

SEND Information Report

'School Offer'



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1. How does school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. SEND Code of Practice June 2014.

All children will receive quality first teaching (the effective inclusion of all pupils in high-quality everyday personalised teaching). If a child's progress is considered to be less than expected the class teacher will work with the SENCO, Mrs Castro, to assess whether the child has SEN. In order to establish if expected progress has been met or not, we will take consideration of the following:

- Assessment of the child to establish current skills and levels of attainment, considering skills and attainment upon entry and any previous assessments. In addition, evidence will be considered that a pupil may have a disability under the Equality Act 2010 and reasonable adjustments may need to be made.
- Termly and if necessary half termly assessments will be made by the class teacher. These will identify those children who are making less than expected progress.
- Termly Pupil Progress meetings are held with the Class Teacher, Maths co-ordinator and Literacy co-ordinator, SENCO, and Headteacher, Mrs Foster.
- Progress in areas other than attainment, for example social and emotional development.
- Views of the child through everyday activities and questioning.
- Contributions from parents at formal and informal meetings are invaluable, as they have a wealth of knowledge about their child. Parents are invited to speak to Class Teachers in the first instance, an appointment can then be made to meet with the SENCO and if appropriate with the Headteacher.

'For some children SEN can be identified at an early age. However, for other children and young people their difficulties become evident only as they develop'. (SEND Code of Practice, September 2014) In this case, all adults who work closely with the child will be alert to any difficulties and respond as early as possible.

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

Parents are involved in every stage of the decision making process. This ensures that all decisions are made in consultation with all the interested stakeholders. Responsibility and ownership of these decisions is therefore shared.

The Headteacher may be involved, as well as the class teacher and SENCO in the decision about how much support the child will receive.

The amount of support will be determined through the framework already described earlier in this document.

Parents will have the opportunity to express a preference for how resources are used to support their child. The child will also be consulted.

3. How will I be involved in discussions about and planning for my child's education?

Parents are involved from the very beginning, from the assessment of their child to agreeing learning outcomes, to reviews.

Parents are contacted by the class teacher from the initial concern and will be kept informed at every step. This will mainly be through meetings, occasionally telephone conversations or emails. The child will be involved in the entire process and their views and feelings taken into account when assessing, planning and reviewing support.

Parents are welcomed in school and participate in a range of different activities including hearing children read, accompanying children on trips and outings, and helping in our Nursery and Reception class.

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

Our school follows the 'Assess, Plan, Do and Review' model of intervention and support as laid out in Chapter 6 of the 'Special educational needs and disability code of practice: 0 to 25 years', September 2014. At each stage in this model of intervention there will be an opportunity for parents to be involved as well as the child, ensuring transparency of the whole process. Parents will be able to work with the school staff to ensure that the provision is appropriate to their child's specific needs. This will mainly be achieved through meetings.

The provision will vary depending on the needs of the child, for example, if a child has a specific difficulty with reading. In this case 1:1 reading would be put in place daily in school and reading at home on a daily basis would also be vital. If little progress was made over an agreed amount of time the child could then be put into a reading intervention group which may take place 3 times a week for 20 minutes. Progress would be measured and if little progress was made then further assessments would be made by the class teacher and SENCO and a specific program of work written and delivered. If there was still little progress then external professionals would be involved.

There are 4 broad areas of need. These include *Communication and Interaction*, *Cognition and Learning*, *Social, Emotional and Mental Health difficulties* and *Sensory and/or Physical needs*. In practice, children may have more than one area of need and over time those needs may change.

5. What training have the staff, supporting children and young people with SEND, had or are having?

Our staff are equipped with a range of skills, to enable them to support children with SEND. In school staff had the opportunity to meet with our link Speech Therapists to discuss any general concerns or child specific concerns.

The whole staff attended a staff meeting on 8th June 2016 delivered by Anne Pocock, our Social Communications Disorders Team teacher with a focus on communicating effectively with children on the autistic spectrum.

Our SENCO attended a talk on 'Anxiety in Children', which was directed at parents, but had some very useful information which was also applicable in school.

Where children have a specific need in addition to SEND the relevant staff have received further training in the specific medical need e.g.; diabetes nurse.

Members of staff who work individual children on targets set by outside professionals have received training to be able to deliver their programme of work.

All staff will have Steps Training and a refresher session as well during the course of the academic year 2018-2019.

6. How are the school's resources allocated and matched to children's special educational needs?

The school looks at the identified SEND children and their level of need through the systems already discussed. Following discussions with the child and parents a suitable program of support is decided upon. This may be through support in class, interventions (small group and/or 1:1), purchase of additional resources, support and advice from external agencies and staff training.

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

There is a wide range of external services that are available to school. Many of the agencies have been or are involved in working with children in our school. Usually they are contacted by telephone or email from the school as a first step and then if it is appropriate a formal referral is then made to the agency required. Parents are involved in this referral stage and have to be in agreement for school to proceed with the referral.

The agencies that we have been and are working with include:-

- Educational Psychology Service
- Speech and Language Service
- Communications Disorders Team
- Occupational Therapy Service
- Schools Counselling Service
- ADHD Nurse Service
- The Links behaviour outreach team
- CAMHS (Child and Adolescent Mental Health Services)
- VISTA (formerly known as St.Albans South Extended Schools Consortium)
- School nurse
- Community Paediatricians
- Step 2 (a branch of Childrens' Mental Health Services)
- Windermere SpLD (Specific Learning Difficulties) Base
- Bowmansgreen Behaviour Support Base
- PALMS

8. How will school staff support my child?

Once a child has been identified with SEND, if appropriate there will be additional provision made to quality first teaching. This may be one or more of the following depending on the child's individual needs:-

- Differentiated work. This is work that is appropriate to the child's level of development.
- Targeted support within class, by the Class Teacher and/or Learning Support Assistant.
- Reading to an adult in school daily. This may be the Class Teacher, Learning Support Assistant or parent helper.
- Intervention group. This would be planned by the Class Teacher and delivered by the Class Teacher and/or a Learning Support Assistant. This may be Literacy or Numeracy based, depending on the child's needs.
- 1:1 support within class. Support would mainly be by the Learning Support Assistant, as well as the Class Teacher.
- Ensuring smooth transitions at the beginning of the day.
- Support/monitoring at playtimes and lunchtimes.
- Class teacher and SENCO assessment of the child, including gathering evidence and the views of the child and parents.

In addition to the above it may be necessary to support a child's particular need in a different way. This need would be discussed and adjustments made to ensure the most appropriate support.

The school's SENCO will oversee any additional support. This is done through:

- Working with the class teacher to assess, plan and review.
- monitoring of planning and assessments.
- observations of staff delivering any support.
- regular meetings with staff, including the Headteacher.
- Designated SEND Governor visits and meetings on a regular basis.

Parents will initially be able to discuss any concerns or issues they have regarding their child with the class teacher. They are very welcome to make an appointment through the school office with the class teacher or SENCO at any time, as well as the Headteacher.

9. What support will there be for my child's overall wellbeing?

It is very important that all children, including those with SEND have a positive sense of wellbeing. We aim to ensure that all children are happy and secure at school. This is of course vital to their wellbeing and ability to engage in learning.

All children take part in our assemblies, where we follow a specific Christian Value for each half term. This value is reinforced in work in the classroom and the playground by all school staff. There are weekly PSHE lessons in every class, giving the children opportunities to listen, reflect and offer their views and opinions. The children themselves can offer great peer pastoral care, for example, during circle time, there can be a focus on a particular area of need. Adults are always available during the normal teaching day for children to talk to and express any thoughts or feelings they may have. This may be as informal as chatting to an adult on playground duty to formally asking the pupils their opinions through the use of Pupil Voice.

We have a school Forum which includes every child from Year 1 to Year 6. The children are organised in four houses and meet every four weeks with their house to discuss a particular question/issue. This provides all of the children the opportunity to participate in offering ideas and making decisions about issues that matter to them.

If medicines have to be administered during the school day, this is done by staff following clear guidelines and directions of use. Individual healthcare plans are completed specifying the type and level of support required to meet the child's medical needs.

We have a clear rewards and behaviour framework throughout the school which is applicable to all children. Our rewards system includes the following - stickers, housepoints, celebrating and sharing work and/or personal achievements, weekly rainbow reward times, sharing work with another class/teacher/headteacher. Our behaviour system follows zones of regulation approach and our behaviour policy.

The school has an anti-bullying policy which is regularly reviewed. Bullying is not tolerated and any concerns should be raised promptly with the class teacher.

External services are available if a need is identified where the child requires emotional and social support. The services would be contacted by school and a referral made to request their advice and support. There is usually a waiting list.

10. How will you help me to support my child's learning?

We believe that it is very important to work together closely with parents and have a good dialogue between home and school. We recognise that there can be challenges at home as well as at school and will do our best to support parents and signpost them to further support if necessary.

At meetings to discuss planning and support, parents will have the opportunity to see how their child's work is planned and what it is, as well as advice of how best to support their child. If necessary, specific strategies can be modelled so that they can be used at home. It is important that the same method/approach is used at home as it is at school.

There is a coffee morning once every half term which gives parents the chance to meet other parents with children who have SEND. This is informal, but advice is provided, as well as any developments in SEND discussed. We occasionally have a guest speaker from a particular area of interest.

11. How will I (and my child) know how my child is doing?

Our children are continually assessed through both formative and summative assessments. For example, during a maths lesson through questioning, manipulation of maths apparatus (Unifix cubes, hundred square etc.) and through the marking of written work to end of unit writing tasks and end of year assessments. Through these systems we are able to identify those children who are not making expected progress.

All children will have access to a broad and balanced curriculum. Our school has high aspirations for all pupils and through quality first teaching it is our aim that every child should reach their full potential. By using our assessment framework we are able to assess all of our pupils. Those children who are assessed as 'falling behind' will be carefully monitored and class work differentiated. If however, they still do not make sufficient progress additional provision will be made as described in 'How will school staff support my child?'

If expected progress is still not made then specialist services and support will be accessed. Parents are kept informed about the progress that their child is making. This is through the usual reporting arrangements, such as Meet the Teacher evenings, end of year reports, formal and informal meetings. In addition to this, parents of those children with SEND are invited to termly IEP review meetings (this also includes the child), plus a termly progress meeting. Parents are also able to make appointments to speak to the class teacher after school and/or the SENCO. If an external service is involved then meetings will be scheduled with the professionals, parents, class teacher and SENCO. For parents of children who have a Statement of SEND or an Education, Health and Care Plan there is an annual review meeting which involves the whole team of professionals working with the child.

The effectiveness of the school's provision for children with SEND is evaluated through the following - monitoring the systems in place by the SENCO, Senior Leadership Team and Headteacher; tracking the pupils data termly at Pupil Progress Meetings; reporting back to the Governors at regular meetings and Ofsted inspections.

Class teachers have their own records, they collect the assessment data on the children and this is then placed on the school system. Information is then shared with parents at meetings on their child's progress.

The children are an integral part of the process, we very much value the children's views and input. The children are invited to attend an assess plan do review meeting with teacher if appropriate. They also have the opportunity to express their views and opinions through Pupil Voice, as well as through day to day dialogue with adults in the school.

12. How accessible is the school environment?

The school is situated on a slight slope. The school is fully accessible from the outside. There is a step located on the outside door of each Key Stage 2 classroom. Internally, there are steps from the Foundation Stage and Key Stage One classrooms to access the hall. In addition, there are steps from the other end of the hall to the Key Stage Two classrooms. There is a disabled toilet located in Key Stage One.

Please see the Accessibility Plan for further details.

13. How will my child be included in activities outside the classroom including school trips?

All children will be given the same opportunities to participate in every aspect of school life. Children with SEND are no exception to this. They are fully involved in activities and trips run by school staff and they also have full access to any of the after school clubs that are run by outside companies.

When planning trips, parents of children with specific needs are consulted and if necessary additional provision is made to ensure the full participation and enjoyment of the child.

Visits to the new school will be arranged in order to ensure a smooth transition where ever possible.

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The school Governors have responsibility for admissions. For further details please look at the Admissions Policy, which can be found on the school's website.

Before a child joins our school they are warmly invited to visit, they will have the opportunity to spend some time in the class that they are joining. There is a meeting arranged between the class teacher, parents and if requested, the SENCO. This is in addition to an initial meeting with the Headteacher, Mrs Wendy-May Foster. Support will be offered where appropriate in order that a smooth transition is made and provisions will be put in place.

When a child transfers to a new setting every effort will be made to ensure a smooth transition. A meeting is scheduled between the current class teacher and SENCO and the SENCO from the receiving school. All the current provisions will be explained to the new school, reports and letters, as well as current APDRs and Provision maps and indeed any other relevant paper work will be given to the new school.

When transferring from one year group to another, work is carried out to ease these transitions. For example, booklets are produced with the child with photographs of them in their new classrooms and areas of the school, as well as new class teacher and teaching assistant. Information is also included.

If the child was at the point of transferring to secondary school and a EHM (Early Help Module) is running, then staff from the secondary school are invited to TAF (Team around the Family) meetings. If the child has an Education, Health and Care Plan staff from the secondary school are invited to the Year 6 Review meeting.

15. 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?

You can find out more about Hertfordshire's local offer of services and provision for children and young people by going to the Herts Grid - <http://www.thegrid.org.uk/>

The Hertfordshire SEND Local Offer can be found on www.hertsdirect.org/localoffer .

16. Who can I contact for further information?

The first point of contact if parents wish to discuss something about their child would be the class teacher.

In addition, the school SENCO, Mrs Sarah Castro can be contacted. This can be through the school office, by telephone on 01727 872158 or by email at senco@parkstreet.herts.sch.uk . The school SENCO is available to meet on Tuesday and Thursdays.

Our school works closely with parents and it is hoped that through working this way, any concerns can be dealt with quickly and effectively. Concerns or complaints that remain unresolved will be dealt with through the school's complaints procedures.

Our local school Family Worker can be contacted to support parents with any complaints/concerns that they may have. Her contact details are Leanne Shaw, email: leanne.shaw@bowmansgreen.herts.sch.uk