CRANE PARK PRIMARY SCHOOL
LOCAL OFFER

RATIONALE

Crane Park Primary School is committed to ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

What is the SEND Local Offer?

Hounslow Authority will set out a local offer of all services available to support children who are disabled or who have SEND and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide evidence base for improving progress and securing better outcomes, at school and local level, for children who are not making the expected progress nationally.

Crane Park Primary School SEND Local Offer

All Hounslow maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all
pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

At Crane Park we track the progress of our pupils closely so we can quickly identify pupils who may benefit from extra support. Pupils themselves can also ask for extra help and support. Parents should bring concerns or information about their child’s needs to the class teacher.

**Key questions which will be addressed?**

**How can I let the school know I am concerned about my child’s progress in school?**

**Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs and/or Disability (SEND)?**

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**What are the different types of support available for children with SEND in?**

**How will the school let me know if they have concerns about my child’s learning in school?**

**Parents/Carers**

- Parents’ evenings are held termly and a report goes out in the summer term.
- Children that are on the Learning Support Register have an Education Plan which states small steps and targets to support the child’s needs. Parents/Carers are invited to attend these reviews.
- When agencies from outside school have been involved, they normally provide suggestions and advice that can be followed up at home.
- Children with EHC plans have an annual review meeting.

**What should I do if I think my child may have special needs?**

- If you think your child may have special educational needs, please see the class teacher as your first point of contact. You may also contact the SENCO or head teacher via the office.
- If you are still not happy, you can make an appointment to see the School SEND Governor (Valerie Blackwell)
- Hounslow Helping Handz, the parent partnership service is a free, independent and confidential service that supports parents of children with special needs. You can contact them at the Civic Centre, Hounslow.
Class/subject teacher:

Responsible for your child’s learning and will be able to explain what is happening for your child:

- 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 know as necessary. The class teacher will discuss your concerns and outline any support that is in place and any future support that is planned for through a Plan, Do, Assess and Review approach.
- The class teacher will keep an SEND register and compile a provision map which shows the extra support that SEND pupils will receive and that all staff working with your child are able to deliver the planned work/programme for your child, so they can make 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.

The SENCO/ Deputy Head (Mrs Sidhu):

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/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.
- Updating the school’s SEND registers (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.
- Extra support, which is additional to and different from the usual classroom experience, is planned by the class teacher with the SENCO and our LSAs will deliver the programme in small groups or 1:1.
- The SENCO will present information about pupil progress to governors on a regular basis including that of pupils with special needs.
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.

**Head Teacher (Ms Small):**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child’s needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

**SEND Governor (Valerie Blackwell):**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring that the SEND Information Report on the website is kept under review and reflects current practice at the school (paragraph 6.79 SENCode of Practice).

**How do Governors make sure that the needs of SEN pupils are met?**

- We have an appointed SEN Governor, Ms Valerie Blackwell, who meets with the Deputy Head/SENCO to discuss the provision of support for pupils with special needs and the outcomes of the provision.
- The Leadership team presents information about pupil progress to Governors on a regular basis, including that concerning the progress of pupils with special needs.
- In light of information on the support to, and progress made by, pupils with additional needs, the Governing Body assess the effectiveness of the school’s provision for SEN on a regular basis and make the necessary changes to ensure the school’s resources are appropriate to meet the needs of the pupils.
- Governors visit the school regularly to participate in Learning Walks, lesson observations and to review pupil progress data.
What are the different types of support available for children with SEND in Crane Park School?

Class teacher input via targeted classroom teaching

For your child this would mean:

- That the teacher had 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.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- 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 gaps 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 part of quality classroom practice when needed.

Intervention groups are specialist focussed programmes.

- Run in the classroom or outside.
- Run by a learning Support Assistant who has had training to run these groups.

This means they have been identified by the class teacher as needing some extra 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 progress.
- A Learning Support Assistant 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.
What support will there be for my child’s overall well-being?

- At Crane Park all staff has responsibility for the welfare of the pupils. Relevant staff is trained to support the medical needs of pupils including those with allergies. Medical care plans are used where appropriate, for example when a child needs to be given medicine in school. Miss Kerri Thomson is our Welfare Officer.
- Safeguarding and child protection procedures are in place. The designated officers are Ms A Small and Deputy Mrs S Sidhu.
- Our behaviour policy is followed by all staff.
- Shining Stars is our nurture group which runs in KS1 and KS2. The nurture group supports children with emotional difficulties. Children who attend Shining Stars have a Boxall Profile which indicates areas of emotional needs.
- Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to Ms Piper in the school office if you would like more information about attendance.

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

Sometimes we need to consult an outside agency for more specialist expertise.

The agencies consulted by school include:

- We buy in to SEND 5 Dyslexia consultancy and the Early Intervention Behaviour Consultant
- The SEN Specialist Support Team (advisors for visual and hearing impairment and physical needs)
- The Educational Psychology Service
- Talk Therapy SALT
- CAMHS (Child and Adolescent Mental Health Service, referrals take up to a year.
- Social Services
- Heart of Hounslow Health Centre (School Nurse, Speech and Language Therapists, however referrals can take up to six months on the NHS.)
- We obtain parental permission before referring a pupil to an outside agency for support with their learning.
- Hounslow Helping Handz, the parent partnership service, is a free, independent and confidential service that supports parents of children with special needs - contact Steve Devlin on 020 8583 3626 [http://www.hounslow.gov.uk/helpingHANDZ](http://www.hounslow.gov.uk/helpingHANDZ)
- Social Care: as well as general enquiries, Hounslow Social Care has a team that works with children with disabilities. Here are the contact details:
  - Social Care team for children with disabilities 020 8583 3177
• Children’s Services 020 8583 3200/ 3400 Option1Email (both teams)
  childrenssocialcare@hounslow.gov.uk
• Hounslow’s Family Services Directory, which gives links to many services offering advice and support can be found at http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/home.page
• Details of London Borough Hounslow’s Local Offer can be found here: http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/family.page?familychannel=2341
• Information about the Early Intervention team and their services can be found at http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/service.page?id=RQW8nL6UMyw
• Enquiries can be made via the school or Early Help Hounslow using the contact details above.
• Hounslow SENSS provides specialist support for disabled pupils in school. The team can be contacted. The team can be contacted through school or on 020 8583 6334 or email michelle.durrant@hounslow.gov.uk

Other Agencies and voluntary organisations

Health Services that offer advice and support can be accessed in a number of ways. You may wish to contact your GP in the first instance.

Occupational Therapy Services can be contacted on 020 8630 3195
Speech and Language Therapy Services can be contacted on 020 8630 3364
Child Adolescent Mental Health Services (CAMHS) can be contacted on 020 8630 3237
http://www.wlmht.nhs.uk/service/camhs-hounslow/

All three services are based at Heart of Hounslow Health Centre, 92 Bath Road, Hounslow, TW3 3EL.

There are many charities and other voluntary organisations in the local area who can offer advice and support. Hounslow’s Family Services Directory has a comprehensive list on its website at http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/home.page

Links to advice and support for families can be found at http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/family_results.page?familychannel=2423

Links to counselling and support can be found at http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/family_results.page?familychannel=2430

For your child this would mean:

• Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialised input instead of or in addition to quality first teaching and intervention groups.
• 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 service/professional who will be able to assess your child’s particular needs better and be able to provide strategies and support for school and yourself.

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 or individual work with the outside professional.

**Specified Individual support**

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

• Severe, complex and lifelong
• Need more than a specified number of hours support in school

In such situations parents or schools can request an Education, Health and Care Plan (EHCP). This is a legal process which sets out the amount of support that will be provided for your child. This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by an (EHCP) which cannot be provided from the budget available to the school.

After the school have sent in the request to the Local Authority (with detailed 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 the 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 current level of support that your child is receiving.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child’s needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at school level. The EHCP 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 programmers or run small groups including your child.

Further information about EHCP can be obtained from Hounslow LA

**How will the school let me know if they have concerns about my child’s learning in school and what happens if I have concerns about my child’s learning?**
If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.
- If you have concerns about your child’s progress you should speak to your child’s Class Teacher initially. You can do this in person, making an appointment by telephone or email.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Year Leader.
- If you are still feel that the concerns are not being managed and that your child is still not making progress you should speak to the Deputy Head teacher Mrs Sidhu
- If you are still not happy you can speak to the Head teacher Ms Small
- If you are not happy with this response please contact the SEN Governor Valerie Blackwell You may, at any time, access the School’s complaint procedure which is available on the school’s website.
- Contact details are at the end of this document; alternatively please come into school

At Crane, we strongly believe in working in Partnership with parents

Ace Autistic Centre for Education

Entry to the ACE Zone is decided by the SEN Panel in Hounslow not the school itself.

Parents of Autistic children are welcome to come and look around the Centre.

- Please contact the Office to arrange an appointment with Ms Jo Peel Lead of ACE Zone. The named Governor for the ACE unit is Valerie Blackwell who meets with the Lead on a regular basis to discuss the provision of support for pupils with ASD and the outcomes of the provision.
The Lead of the ACE is Jo Peel who is responsible for:

• Coordinating all the support for children with ASD and making sure all children get a consistent, high quality response to meeting their needs within the Centre.
• Along with the relevant teachers, ensuring that you are: involved in supporting your child’s learning; kept informed about the support your child is getting; involved in reviewing how your child is doing; part of planning ahead in order to meet your child’s needs.
• Liaising with all the other people who may be coming into the Centre to help support your child’s learning, e.g. Speech and Language Therapist and the Educational Psychologist.
• Keeping records - strategic overview of the progress and records of Autistic pupils making sure that there are clear individual educational plans with smart targets to allow ASD pupils to progress and cater for their needs.
• Providing specialist support for teachers and support staff in the Centre so they can help your child [and other students with SEN in the school] achieve the best possible progress and outcomes in school.
• Producing Individual Education Plans in conjunction with the relevant teachers and support staff [the new SEN Code promotes the role of the teacher in supporting children’s’ needs].
• Completing Annual Reviews.

ACE Zone (Autistic Children’s Education Zone)

The ACE Zone is a specialist unit for children with a diagnosis of ASD. We have mixed age classes group from Reception to Year 6.

Places in the ACE Zone are allocated by the borough and therefore parents do not apply directly to the school.

In the ACE Zone we use a range of ASD teaching strategies used across specialist settings in Hounslow. Children are grouped in split year groups, Early Years Year 1 and 2, Year 3 and 4, Year 5 and 6. There is a class teacher and teaching assistants in each room.

In the ACE Zone we are allocated specialist support from Speech and Language Therapy Service and Occupational Therapy. Some of the therapy is done outside of the classroom in 1:1 or small group sessions. Some of the therapist’s time is also used to contribute to Annual Reviews and to advise teaching staff.

We are also allocated an Educational Psychologist. The EP will not be involved with all children but the lead teacher will refer individual children when necessary. The EP will also attend most transition reviews, which occur for Reception Year 5 and Year 6 pupils.

The ACE Zone is part of the whole school and all children integrate to some degree. The type of children we have in the ACE Zone find full time integration too difficult to manage. Integration is individual to each child, though most children attend assemblies and join for at least one PE sessions. Some individual children may join for other subjects.
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