



Hebden Green School



What should I do if I think my child may have additional needs?	All pupils attending the school have Statement of Special Educational Needs or an Education Health and Care Plan (EHCP), which identifies the school as the most appropriate provision for the child or young person. This also identifies their primary and where appropriate, additional needs. The primary needs of pupils attending Hebden Green School are physical difficulties (PD) and/ or complex medical needs. The Statement or EHCP outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting those needs.
How will the school staff support my child?	Every child has a class/ pastoral teacher who oversees the implementation of the plan or statement. The teacher, in consultation with parents at the Annual Review meeting will set targets for each child and these will be outlined in their Individual Education Plan which is shared with you as the parent/carer, the child and with all the staff who are working with your child. Individual Education Plans and targets are evaluated regularly to assess the effectiveness and impact of the planned provision. Your child will follow the Early Years Foundation Stage, National Curriculum or an externally accredited pathway which is adapted to their needs and their learning. It will be differentiated to enable them to make progress. For all pupils with an identified physical difficulty, the school further provides programmes inspired by Conductive Education.
How will you tell me how my child is doing at school?	We offer an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made to meet with the class teacher/ pastoral teacher or a member of the Senior Leadership team. Staff in school can offer advice and practical ways that you can help your child at home. Parents are invited formally to Parents' Morning and Parents' Evenings; we also hold regular events and coffee mornings throughout the year. The physiotherapists, Speech and Language Therapists and nursing team based at the school are also available for many of these occasions or an appointment can be made to speak to them/ meet with them to discuss your child.
What support will there be for my child's overall well-being?	We are committed to multi-agency working to ensure that the needs of the whole child/ young person are met. Where appropriate, they have a health plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate. Professionals from other agencies including Speech and Language Therapy, Physiotherapy, Occupational Therapy, Sensory Support, Health and Child and Adolescent Mental Health Services (CAMHS) work with staff and pupils as appropriate. As well as supporting individual pupils these professionals advise staff around strategies and offer training.

<p>How will the school prepare and support my child to join the school, and transfer to the next stage of education and life?</p>	<p>Admissions to the school are determined by the relevant Local Authority and it is their responsibility to ensure that the provision meets the needs of your child as identified in the Statement or ECHP. Parents are encouraged to visit the school as part of this process. Your child will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school. The school provides a specific booklet for new pupils joining the school at the start of the year, so that the pupil and family have some idea of what to expect when they start in their new class.</p> <p>Transition planning is a vital part of the annual review process from Year Nine onwards. Parents and pupils meet their Careers/ Young Person advisor regularly and all students have the opportunity to benefit from college links/ specialist adult providers in order that pupils can familiarise themselves with these settings.</p>
<p>How are the school's resources allocated and matched to children's/young people's needs?</p>	<p>The school is resourced by the Department of Education and the Local Authority to provide small class sizes and levels of staffing to meet your child's needs as identified in the statement or EHCP. The use of additional money through Pupil Premium, Primary Sports Funding and 16 to 19 Bursary, is targeted at these specific groups and the impact of this on pupil achievement is reported. The school also has a Residential Department which pupils may start to access at Key Stage 2; a placement in Residential is determined by the relevant Local Authority to further enrich the child/ young person's educational experience.</p>
<p>How accessible is the school environment?</p>	<p>The building is fully wheelchair accessible with wide corridors. There are a full range of toilet and changing facilities, all of which are accessible. There are specialist teaching environments such as a sensory room, Immersive Learning Space, Hydrotherapy pool and dedicated physiotherapy spaces linked to each area of school. Classrooms are specifically tailored to the needs of the pupils and specialist equipment and ICT is deployed where needed, for example switch access, touch screens or Eye Gaze. Many staff are trained in Makaton/ sign language and furniture is adjustable and accessible where needed. Hoists and tracking are available throughout school including bathrooms.</p>
<p>Who can I contact for further information?</p>	<p>For parents/carers the first point of contact is your child's pastoral teacher or class teacher. If you are considering the school for your child, the first person to talk to either Lucy Lee, Deputy Head for Primary, or Danielle Lamb, Deputy Head for Secondary who will speak to all prospective parents and introduce them to our school. Information about the school can also be found on the school website.</p>