

Special Educational Needs (SEN) Information Report

This is a draft report and will be updated after consultation with parents of children with special needs at our school and at least once a year. It is based on key questions asked by parents of children with SEN in Hertfordshire and complies with the SEN Code of Practice 2014.

1. How does the school know if the children need extra help and what should I do if I think my child may have SEN?

Teachers continuously assess children through regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further assessment may be necessary. If you think your child may have SEN you need to arrange to meet the Class Teacher to discuss your concerns. This may be at a parents evening, or by telephone or e-mail or by appointment. Sometime it might be necessary for the school's Special Educational Needs Coordinator (SENCo) to be involved.

2. How will the school staff support my child?

The class teacher is responsible for all the children in their class including those with SEN. Learning is carefully planned and differentiated to cater for children with differing abilities. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. Class teachers create provision maps to identify extra interventions to support needs. They will share these with parents during parent consultation meetings. The SENCo may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process.

3. How will I know how my child is doing?

Parents' evenings are held in the Autumn and Spring terms. Class teachers write an annual report about each child at the end of the Summer term. There are longer consultation meetings planned for children who need extra support and provision maps will be shared. Parents can request additional meetings with class teachers or the SENCo.

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

First quality teaching from the class teacher is the priority which includes a range of strategies to support individual needs. Each lesson is carefully planned and differentiated to meet your child's needs and those of all the children. Children will often have different individual learning tasks. Suitable resources to support individuals may be used. Small group learning or one-to-one support from teaching assistants will be available where appropriate. Children with SEN are all regularly assessed and meetings between school staff, pupils and parents are held to ensure that provision is meeting children's needs.

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

The school promotes positive relationships between parents, children and all staff at school. All children including those with SEN are encouraged to participate in clubs including, for example, sporting activities and music lessons. The school listens to children's views through the school council and regular pupil questionnaires. Assemblies and PSHE lessons address wellbeing issues such as bullying and conflict resolution. The school has links with a number of agencies such as Family Support Workers and the Children's Centre at Tenterfield which supports families with young children

6. What training have the staff, supporting children with SEND had or are having?

All Staff have regular in-school and external training in a range of SEN needs. This includes training from the local Specific Learning Difficulty (SpLD) base at Applecroft School and advice from other Specialists employed by the LEA. The SENCo attends regular SEN updates and has close links with a local SENCo cluster.

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

Expertise is shared within the school facilitated by the SENCo. Sometimes the SENCo refers children for advice from external professionals after discussions with parents and class teachers. Some examples of specialist services are: Educational Psychology, Speech and Language Therapy, SpLD bases for specific difficulties in English and Maths. Children must meet criteria to be referred to these services.

Parents may also access some services through their General Practitioner, for example the ADHD clinic.

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

The school is keen to help parents support their child's learning. This starts with information meetings for new Nursery and Reception parents. Termly letters are sent home detailing the learning for each year group. We hold regular Parents' evenings and information evenings on different subjects. Parents of children who need SEN provision are also invited to meetings to monitor and assess progress and decide next steps.

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

Children with SEN have termly meetings when parents can contribute to future planning. For a few children and families with multiple needs a family eCAF (Common Assessment Framework) may be necessary to enable all services to work together efficiently and share information. Parents are central to these meetings. A small percentage of children with more complex SEN will have an Education, Health and Care Plan (SEN Code of Practice 2014). This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that children receive the provision they need and that their parents' wishes are taken in to account.

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

School trips will always be discussed with individual parents when necessary. Risk assessments are always carried out. Whenever possible, reasonable adjustments are made to include all children in school trips.

11. How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. Specific requirements will be discussed as they arise.

12. Who can I contact for further information?

In the first instance, always contact your child's class teacher. The SENCo and Headteacher are available to discuss concerns with parents.

The school has an SEN Governor. The LEA employs SEN Officers who administer EHC Plans.

13. 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?

Our school works closely with all settings at the time of transition. We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEN. In the same way we work closely with secondary schools to ensure smooth transition and transfer of relevant information. Children with SEN are able to have additional visits where needed.

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

The budget for SEN is decided by the Head teacher and Governing body. Within the budgetary constraints support is allocated according to the level of need. In exceptional circumstances additional funding can be applied for (Exceptional Needs Funding) for individual children. Families with an eCAF can apply for funding from personalised commissioning.

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

The class teacher, parents, SENCo, Head teacher and any other staff involved in supporting the individual child will hold discussions to decide what is appropriate. There are regular review meetings with professionals that may include the child where appropriate. There is careful monitoring of support to ensure development of the child as an independent learner.

16. 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?

Information on the Hertfordshire Local Education Authority offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

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