Howard Primary School

Local Offer: HOWARD PRIMARY SCHOOL, CROYDON

What is the School Offer?

This document is to inform you of the types of support available for your child at Howard Primary School. It will help you understand who can help you and how this support can be accessed.

There are 4 areas of need as defined in the SEN Code of Practice 2014 and children can have needs in one or more of these areas:

- **Communication and interaction**-e.g. difficulties in understanding or producing speech, with attention and listening or with social interaction.
- **Cognition and Learning**- e.g. specific difficulties such as dyslexia or dyscalculia or significant delays meaning there is a difficulty in accessing in the learning for their year group across all of the subject areas.
- **Social, emotional and mental health**- e.g. difficulties with managing emotions or behaviour or anxiety.
- **Sensory and/or physical needs**-e.g. a hearing or visual impairment, a physical disability or difficulties with sensory processing.

If you have any concerns about any of the 4 areas of need for your child, please contact your child's teacher and/or the school SENCO,

Mrs S.Pollington : sdalziopolling.306@lgflmail.org

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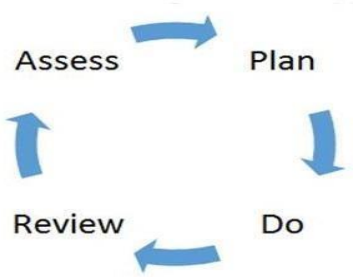
At Howard Primary School, we use the following process to identify pupils' needs and provide support:



Assess= Class Teachers, SENCO and /or Parents and Carers identify pupil as needing SEN support. In some cases, additional advice may be needed and this will take the form of referrals to external agencies such as Speech and Language Therapist (SALT), Occupational Therapy (OT), Educational Psychologist (EP).

Plan= Evidence based interventions and support are agreed with all parties concerned and put in place. Targets are set and a time frame agreed for a review. The plan is called Pupil Support Plan.

Do= Class Teachers retain responsibility for working with the pupil. They will work closely with the Teaching Assistant (TA) or specialist staff. The SENCO will support the class Teacher and TA by advising on the effective implementation of the support.

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Review= The progress made by the pupil against the targets set at the Assess and Plan stage are reviewed in line with the agreed review date. Class Teachers, SENCO, together with the parent and pupil, will decide whether good progress has been made or not. Further support might be sought from external agencies and where, appropriate, a referral for an Educational Health Care Plan (EHCP) might be agreed on.

A Support Plan will look like this:

Photo of child	**My Support Plan**
Name	
DOB	
School	Howard Primary School
Class	

Background Information			
Home:	Lives with _____	**Photo permissions:**	YES/NO
Allergies:		**Communication:**	Verbal/Non verbal
Other:			

Triggers	**Behaviours**
• Feeling under pressure • Feeling picked on • Fearful of losing something • Frustration	• Avoidance tactics • Emotional • Retaliation • Anger outbursts

• Lack of sleep • Overstimulation	• Meltdown

Motivators	Tools
• Reward system • Celebration of success • Positive attention • Turning a negative into a positive	• Own chart with reward for whole class • Celebrate the positive, give praise for a factual reason • Adult offering a guided restorative solution e.g. tidy up class after tantrum, share a game with a child X argued with • 5 mins time out at break if X uses hands in a negative way

Strategies	Goals
• Offer the use of Calm area • Use ZoR lanyard • Divert X into a quiet activity when hyperactive to avoid a red zone incident • Consistent use of Own Reward Chart • Involvement in finding a solution so X can understand other people's feelings and how people	• To achieve the goals on X chart 90% of the time • To develop a trusting relationship with all adults in X class • To be able to use at least 2 ZoR strategies to cope with disappointment and fear

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can be affected by X being in the yellow/red/blue zone	

Review

- By mid-Autumn X had started to respond to one calming Zones of Regulation strategies
- By January X started going to safe adult for support without being asked
- By June X was able to confidently apply 2 Zones of Regulation strategies

Commented [SP1]:

These are the most frequently asked questions about SEND Support at Howard Primary School:

Teaching and Learning	
1. What additional support can be provided in the classroom?	All teachers teach to pupils specific needs. Quality first teaching and personalised learning for all children takes place in all our classrooms. This is at the centre of our policy and practice, helping us improve outcomes for children with Special Educational Needs and Disabilities in our school. A Teaching Assistant (TA) is a member of staff who is trained to work under the direction of a class teacher and Year Group Leader. In our school TAs are trained to support the learning of small groups, 1:1 and delivering interventions to targeted groups.

	• All teachers are responsible for creating and maintaining classroom environments that support all learners. • If additional funding is allocated from SEN to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil, this may be an additional person or a specific resource or a mix of different things as outlined in the Education Health and Care Plan. If we think your child needs additional support from a TA on a regular basis, we will tell you. If your child had TA support in another school or setting, we would like you to tell us please. • We utilise pupil premium funding, where relevant, please contact our Head Teacher, Miss De Saulles for further information.
2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)	• We have a service level agreement with the Educational Psychology service, our assigned Educational Psychologist is Anne Moore. • We follow the guidelines in the SEND Code of Practice (2014). • We teach a differentiated curriculum. • We have a service level agreement with the Speech & Language Service.

	• We access external agencies to support specialist additional needs including Outreach Support Service from Chaffinch Brook School, Occupational Therapy (OT) and ensure that programmes are delivered to identified children. • Children with SEN have individual Support Plans.

	• We use specific resources with targeted children, coloured overlays for students with dyslexic tendencies, computer and iPad based support, modified seating, fidgets/Move& Sit cushions for children with ADHD etc. • We use and promote the use of OpenDyslexic, a dyslexia friendly font : https://opendyslexic.org/
3. Staff specialises/expertise around SEN or disability	• SENCO, Mrs S.Pollington : sdalziopolling.306@lgflmail.org • We have specialist TAs trained in Emotional Literacy (Zones of Regulation), Lego Therapy, Numicon, Maths Box, Colourful Semantics, English as Additional Language (EAL). • Staff trained in paediatric first aid.
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	• Support and advice are provided by the school's SENCO when writing Support Plans, monitoring Support Plans and tracking progress of children with SEN. • Support and advice given from EP and outside agencies e.g. CAMHS. • CPD training offered regularly and on a needs basis to all staff. • CPD training is given yearly for all teaching staff to update on
	SEND procedures and current legislation. Along with peer support and sharing of good practice.
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	• Access arrangements – which includes readers, scribes, extra time, small classroom for pupils with SEND needs. • We act upon advice given by outside agencies for example hearing impaired (HI) children sit near the front.

6. How do you share educational progress and outcomes with parents? .	• Parent and Carer Evenings twice yearly. • Written school reports once yearly. • Meetings with parents as appropriate. • Review of EHCP annually. • Progress and outcomes of assessment by other agencies, including the Educational Psychologist, are communicated to parents as appropriate.
7. What external teaching and learning do you offer?	• School trips for each year group. • Visitors to school. • We are part of the Children's University that promotes learning outside the classroom. https://www.childrensuniversity.co.uk/
Annual Reviews	
1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?	• Invites sent to parents and all professionals involved, by the SENCO. • An Annual review meeting held at Howard Primary School or on Zoom, at a convenient time, translator provided if needed. • Consultation with staff prior to the meeting. • Parents are made aware of Parent Partnership support such as SENDIASS = https://www.kids.org.uk/sendiass PIP = http://www.pipcroydon.com/
2. What arrangements are in place for children with other SEN support needs	• SENCO support • TAs are placed to meet the needs of the cohort and to support learning.

	• Staff based in the Local Authority are available to support specific medical & learning needs • Regular opportunities for parents to meet with class teacher and SENCO to discuss progress. • EP assessments and strategies as appropriate.
Keeping Children Safe	
1. What support is offered during breaks and lunchtimes?	• Two members of staff are on each playground at play time. • Lunchtime supervisors are on the playground and in the dinner hall at lunchtimes. • A member of the Senior Leadership Team co-ordinates Lunchtime Supervisors every lunch time. • Children with SEN and/or any child who requires a calm place during break or lunchtime, can take part in the SENCO club. SENCO organises activities and supervises children in the SENCO Room.
2. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips) CHECK	• Risk assessments are completed for all trips and visits which take place away from the school site. These are completed by the lead member of staff and passed to SLT and LA for final approval; • We have 10+ qualified first aiders in school. • Children with physical difficulties have support from a TA, where appropriate.

3. What are the school arrangements for undertaking risk assessments?	On site and off site risk assessments are completed as part of our health and safety policy.

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4. Where can parents find details of policies on bullying?	Our Anti-Bullying Policy can be downloaded from our website https://www.howard.croydon.sch.uk/our-school/policies/
Health (including Emotional Health and Wellbeing	
1. What is the school's policy on administering medication?	For medication to be administered in school it must be prescribed by a doctor and have a named chemist label on it or for 'over the counter medication' be in its original packaging with dosage instructions. Normally we can only give medication which is needed four or more times a day and/or before food; Parents/Carers must sign a consent form at the office on the first morning they need the medicine to be administered. For further information please contact Mrs Newlands/Mrs Carter on 0208 6884216
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	If a pupil has a long term medical need we ask parents and the SENCO and the relevant nursing team to brief appropriate members of staff on protocols to follow. We work with the relevant nursing team to write a care plan. This is shared with all staff.
3. What would the school do in the case of a medical emergency	In the case of a medical emergency that poses a risk to life, we would call 999 and inform the Head teacher, Miss De Saulles, immediately followed by parents and carers. If the child needs to be taken to hospital immediately, and the parents are not in attendance, the child will be taken to hospital by 1 member of staff.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	Specialist training is sought from relevant health professionals. Named First Aiders in each Key Stage.

	• Staff will have specialist training, based on the needs of child, if necessary.
5. Which health or therapy services can children access on school premises?	• Identified children can access SALT services through our independent therapist. We normally have 4 visits/sessions per term.

	• The School Nursing Team visits the school to complete routine checks, i.e.: eyesight, hearing and height and weight. Parents and carers will be informed by letter when their child is due to be seen.
Communication with Parents	
1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?	• Staff names and responsibilities are on the school website or available from the school office. https://www.howard.croydon.sch.uk/teaching_staff/
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	• Parents/carers can leave a message for a teacher with the staff on the playground in the morning. Staff are available on the playground after school everyday. However, if they wish to meet in a formal meeting, an appointment should be requested at the main office or by contacting teachers using their class email.
3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?	• Parent/Carer Evenings are held twice a year. • Informal progress meetings are instigated where necessary. • Written school reports sent home annually.
5. How can parents give feedback to the school?	• Parents/carers are asked to complete a questionnaire twice yearly at parent/carer evenings.

	• Feedback can also be given online at Parent View https://parentview.ofsted.gov.uk/login • Intermittent feedback can be written in pupils reading records or in a letter addressed to the Head Teacher. If a parent wishes to log a complaint, this can be done in writing to the Head Teacher, Miss De Saulles on: office@howard.croydon.sch.uk Our School's complaints policy can be accessed here: https://www.howard.croydon.sch.uk/parent-info/complaints-procedure/
Working Together	
1. Do you have home/school contracts?	• Our Home-School Agreement is sent out annually to all parents.
2. What opportunities do you offer for pupils to have their say? e.g. school council	• Our School Council is facilitated by Miss De Saulles, our Head Teacher. Each class elects two school council members from Year 1-6 and they meet on a regular basis.
3. What opportunities are there for parents to have their say about their son/daughter's education?	• The school offers two parent/carer evenings. Parents and carers are asked to complete questionnaires and regularly encouraged to use Parent View.

4. What opportunities are there for parents to get involved in the school or become school governors?	▯ At Howard Primary we run a Friends of Howard group. This group consists of governors, parents and carers. We organise half termly events such as Howard Got Talent, Xmas AND Summer Fair, Mufty Days, Discos, Bring & Buy events and much more. We are always looking for volunteers to help organise and lend a hand at events. If you would be interested please contact : friendsofhoward@hotmail.com ▯ When there is a vacancy for a parent governor, a letter is sent to all parents and carers and they are invited to apply as per the application process.
5. How does the Governing Board involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups	▯ Our SEND designated Governors are Ms Faaiza Ahmed and Ms Lucy Matthews.
Transition from Primary School and School Leavers	
1. What support is offered for young people leaving the school?	▯ A thorough transition programme is in place for all Year 6 who are moving to high school.
2. What advice/support do you offer young people and their parents about preparing for adulthood	▯ Our PSHE curriculum supports children through their school and personal life changes and prepares for the next stage in their educational career.
Extra-Curricular Activities	
1. Do you offer before and after school provision? If yes, please	▯ Before and after school provision is offered on site by Sherwood

give details.	Nursery. It starts at 8am to 8.45and and then from 3.30pm to 6pm
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	After school clubs change each half term and include football, netball, dance, choir, cookery Before School: Breakfast Club There is a small charge for clubs and breakfast club. Please enquire at the office for more details.
3. How do you make sure clubs, activities and residential trips are inclusive?	All children are invited to attend all clubs suitable for their year group; All trips, including residential are fully inclusive.
4. How do you help children and young people to make friends?	We have an ethos where everybody is treated with respect. This ethos is modelled by staff and pupils. PHSE (Jigsaw) and Zones of Regulation programmes are a part of the curriculum. Assemblies Friendship Bench in the KS2 playground Play Buddies in the yr1,2,3 playgrounds

All our Policies can be downloaded from our website : http://www.howard.croydon.sch.uk/our-school/policies/

Glossary for Terms used in our Local Offer

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.

	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below

EHCP	**Education, Health and Care Plan**	From 1st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	**Educational Psychologist**	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	**Hearing Impairment**	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.

IEP	**Individual Education Plan**	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have and IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
LD	**Learning Difficulties**	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement.
LA	**Local Authority**	Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and

		reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability

	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	**Physical Difficulty**	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special Educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	Responsible Person	The person (either the head teacher/deputy head teacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.

SENCO	**Special Educational Needs Co-Ordinator**	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
SEN	**Special Educational Needs**	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.

	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	**Specific Learning Difficulties**	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	**Special Educational Needs**	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

TAs	**Teaching Assistants**	Almost all schools now employ Teaching Assistants to support whole classes, small groups or individual pupils. TAs are placed to meet the learning needs of the children.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	Transition Plan	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).
VI	**Visual Impairment**	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.