

## **Special Educational Needs Information Report: our 'School Offer'**

**September 2017**

### **See also our Special Educational Needs (SEN) policy**

#### **How does the school know if children need extra help?**

We track the progress of all our children and as professionals we regularly discuss any concerns we have, as well as celebrate achievement. We have rigorous monitoring in place to track progress and use data to support tracking. In line with the Special Educational Needs and Disability (SEND) Code of Practice 2014, a child has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

Our staff are vigilant at supporting and raising any concerns.

#### **What should I do if I think my child may have special educational needs?**

Parents/carers are encouraged to speak to the class teacher or our SENCO Mrs. Greenfield, about any concerns they have.

#### **How will school staff support my child?**

We ensure that the school's SEN policy is followed. Having identified needs, the class teacher, supported by the SENCO, seeks to match provision to need. The class teacher will ensure that all staff working with a child with SEND are helped to deliver the planned work/programme and work to achieve the best possible progress.

The SENCO is responsible for co-ordinating all of the support for children with SEND, and developing the school's SEN policy to ensure all of the children get a consistent, high quality response to meeting their needs in school.

The impact of interventions are monitored through regular meetings and tracking of children's progress.

The SENCO will ensure that parents/carers of children with SEND are:

- involved in supporting their child's learning;
- kept informed about the support their child is getting;
- involved in reviewing how they are doing.

The SENCO will liaise with other people who may be coming in to school to help support the children's learning e.g. the Speech and Language Therapist, the Educational Psychologist.

The SENCO will update the school's SEND register (a system to ensure that all of the SEND needs of children in school are known) and ensure that current records of these children's progress and needs are kept.

The Head Teacher is responsible for the overall day to day management of all aspects of the school, and this includes the overall support for children with SEND. The Head Teacher makes sure that the school's Governing Body is kept informed about any progress/concerns in school relating to SEND.

The school has a Governor who is responsible for overseeing the SEND provision in the school, ensuring the Governing Body is kept informed about any progress/concerns in the school relating to SEND.

### **How will I know how my child is doing and how will I be involved in discussions about and planning for my child's education?**

You are encouraged to talk to the class teacher in the first instance when you want to discuss any concerns you may have about your child's progress. This could happen during our Consultation Evenings, or an appointment can be made to talk with the class teacher at a mutually convenient time.

The teacher will identify, plan and deliver any additional help your child may need, liaising with the SENCO.

In addition the class teacher is responsible for writing support plans, called Individual Education Plans (IEPs) for the children with SEN in his/her class, and sharing and reviewing these with parents/carers at least once each term before planning for the next term.

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

The class teacher regularly checks on the progress of each child in the class, and will identify, plan and deliver any additional help a child with SEND may need. This may include, for example, targeted work and additional adult support.

All teaching is based on building on what each child already knows, can do and can understand.

### **What support will there be for my child's overall wellbeing?**

Each child's self-esteem and social and personal development is of paramount importance and will reflect on a child's attitudes towards school and learning. We believe in a partnership between home and school to support all our children.

We believe all children have the right to learn in an environment in which they feel safe, secure and respected, where clear expectations of behaviour are set, reflected in our behaviour policy, to ensure all children feel safe and can learn how to interact with peers and adults appropriately. Every pupil has named members of staff who he/she can talk to should the need arise (hand of support).

In addition our SENCO works closely with pupils and their families to give support, including support with any medical need.

We regularly monitor attendance and take the necessary actions to prevent unauthorised absence.

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

The following services are offered in school by the Local Education Authority:

- Bonneygrove Base for Specific Learning Difficulties (SPLD) offers advice and support with specific learning difficulties in English and mathematics
- Outreach support from specialist schools
- Educational Psychology Service
- Communication Disorder Team supports children on the autism spectrum and children with communication difficulties
- Low Incidence Team supports children with Hearing Impairment, Visual Impairment and Physical and Neurological Impairment

School staff will liaise with members of the Health profession. The parent's/carer's first point of contact is their GP who may refer their child on to the appropriate specialist team.

If more than two specialist services are involved, the school may co-ordinate a multi-agency approach. This will involve getting together with the SENCO to complete a Families First Assessment.

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

Training and development for SEND is integral to the performance management of staff. The school's training and development plans enable all staff to improve the teaching and learning of children with SEND so that they have the necessary skills and knowledge to meet the children's range of needs.

Training and development includes staff training on SEND issues such as speech and language difficulties and improving writing.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, for example courses run by the Bonneygrove Base for Specific Learning Difficulties (SPLD).

The SENCO ensures that she is kept up to date and attends all relevant training. The SENCO supports the class teacher in planning and teaching children with SEND.

### **How will the school help me to support my child's learning?**

The class teacher and SENCO are available to discuss your child's progress or any concerns or worries you may have about supporting your child's learning.

The Parent Partnership Service is an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people (0-25) and professionals. [parent.partnership@hertfordshire.gov.uk](mailto:parent.partnership@hertfordshire.gov.uk) Parent Partnership Information Officer 01992 555847

Learners Community Library is also a local resources for parents, children and staff and professionals working with children aged 0 – 19. For more information go to [www.localgiving.com/charity/learnerscommunitylibrary](http://www.localgiving.com/charity/learnerscommunitylibrary)

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

We always seek to enable the involvement of all our children in all aspects of the curriculum including activities outside the classroom. Risk assessments are completed, as appropriate, for example for off- site trips. Reasonable adjustments will be made dependent on your child's needs. This may involve a discussion with parents/carers.

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

We value and respect diversity in our setting and do our very best to meet the needs of all our children. We have an Accessibility Plan in place and make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

### **Who can I contact for further information?**

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCO, who has access to a range of agencies.

The Hertfordshire County Lead for SEN can be contacted on 01438 845074.

### **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?**

If your child is joining Sheredes Primary School from another school, the SENCO will discuss the specific needs of your child with the SENCO from the other school. Arrangements will be made for your child to visit Sheredes Primary. This will help your child to ensure a smooth transition from one school to another.

If your child is moving to another school we will contact the Head Teacher/SENCO to ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on to their new school.

When moving classes in school information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Individual Education Plans (IEPs) will be shared with the new teacher. If it would benefit your child, a transition book to help them understand moving on will be made for them.

In Year 6:

-The SENCO will discuss specific needs of your child with the SENCO of their secondary school.

-Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.

-The SENCO will arrange for your child to visit their new school and staff from the new school will visit your child at Sheredes Primary.

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

The School Budget includes money for supporting children with SEND. We allocate resources to meet the identified needs of each pupil.

We seek to ensure value for money, so all resources including staff resources (e.g. part time teachers and teaching assistants supporting children) are costed and evaluated and changes made as required.

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

The SENCO, in consultation with teachers, decides what additional appropriate provision to put in place following progress meetings.

High quality teaching is clearly defined in our setting and we expect all staff to deliver this.

All extra provision is monitored for impact and outcomes are defined at the start of any support.

The SENCO oversees all additional support and updates are shared with the SEN governor.

### **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 about the LA's Local Offer by following this link:

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)