

## Bedford Local Offer template for settings, schools and colleges

<b>Name of School/College/Setting</b>	Harrold Priory Middle School
<b>Type of setting</b>	Middle School Academy
<b>Name of SENDCO</b>	Julie Day/Cat Johnson
<b>Address</b>	The Green, Harrold, Beds
<b>Phone Number of SENDCO</b>	01234 720346
<b>Fax Number</b>	
<b>Email of SENCo</b>	jday@harroldmiddle.beds.sch.uk
<b>Website</b>	www.harroldmiddle.co.uk
<b>Link to SEN Information Report</b>	TBC
<b>Link to SEN page of schools website</b>	TBC
<b>Information Attached</b>	No

### **School's Inclusion/Mission statement**

Together there is no question that we want the highest possible standards of education and care for the children. Sharnbrook Academy Federation is an organisation where children achieve and enjoy; make their own positive contribution; where their health, safety and well-being is understood and promoted.

We aim to create a school community in which every child matters and thrives. We provide each child with the opportunity for growth – personal, emotional and intellectual. We aim to ensure that every child fulfils their potential and has the opportunity to excel.

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

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

Harrold offers parental consultation evenings within the first term as well as half way through the year. If your child is receiving interventions, there will be termly reports which will allow for parental and pupil voice. There will also be an end of year school report to reflect upon progress made.

Parents can request a meeting with the SEN Manager anytime during the academic year for a progress check.

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

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

Harrold Priory is wheelchair friendly with ramp access around the school. We have allocated disabled toilets and auditory loop systems in place. Where necessary, SEN needs are met through communication with outside agencies who are assigned to the pupil.

We can provide set programmes for children with EAL which include visual aids and adult support as required.

**3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**  
*How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?*

Children with SEN will be identified through baseline testing, teacher referrals and whether a lack of progress has been made through wave one and two of teaching. If this is the case, a referral to the appropriate agency will be made.

**4. How will early years setting / school / college staff support my child/young person?**  
*Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?*

At Harrold Priory we provide weekly English and maths interventions on a rolling programme of catch-up sessions. Weekly/daily targeted interventions e.g. TRACKS and small group reading for students identified with specific learning needs are implemented. There is support from a teaching assistant within the weaker groups for maths and English, and across some of the foundation subjects. Identified pupils will have a provision map which will be explained to the parents of SEN during the consultation evenings. The Senco will report measures of impact to the SEN Governor of the school and demonstrate intervention outcomes. Effectiveness of support for our pupils is demonstrated on our data tracking systems and through individual provision maps. This is for all staff to monitor, plan, do and review.

**5. How will the curriculum be matched to my child's/young person's needs?**  
*What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?*

We provide a highly structured continued professional development (CPD) programme which focuses upon Quality First Teaching. This encompasses differentiation. Personalised differentiation of the pupil is met through the Senco providing strategies detailing the individual strengths and difficulties through our student passports, or one page profiles. TA's will monitor whether the child has met the learning objective in the lesson and use appropriate resources to ensure this is fulfilled.

**6. What support will there be for my child's/young person's overall well being?**  
*What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person be able to contribute his or her views? How will the setting / school / college support my child / young person to do this?*

At Harrold Priory we hold, review and manage care plans for pupils with medical needs. Pupils with emotional needs are provided with an emotional plan, including strategies from parents, relevant agencies and school staff. Behaviour is managed by the Heads of Key Stage 2 or 3 in liaison with the SEN Manager, Lead Behaviour Professional and Safeguarding Officer; this may lead to a referral onto other professionals. Our Safeguarding Officer will also oversee attendance and monitor patterns. The pupil will be involved in meetings which relate to a plan for them; their opinions will be taken into account as to how they would like to be supported. For example, they may take up a school mentor, or simply have an 'as and when' required level of support. The child will decide what level of support will suit their needs.

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

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

At Harrold Priory Julie Day is an experienced SEN Manager working closely with Cat Johnson, Senco (MA SEN qualified and holds the SEN National Award). Our Teaching Assistants are trained in numerous interventions, e.g. TRACKS literacy. The Teaching Assistants work within specialist areas, for example our TA for maths intervention has an A level in mathematics and is therefore naturally inclined towards developing students maths skills. Our Safeguarding and Attendance Officer is fully trained in regard to Safeguarding children. She is also a trained Parent Support Advisor.

Harrold Priory access multi agencies for our pupils such as CAMHs, CHUMS, Intensive Family Support, Community Nurse, Occupational Therapy, Relate, Talk Time, Social Work skills and Speech Therapy.

We have recently had training in Dyslexia, Autistic Spectrum Conditions, Cognitive Behavioural Therapy, Restorative Justice, Attachment Disorder and Safeguarding.

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

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

We provide support to enable pupils to access school trips. We will liaise with the agencies that are assigned to each pupil and provide staff training if needed before the trip. Parents are fully involved in the planning of trips of our pupils.

Our breakfast and after school homework, sports, drama and music clubs are accessible to all pupils.

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

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

Harrold Priory have an open door policy; additional visits can be arranged by contacting the school office or SENCo. Transition days occur for every year group, in July, to experience taster sessions, get to know staff and peers, and spend time in their new forms.

The Senco will meet the feeder schools' Senco to exchange information well in advance of the transition.

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

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

Support at Harrold is evidence driven. If a child is making little progress, more support will be allocated. This will be measured with our intervention tracker. The Senco alongside the Head of English and Maths will decide what is needed for progress to be made and in narrowing the gap.

<p>Parents will be notified of such progress through termly reports. Budgets are allocated each year to the SEN department to manage resources.</p>
<p><b>11. How are parents involved in the setting / school / college? How can I be involved?</b> <i>Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.</i></p>
<p>We have an open door policy to parents and carers. The SEN Manager, or other members of the support team are available to meet with parents at any time. Alternatively, parents/carers can email regarding academic, medical or personal development.</p>
<p><b>12. How are children and young people included in the planning for their support and provision?</b> <i>How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?</i></p>
<p>Students often request an intervention to suit their needs through our House system or through our Yellow Room (nurture provision) where pupil voice is paramount. Pupil voice will also be recorded on their termly reports.</p>
<p><b>13. Who can I contact for further information?</b> <i>Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer</i></p>
<p>At Harrold parents and carers can contact their child's form teacher, Head of Key Stage 2 (Miss Davage) KS3 (Mrs Hobbs) the school SEN manager, or subject specific staff. If you are worried, please contact the school. The named school SEN manager is Julie Day.</p> <p>To support parents, you are also able to contact the Local Authority Parent Partnership. The Local Authority Local Offer is available through a link on our schools website.</p>

<b>Are you a school specifically supporting people with:</b>	<b>Please Tick</b>
Autistic Spectrum Conditions	√
Communication Impairment	√
Hearing Impairment	√
Learning Disability	√
Mental Health Conditions	√
Visual Impairment	√
Physical Impairment	√
Other (please specify)	

**Database Permissions**

In line with the Data Protection Act (1998), your consent is required in order to ensure that your information can be shared with the public and professionals.

**I consent to you making available the information I have supplied in the following ways:**  
*(please tick)*

In writing and on the telephone	√
On the internet	√

Data Protection: All information you send will be kept strictly confidential and used only by Bedford Borough Council and partner agencies. You have the right to ask for a copy of any data we store about you by contacting us in writing.

**Once completed please return this form directly to us. Thank you for taking the time to complete this form. Please return to [localoffer@bedford.gov.uk](mailto:localoffer@bedford.gov.uk)**

**Please attach any leaflets you provide or additional information for parents and young people.**

If you have any questions about any part of this form please contact us:

Email [localoffer@bedford.gov.uk](mailto:localoffer@bedford.gov.uk)  
Telephone 01234 276884  
Fax 01234 228306

We would prefer you to return this form electronically, however if you wish to print out this form and return it in the post our address is:

**Local Offer Team  
Bedford Borough Council  
5<sup>th</sup> Floor, Borough Hall  
Cauldwell Street  
Bedford  
MK42 9AP**