

Most Inclusive Practice

Handforth Grange Primary School

Handforth Grange Primary School is a mainstream Primary within the Frank Field Education Trust. We are known within Cheshire East and our local area for the standard of support and provision we provide to children with SEN. Currently, within a school of 336 children we have 44 children on the SEN register, 20 EHCPs and 24 children on SEN-K support. At Handforth Grange Primary School we are committed to welcoming all students.

We have a resource provision for 7 children with Education Health Care Plans whose main area of need is Autism. This provision is currently over PAN with 8 children being supported within this provision. Children within the Resource Provision will have a balanced curriculum designed to meet their individual needs with periods of time in mainstream classroom complemented by specific social and sensory integration programmes completed on an individual basis or in small groups.

Adjustments are made where necessary and where possible to enable all students for whom Handforth Grange Primary School is the best placement, to access lessons and social time as freely as possible. The children are part of the year group PAN, are therefore their progress remains the responsibility of the class teacher under the code of practice.

The expectation is that children within the resource provision should have the capacity to be able to spend 50% and above of their time being taught in the mainstream classroom alongside their peers with support. Specialist teaching is provided within the resource provision where needs cannot be met in the classroom or to provide additional sensory, life skills and speech and language interventions. At Handforth Grange Primary School we follow the graduated approach to meeting special educational needs that requires the initial use of Quality First Teaching in the classroom, school interventions and resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing.

When a young person is identified as having special educational needs and/or disabilities (SEN), school will intervene as described in our SEND Policy. Working closely with parents and children to ensure that take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child is

integral to our approach. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child. All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level that allows them to make progress with their learning. We have high expectations of all our children.

Evidence of going above and beyond

We believe in helping families and not just the children. Many families shared their struggles in getting their children to school in the mornings, therefore, we now have a free school bus which collects a large proportion of EHCP and SEN-K children. We have provided support to take the children to hairdressers, dentists, and doctors both in and out of school. This helps with the parents' anxieties about taking their children to new or unknown places. We take the children with EHCPs on life skills trips twice a week, to both expose them to new places and prepare them for more independence (soft play, the local shop, garden centres and the church café for example).

We strive to allow the children experiences across the school week to expose them to more than just academics. We have Boccia, yoga, music lessons and drama timetabled in as an addition to the timetable so that children on the SEN register have the chance to explore areas of interest that might appeal to them to help them find the thing that they love.

We have also invested in specialised sensory equipment across the school so that all children can meet their sensory needs and be regulated across the school. Nursery, Reception and the RP all have sensory rooms. We have a human sized roller and a sensory swing. Recently we invested in specialised padded AstroTurf in the RP play area to support their safe, sensory and ability to roll, play and take their shoes and socks off. We are always looking to improve our areas of the school to support all learners.

The academic achievements are the highest of any Resource Provision in the Local Authority; but more importantly the children have also been Cheshire Boccia champions; a child placed second in the National Riding for the Disabled awards due to our weekly horse-riding sessions; the children are fully immersed in every Ignition Day an Experience; singing proudly in the Wilmslow Music Festival; helping to create the gardens at Tatton and enjoying community-days locally.

Furthermore, during the pandemic, we have kept our ignition days and Handforth Experiences running despite the additional challenges. Attached are a selection of the positive messages from parents; we organised virtual Ignition days every three weeks; worked with artists around the world; listened to- and discussed – local authors and carried out 247 Stepping Stones activities ranging from stair-climbing up mountains to recording virtual assemblies; to creating reading videos for the youngest children to tidying up the local area on their daily walks. Handforth Grange is rather special and we're proud to be able to share a little of what we do, with you.

Innovation

Handforth Grange is a school built on three simple ideas:

We agree with Professor K.Anders Ericcson, that ALL learning is based on 'Ignition' and that if children and adults alike are inspired, motivated, passionate and have been soaked in vocabulary and knowledge before they learn, then this levels the playing field for disadvantaged children and those with SEND. Every Three weeks children in every class enjoy an Ignition Day that sets up the next three weeks learning.

These range from mega whole-school experiences: a Farm and Petting Zoo on the school field; our own 'Handforth Vibes' Festival; creating a Model village out of 35,000 lollipop sticks, or taking all the Junior pupils hiking to residential experiences and trips; to visitors and actors immersing the children in the stories of the Ancient Greeks or Romans or Victorians; to school-based experiences carrying out archaeology on the school field; investigating crime scenes, or creating a replica of the area of London around Pudding Lane and then setting fire to it. Every child enjoys an Ignition Day every three weeks. That's 12 per year.

Or 72 between the time that they join us and the time that they leave. And each one leads to a deeper, more realistic approach of what the children are learning about. The second central idea of our school is that a great school is built in three layers. Even more important is a layer of Wider Opportunities of Sport, Music, Art, Drama, Dance and Outdoor Education that give children the social capital to enjoy the rest of their life: the sports clubs and societies that they'll join in the communities that they belong to; and build their hobbies and interests that will give their life meaning and enjoyment. We are therefore equally proud that:

- All our children run every day as part of the Daily Mile initiative
- Our Girls football team are the Macclesfield and District shield winners two-years running

- Our Boys football Team are the holders of the Wilmslow Shield
- Our Choir are the reigning Cheshire Choir of the Year and Macclesfield and District Choir of the Year three years out of the last five
- We have staged whole-school performances of Joseph and the Amazing Dreamcoat and we have won two Silver Gilt and two Gold medals at the last four RHS Tatton Flower Shows.

All these events fully immerse every child within the school. It allows children with SEND to explore other talents alongside the academic side.

But that isn't enough either... Because we believe that children also need an 'Experiences' layer of life-changing Residential, Entrepreneurial, Cultural and Service opportunities that will give them the Cultural Capital to feel at least equal to anyone else: every child from Year 3 to Year 6 goes on an annual residential (with 99% uptake), including children with SEN. We provide the correct support to ensure that all children can access these life events.

The trips ranging from Outward Bound activities, to water sports, to wild camping, to a London Residential with a day in the Houses of Parliament hosted by Lord Field of Birkenhead; sightseeing; a West End show; a day touring the street art of East London; Karaoke; Ten-Pin Bowling and an immersion in the London Transport System with 32 Tube journeys, the overground, the DLR, the cable car and the Thames Clipper – so that children leave our school near Manchester Airport confident that they can enjoy the Capital for the rest of their lives. For a non-verbal child with ASD and an EHCP that came to London with us for example, this meant a bespoke trip for him to follow his interest of public transport, lifts and trains.

The children have the opportunity to start businesses, and create websites and give presentations and assemblies. They go to the theatres in Manchester and to the Cheshire Show. And they volunteer locally, planting bulbs; visiting the old people's homes; playing bingo with the over-60s club. This is all recognised in their Stepping Stones passports that allow them to work towards character development goals and be recognised with their names on the wall of the School Hall. The majority of our SEND children love this passport and strive to get their badges.

The final, and most important idea, is that all this has to be entirely inclusive. We have a resource Provision for children with complex Autistic Spectrum Condition and

support 21 children with Education Health and Care Plans. We have 26 children being support on SEN-K plans across 13 classrooms.

All children are fully supported. We haven't done a fixed term or permanent exclusion in six years and are recognised by Cheshire East as one of the top two most inclusive primary schools in the local authority out of 147. Every child, regardless of ability or background enjoys completely equal access to all the activities above with life-changing results.

Handforth Grange is the only school in Cheshire East recognised as Outstanding with a Resource Provision and the Resource Provision itself is individually classed as outstanding by the authority who say:

- This approach should be encouraged in all RP provisions in showcasing the potential that all learners can achieve in line with their peers. The school expect, and achieve appropriate outcomes for RP pupils, which promotes a real 'can do' attitude.
- The learning walk undertaken showed outstanding evidence in pupil's books of progression in learning for RP pupils.
- There is a very clear vision, from Trust down around the benefits of inclusion; school see pedagogical benefits for all staff on the inclusion model and have high aspirations for their learners.
- The clarity of inclusive vision is embedded in the curriculum, which is well suited to the needs of ASC learners because of its highly structured nature and visual and experiential components.

Evidence of Sustainment over two years

Since our Ofsted inspection in April 2017 and the Cheshire East Resource Provision Review in Sept 2018 we have continued to sustain the highest level of provision for children with SEND at Handforth Grange Primary School. The systems in place in school are fully embedded to ensure that all SEN and EHC implementation plans reviewed each term with parents are carers. Parents of children with SEND feel supported and able to come to us for support – as evidenced by SEND questionnaires.

The embedded Experience and Ignition Curriculum was developed to ensure that all children, regardless of ability were able to reach their full potential. Our curriculum is adapted for children with SEND to ensure that they access quality first teaching within the classroom for all subjects. Teachers and teaching assistants have regular training to maintain and update their skills. The SENCO is a member of the senior leadership team and attends weekly leadership meetings; this ensures that the voice of children with SEND is heard. The Head of School has a MA in SEN and Inclusion.

During lockdown, children with SEND were included in the key worker bubbles and returned to school as soon as permitted.