



The Local Offer for Humberston Cloverfields Academy

<p>Questions referenced to the SEN (Information) Regulations (Clause 65)</p>	
<p>DECISIONS ABOUT WHETHER A STUDENT HAS SEN</p>	
<p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<p>Humberston Cloverfields Academy identifies children with special needs through teacher assessment and teacher concerns when they are not making progress despite the support/interventions in place. This is particularly the case when testing indicates that a child’s reading/spelling age is 2 or more years below their chronological age.</p> <p>If parents are concerned they should discuss their child initially with the class teacher. From here meetings will be arranged with the SENDCo and targets set with review dates. We will follow the Assess – Plan – Do – Review approach for these meetings as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014)</p> <p>The school regularly screens and assess children and the SENCO will undertake further diagnostic testing if appropriate.</p> <p>There is always opportunities for parents to discuss their child with staff either:</p> <ul style="list-style-type: none"> • informal meetings/phone calls arranged at mutually convenient times • on a formal basis at parents evenings or termly PSP review meetings (virtually due to Covid-19 self-isolations).
<p>How is the decision made about how much individual support pupils will receive?</p>	<p>Support provided to pupils will vary depending upon individual need. Cloverfields aims to include all children in all lessons as much as possible. Any intervention work undertaken should not impinge on core subjects</p> <p>There is always the opportunity for parents to discuss with the class teacher or SENDCo the proposed individual plan of action.</p> <p>Decisions are made jointly between the SENDCo and the class teacher and the Head teacher is always aware of support plans that are in place.</p> <p>Other agency involvement depends on the individual’s needs.</p>

SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with special educational needs?

Humberston Cloverfields Academy oversees and plans education programmes for pupils based on the National Curriculum. Pupils with additional needs work to these aims but may only be working at the basic level. In order to make progress, additional SMART targets will be set via a support plan and a provision map will be used.

These are reviewed on a termly basis.

Support is provided for pupils with SEN by the class teacher, teaching assistant, as well as medically trained staff and school nurse where appropriate.

Information is communicated to parents through a variety of processes including e-mail, in writing, by telephone and in person.

What mechanisms are in place for supporting pupils' overall wellbeing?

The pastoral, medical and social support system available for pupils with SEND covers SEN, Behaviour, Pastoral, Attendance, and Child Protection.

School has a team of teaching assistants all of who support children with SEN and social, emotional and communication difficulties in the classroom.

Support is also provided for children with social, emotional, and communication difficulties in the form of group activities or bespoke programmes.

The school policy for behaviour/discipline is transparent and made clear to all pupils. It is enforced consistently by all staff.

In terms of attendance, a process of first day contact is in place and children are prioritised as necessary.

Regular register trawls are made and close liaison is maintained with parents via telephone calls, text or letter.

Medication records are kept by office staff and parents are asked to complete a form detailing why medication is needed and how and when it should be administered. These, and the medication, are kept securely locked in the office and administered at the appropriate time by staff.

Humberston Cloverfields Academy has a large medical room for physiotherapy as well as a disabled toilet and changing facilities.

The views of pupils are taken into account via open communication with their class teacher.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

How will parents know how their child is doing?

In addition to normal reporting arrangements and pupil progress meetings, opportunities are available for parents to discuss their child's progress with staff through termly PSP review meetings.

The school also operates an open door policy so teachers are available to discuss progress or concerns at any mutually convenient time.

The school knows how well any individual pupil is doing through SIMS which enables pupil progress to be tracked.

Opportunities are available for regular contact between home and school via text, school newsletter and telephone calls.

<p>How are parents involved in discussions about planning for their child's education?</p> <p>How are children able to contribute their views?</p>	<p>Parents can be involved in planning their child's education and particularly for pupils with Education Health Care Plans, through the annual review process. Parents are also involved in target setting during the termly PSP review meetings.</p> <p>A large percentage of the governing body and staff are parents whose children are past or present pupils whilst a number of our parent helpers have children with SEN needs within school and enjoy supporting within other classes.</p> <p>Children's views are taken into account via questionnaires and person-centred reviews.</p>
<p>PROVISIONS, RESOURCES & SERVICES</p>	
<p>How is learning and development provision matched to individual pupils' needs?</p>	<p>The school's approaches to differentiation include adapted tasks, teaching assistant support, adapted ways of portraying work, adaptations to the curriculum, etc.</p> <p>These approaches help individual pupils' needs because the pupils feel 'included' and more confident.</p>
<p>How are the school's resources allocated and matched to pupils' SEN?</p>	<p>The Business Manager and Principal allocate the schools SEN budget.</p> <p>Priority is given to the deployment of a high level of teaching assistants.</p> <p>Ultimately it is the Principal who is responsible for the SEN budget.</p>
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<p>Humberston Cloverfields Academy has a number of staff trained in different areas of SEND.</p> <p>All staff have are trained in the Team Teach methods for behaviour management.</p> <p>Most staff have received first aid training and nominated staff are able to administer Epipens should the need arise.</p> <p>At Humberston Cloverfields Academy we are able to deliver bespoke physiotherapy, occupational therapy and speech therapy programmes as required with the support of the relevant agencies.</p> <p>In addition the school is able to access support from the Authority's Specialist Advisory Service and the SENCO holds termly consultations with the Educational Psychologist.</p> <p>Being part of the Enquire Trust group means that the school has access to specialist advice from other schools within the Trust. The SENDCo is also part of the Enquire Humber Cluster of SENDCos meaning they meet regularly and share good practice.</p>
<p>How accessible is the school / academy environment? (N.B. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<p>Humberston Cloverfields Academy is a flat site and therefore is accessible to wheelchairs. Improvements have been made to the building in respect to the auditory environment in that new classrooms have been built which will meet current statutory requirements. All teachers have also been made aware with a checklist of how to make relevant changes to the environment.</p> <p>Disabled changing and toilet facilities are available.</p> <p>The school communicates with parents whose first language is not English through the support of a number of volunteer parent helpers for whom English is not their first language.</p> <p>We are also fortunate to have a multi-lingual teaching assistant who is able to support our EAL children.</p>

<p>How are pupils included in activities outside the classroom including trips? (N.B. the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)</p>	<p>All pupils with SEND are able to access all of the school's activities, including extra-curricular activities and school trips both day visits and residential trips. Advice is sought from specialist PE staff at Humberston Park Academy to ensure inclusion in PE for those with additional physical needs. We speak to parents prior to school trips to discuss a personalised plan of action to ensure their child's inclusion.</p>
<p>STAFF TRAINING</p>	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b under the SEN Code of Practice legislation, schools/academies Need to offer high quality professional development and training to the work force.)</p>	<p>All staff have received Team Teach training. The SENDCo holds regular meetings with all teaching staff to share good practice and receive any specialist training deemed appropriate. Local Authority and Enquire Trust training is offered on a regular basis, which is in turn cascaded, to all members of staff.</p>
<p>TRANSITIONS</p>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<p>To help prepare and support Y6 pupils joining the Humberston Academy the Head of Year from the school visits our school and meets with class teachers. SENDCo will also hold a meeting with the Academy SENDCo to discuss individual children in more detail. In addition, an Induction/Experience day is held for all pupils. Vulnerable pupils are offered bespoke packages, either individually or in small groups. Children moving to other secondary schools will have similar arrangements depending upon the school in question. Children joining our school from other schools are appointed a peer mentor from within their class to support and guide them during their initial weeks. Humberston Cloverfields Academy also undertakes baseline assessment testing of new pupils for maths, reading and spelling to identify any weaknesses which can be quickly addressed. Teachers will make every effort to speak to previous class teachers. For children already identified as having SEN the SENDCo will approach the previous school to discuss the child's needs and hold a meeting with parents to set targets. For children moving from our school to another school prior to Y6 transition, the class teacher will complete a transition report. This lists the child's present levels for Maths, Reading and Writing. It will also contain a short report about each subject with current targets. The report also includes a general report about behaviour, attitude and attendance. For children with SEN all reports pertaining to this will be included with past and current PSP.</p>
<p>FURTHER INFORMATION</p>	
<p>Who can parents contact for further information?</p>	<p>The first point of contact for a parent if they want to discuss something about their child would be with the class teacher and then the SENDCo. If parents should ever be dissatisfied they can contact the Principal.</p>

	<p>If parents/carers are considering whether to join Humberston Cloverfields Academy they should contact the school office to make an appointment to view the school and meet the Head Teacher.</p> <p>Outside independent support for parents is readily available from SENDIASS. Their details can be available from the school.</p> <p>The LA local offer can be found on this website. https://sendlocaloffer.nelincs.gov.uk/</p>
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