regularly with students and parents. A decision will be made about any necessary changes and the plan will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required.

If the child continues to have significant difficulties despite additional intervention, advice may be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools
2. Special Educational Needs Support Service
3. Learning Support Service
4. Speech and Language Therapy Service
5. Autism Outreach Team and ADHD Solutions
6. Loughborough Inclusion Partnership
7. Hearing Impairment team

(e) How Humphrey Perkins School college/setting will provide additional support for learning that is available to students with special educational needs

How are students supported in school?

Teachers plan using students' attainment levels, differentiating tasks to ensure progress for every student in the classroom.

- ☐ When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- ☐ These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- ☐ In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher will be recorded and shared with parents.

All students have individual attainment targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. See Page 5.

Additional action to increase the rate of progress for students who are not making the expected rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. Support may be provided in class, through intervention programmes or with specific resources.

Where needs are identified as being severe and requiring a higher level of support, the school may consult with parents and apply for additional funding from the Local Authority. Where there are complex needs with additional medical and/or social care needs, the school may consult with parents and apply for an Education, Health and Care Plan (EHCP).

A child identified with SEND may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments including GCSEs. These access arrangements may take the form of a reader, a scribe, additional time or supervised rest breaks. The needs of students will be discussed and assessed against national criteria to determine eligibility to apply for access arrangements.

- (f) Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum

Students are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a teaching assistant to support the child.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- (g) Support that is available for improving the emotional and social development of students with special educational needs.

What support will there be to support student's wellbeing?

The school offers a wide variety of holistic support for students. This includes:

- ☐ *A curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.*
- ☐ *Student and Parent voice mechanisms are in place and regularly reviewed and evaluated.*
- ☐ *Small group interventions to support student's well-being are delivered to targeted students and groups. These aim to support improved interaction skills, emotional resilience and well-being.*
- ☐ *Students who find outside class times difficult are provided with alternatives.*

Medicines can be administered in school with parental permission in accordance with our school policy. If your child has significant medical needs, you will need to make an appointment to speak to Mrs Ginette Clarkson, to discuss how we can best support your child. This may include the creation of a Health Care Plan.

Please contact any members of staff through the school office: 01509 412385

4. The name of and contact details of SEND co-ordinator / Manager of Special Educational Needs or Disabilities (SEND)/ Additional Learning Support Department

If parents have concerns relating to their child's learning then please initially discuss these with your child's tutor. This then may result in a referral to the SEND Team which comprises of the SENDCo (Matthew Rofe), Assistant SENDCo (Joanne Merry), SEND Administrator and TAs.

Appointments to meet with any member of staff can be made by contacting the school office on 01509 412385

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What training and resources are deployed to support students with SEN?

We recognise the need to train all our staff with specific SEND knowledge and strategies and funding is available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

Our school operates the following training programmes:

- ☐ Regular CPD sessions to support students with additional needs.
- ☐ SENDCo and/or other Staff attend training and disseminate to the rest of the school.
- ☐ SENDCo attends SENDCoNet meetings to be updated on important national and local initiatives and to provide an opportunity for SENDCo's to share good practice
- ☐ The SENDCo, with the senior leadership team, ensure that training opportunities are matched to school development priorities and those identified through provision management analysis.

Where Health Care Plans are in place, medical training from appropriate professionals is sought.

As part of the induction programme for new staff, all meet with the SENDCo to explain the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual students.

Some students with an EHCP will be allocated additional funding by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

When a student starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals. Facilities currently in place are:

The school site is wheelchair accessible.

Disabled parking spaces and toilets are available.

More details can be found on our accessibility plan, which is available on request from the school office.

Lift to Orchard Block upper floors

Lift to Hall

Lift in

Maths/English

block

All children, if required, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Alternative forms of recording are encouraged such as mind maps, oral presentations and the use of ICT.

Individual needs can be discussed with the form tutor or SENDCo. If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service may be sought to enable this to happen.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

How will parents know how their child is doing?

A child's education is a partnership between parents and teachers and we encourage regular communication between home and school. Progress towards the identified outcomes will be shared with parents/carers.

If a child has complex needs, they may have an Education, Health and Care Plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents may arrange an appointment to discuss their child's progress with the subject teacher or form tutor in the first instance; any concerns may be escalated or referred to the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01509 412385

How will parents be helped to support their child's learning?

- ☐ *The subject teacher may suggest additional ways of supporting the child's learning at home.*
- ☐ *The school organizes opportunities to meet with parents throughout the year.*
- ☐ *Please look at the school website www.humphreyperkins.org.uk*

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

How are student's views involved in their learning?

- *Students regularly review their progress through verbal and written feedback and marking by their class teacher which enables them to discuss the next steps in the learning and opportunities to implement them.*
- *Opportunities to reflect on their learning with their peers and teaching staff are embedded in our practice.*
- *Student voice is carried out to obtain the views of students.*
- *All students have the opportunity to become a student leader.*
- *Where a Pupil Passport is created to support a student with their SEND, they will be involved in the discussion about how we can best support their needs and how they can help themselves.*

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of students with special educational needs concerning the provision made at the setting.

Dealing with Complaints

Wherever possible we seek to discuss and come to agreement about children's education. The form tutor, SENDCo, subject teacher, Head and SEND Governor can be contacted to discuss any concerns.

The school's complaints policy is available from the school's office and on our school website.

www.humphreyperkins.org.uk

The Parent Partnership Service is available to support parents if necessary when dealing with complaints, appeals or general advice.

<http://www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/>

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

Who else might help with a student's learning?

Children's education is a wide partnership between the parents/carers, the student, the school and may include accessing a range of outside services including:

1. Specialists in other schools e.g. across the Lionheart Educational Trust.
2. Special Educational Needs Support Service
3. Learning Support Service
4. Speech and Language Therapy Service
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Educational Psychologist Service
9. Physical and Disability Support Service
10. Social Services
11. Teen Health Service

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.

11. The contact details of support services for the parents and carers of students with special educational needs, including those for arrangements made in accordance with clause 32.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please initially discuss these with your child's tutor. This then may result in a referral to the SEND Team.

Parents may also contact the SENDCo directly.

What support services are available for parents?

- ☐ Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/> or via Parent Partnership Service 0116 305 5614 parent-partnership-service@leics.gov.uk
- ☐ The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- ☐ For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- ☐ Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs.
- ☐ Information on where the Local Authority's Local Offer can be found at: http://www.leics.gov.uk/index/children_families/local_offer.htm

12. The setting's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare/support my child when joining or transferring to a new school?

From Primary School

The transition programme in place for students provides a number of opportunities for students to prepare for the next stage in their education.

A member of the Senior Leadership Team and SENDCo will visit all feeder primary schools to gather information about the students and speak to primary staff.

The SENDCo will liaise with the feeder primary school to discuss current provision and areas of need.

For students transferring to local schools, the SENDCos of both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition.

Additional transition visits are offered to students with SEND prior to the induction day to enable them to gain an insight into school life accompanied by a member of primary school staff.

Members of the SEND support team may visit the feeder primary school to work with students in their current classroom.

The records of students who leave the school mid-phase will be transferred within five working days of request.

Post 16 Transition

Staff from Humphrey Perkins School will liaise with Post 16 providers to pass on all appropriate information to ensure transition to the next stage of education is smooth and provision can appropriately managed.

The school adheres to the guidance in Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff October 2018. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages.

<https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEND to help them prepare for adulthood, including getting a job.

13. Information on school/college contribution to the publication of the local authority's local offer

Information on the Local Authority Offer can be found at:

http://www.leics.gov.uk/index/children_families/local_offer.htm

