

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

### **INFORMATION REPORT on our SCHOOL OFFER – Issue 5 – Sept 2018**

In this document you will find the answers to many frequently asked questions relating to the provision we make for children in our school who have special educational needs or disabilities (SEND). The information has been collated by a team of people including the school's Special Educational Needs Co-ordinator (SENDCo), teachers, governors, the Head Teacher and outside agencies. It will be reviewed regularly. Any comments about this document would be appreciated and can be given to the Head Teacher, Mrs Connolly, the school's SENDCo, Miss Fry or our Governor with responsibility for SEND, Dr Warr.

#### **1. How does the school know if a child/young person needs extra help and what should I do if I think my child may have special educational needs?**

- The class teacher, the Head Teacher and the SENDCo monitor the progress of all pupils regularly. If a pupil is not making expected progress in a particular area of learning, the school will quickly identify the need for additional support
- Similarly, if a child is not developing socially or emotionally in line with what is expected of his or her age or group, the school will try to identify the reasons why this may be the case. They will then employ appropriate strategies to support development or seek appropriate advice
- The school will always inform parents if there are any concerns regarding their child's progress, whether academic, social or emotional
- For parents, the class teacher should be the first port of call for any concerns regarding your child. Concerns can be raised informally or at formal meetings such as the termly parent consultation evenings. You know your child best and we value your input so please do share any concerns with us. The class teacher will then liaise with our SENDCo, as appropriate

#### **2. How is the decision made about how much support my child will receive?**

- Should additional support be required, consultation between school staff and the child's parents will take place. The views of the child will be sought, if possible
- Following consultation, the SENDCo, in discussion with the Head Teacher and class teacher, will decide what degree and type of intervention would be appropriate and act accordingly. The Head Teacher meets regularly with the SENDCo to ensure excellent provision is in place for all children with SEND
- The school SENDCo coordinates all SEND support across the school and will ensure that your child is appropriately supported in all areas of their school life. She is also there to support school staff by ensuring their understanding of different types of SEND and the best ways to help different children
- Interventions are monitored for their impact on each individual pupil's progress. We aim, at all times, to balance appropriate support with encouraging independence in learning. Therefore,

any additional support is carefully planned and structured to ensure that it is meaningful and relevant

- The school has an appointed Governor with particular responsibility to monitor SEND provision. She works with our SENDCo to review the school's policy for SEND and she gives an annual report on provision for, and progress made by children with SEND, to the governing body.

### **3. How will the learning and development provision be matched to my child's needs?**

- Most additional support occurs within the classroom and is targeted at identified children.
- Class teachers plan high-quality, differentiated daily lessons to meet the needs of pupils in their classes in order to promote learning for all. Differentiation will be appropriate to individual pupils' learning needs
- Suitable support resources are available to ensure that every child can access the curriculum at their own level to ensure progress
- Teachers plan effectively for the use of the teaching assistant available to them
- Individuals or small groups of pupils may be given time outside the classroom to work on improving specific skills with a learning support assistant or SENDCo
- The school's SENDCo has responsibility for timetabling and monitoring the effective use of our specially appointed SEND Learning Support Assistant, Mrs Costa, who works with children who find learning more challenging
- Regular assessment of all children ensures that we can carefully monitor their progress and then work with parents/carers to put support strategies into place promptly if progress appears too slow in any area

### **4. How will I know how my child is doing?**

Ardeley St Lawrence Primary School & Nursery welcomes the partnership between parents/carers and believes that it is very important for parents/carers to be involved in all areas of their child's learning. We actively encourage discussions between home and school and believe this is integral in enabling all children, but especially those with SEND, to achieve their potential.

- All parents receive a full school report each year. If parents require a separate copy (for example, divorced parents) this can be arranged via the school office
- There are opportunities each term for parents to review their child's progress at Parents Consultation Evenings
- We operate an open door policy and parents may speak to gate staff at the start or end of the school day, or make an appointment through the school office to discuss more lengthy or private matters with a particular member of staff
- Parents of pupils receiving extra support will meet regularly with the class teacher and/or SENDCo to review progress and discuss new targets.

- For pupils receiving additional support from outside agencies, e.g. North Herts Education Support Centre, Speech and Language Therapist, Educational Psychologist etc. parents are invited into school to meet with these external professionals to understand the nature of the work taking place
- We consider excellent attendance to be essential in ensuring maximum progress and we monitor every child's attendance very closely. We will contact parents where we have concerns about punctuality or poor attendance and the Hertfordshire Attendance Officer may also become involved in cases of severe concern in order to support families to improve
- The progress of children with an Educational Health Care Plan will be formally reviewed at an Annual Review
- Some children with SEND will have a Common Assessment Framework (CAF) and Team Around the Family (TAF) termly meetings for parents and all professionals involved with the child. Targets will be set for parents, the child, and professionals working with them, to ensure that they are fully supported in every area of school life
- We liaise with our local Primary Family Support Worker who can support families in need

#### **5. How will my child be included in activities outside the classroom, including school trips?**

- Our Equality Scheme ensures the involvement of all of our learners in all aspects of the curriculum, including activities outside the classroom
- If necessary, individual risk assessments will be written for identified children so that appropriate measures can be put in place to enable them to participate as widely as possible in all activities provided by the school
- Discussions with parents will be held regarding any activities for which additional measures need to be put into place so that their children may be involved as widely as possible
- For some children, additional funding may be available in order to support participation

#### **6. What support will there be for my child's overall well-being, including the transition between classes and schools?**

At Ardeley St Lawrence Primary School & Nursery the well-being of every child is our primary concern. Personal, Social and Health Education (PSHE) is integral to our curriculum and each pupil's social and emotional development is always at the forefront of our mind. We treat every child as an individual and will tailor our provision accordingly

- We value each child's opinion and pupil voice is at the heart of our school community. There are many opportunities for children to share their ideas about life in school including school council meetings and circle times

- We access and work alongside our school Family Support Worker and other targeted services such as the Education Support Centre and Primary Support Base to support children and families who may have social needs
- We collaborate with our School Nurse team to support pupils with health or emotional needs
- We operate 'Buddy' systems between Upper Key Stage 2 and Reception children
- We very much encourage participation in extra-curricular activities from Year 1 upwards to build self-esteem and social development
- We provide the opportunity for Year 1 children upwards to participate in the annual residential trip
- Transition support is available for all pupils, whether they are coming into our school, moving class or moving to another school. When children move into a new class within the school we ensure a thorough and comprehensive handover of information to the new teaching and support staff along with visits to the new classroom and opportunities to meet with their new teacher
- For children transferring to a new school, extra visits may be arranged for identified children along with support materials e.g. a Pupil Passport with information about your child for the next teacher/s) or a Moving Up book with photos of the new school, teachers etc.
- For children changing schools, records are transferred and discussed within 15 days of the child leaving the school, in compliance with the Education Regulations Act (2000). Both electronic and paper records may be transferred and discussed

## **7. What specialist services and expertise are available at, or accessed by, the school?**

- A number of staff have attended protective behaviour training
- We cater for children's individual needs and are able to seek additional advice and support from relevant services to meet the needs of every child in our care
- Miss Fry, our school SENDCo, is a qualified Specialist Dyslexia Teacher
- Our SEND TA is able to assess pupils for visual stress and advise on coloured lenses to benefit pupils (and staff)
- Early Years staff and our SEND T.A. are proficient in assessing speech and language skills using WELLCOMM (Speech & Language Screening)
- Educational outside agencies are regularly involved with our school including the Educational Psychologist (EP), Specific Learning Difficulties (SpLD) base Advisory Teacher, Outreach support for specific needs (including Autism and emotional and social difficulties), Play Therapists, the Attendance Team and Early Years SEND team

- Specialist health services are also accessed to support children in school, such as the School Nurse Team, Speech and Language therapy, Occupational Therapy, Physiotherapy and Child and Adolescent Mental Health Services (CAMHS)

#### **8. What training has the staff supporting children and young people with SEND had, or are having?**

- Ardeley St Lawrence School places great importance on the ongoing training and development of staff. We regularly invest time and money in training our staff to improve support for all pupils. This includes training to support all children in school with Quality Teaching
- All staff are regularly trained in basic and emergency response first aid with additional paediatric first aid qualifications to support Early Years pupils
- All staff receive annual training to support children with epilepsy or anaphylaxis with some staff receiving additional training in order to provide more specific intervention and support. The school has a regularly reviewed Medical Conditions policy to support this area of need
- The Communication Disorders team delivered training to all staff on Autistic Spectrum Disorder, how to support pupils and the writing of social stories to support behaviour modification
- Most staff have gained knowledge of ADD / ADHD through on-line training
- EYFS, KS1 and LKS2 staff have attended training for Teaching of the Deaf and the use of radio aids. The advisory teacher also worked with pupils explaining how they can help any peers who may have hearing difficulties
- We have good links with Thorley Hill Specific Learning Difficulties (SPLD) base and both teachers and support staff receive regular training on how to support children with specific difficulties in the areas of maths and literacy
- We have good links with Amwell Outreach and have received training on how to help pupils with communication difficulties
- Our Educational Psychologist has delivered training on 'Attachment Disorder', visual aids and Precision teaching
- Our SENDCo is an experienced teacher who receives regular and on-going SEND training in specific areas, attending meetings and courses relevant to the needs of the pupils
- The SENDCo regularly updates all staff in matters relating to SEND generally and, more specifically, how to further support individual children in school

### **9. How will you help support me to support my child's learning?**

- Parents will be provided with information about how to help their child at home and are welcome to come into school at any time and ask how they can further support their child at home
- Parent workshops are also available to learn more about supporting your child's learning
- Discussion at Parent Consultation and progress review meetings will cover the targets agreed for individual children and how parents can support them in achieving these

### **10. How accessible is the school environment?**

- Wherever possible, and to comply with the Equalities Act (2000) we will make reasonable adjustments to improve the accessibility of our environment to meet individual needs, within the physical constraints of our site
- We have a regularly reviewed School Accessibility Plan and the school is wheelchair accessible to all children
- For children with sight, hearing or other physical impairment we would seek advice from the relevant advisory bodies in order to make our site as accessible as possible

### **11. How are the school's resources allocated and matched to each child's special education needs?**

- Ardeley St Lawrence School & Nursery receives an allocation of funding from the LEA to provide provision for all SEND pupils. In exceptional circumstances, additional Exceptional Needs funding can be applied for individual children who need a great deal of extra support
- Within the constraints of the school budget, additional support is allocated according to the level of need

### **12. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability and who can I contact for further information?**

- The school is always willing to pass on details of SEND support systems, agencies and organisations e.g. national websites, help lines, local support groups and local courses for parents
- <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/> - the Hertfordshire SEND Officer is available for further advice

[www.hertsdirect.org/send](http://www.hertsdirect.org/send) - information on the Hertfordshire Local Offer and other support for parents and carers

**Kids Hub East** - Hertfordshire Hubs offer information and support for parents/carers of children with a disability/special educational need aged 0-19. Call 01992 504013

**Contactline** - to book a quick query with an Educational Psychologist or call 01992 588574 (available Tuesday, Wednesday, Thursday 1.30-3pm term time and Wednesday 1.30-3pm during school holidays)

**Family Lives** - parenting and family support (formerly Parentline Plus), 24 hour helpline 0808 800 2222

**British Dyslexia Association** - call the helpline on 0333 405 4567

**Dyslexia Action** - call the helpline on 0300 303 8357

**Dyspraxia Foundation** - call the helpline on 01462 454 986

**National Autistic Society** - call the helpline on 0808 800 4104