



SEND Information Report / School Offer

The following was developed in consultation with parents/ carers, governors and staff.

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

- All of the children who join us have been in previous educational settings and in many cases will have had their needs already assessed. Transition meetings between settings / schools / classes / are encouraged between professionals who may already be involved.
- The school will assess each pupil's current skills and levels of attainment on entry; building on information from previous the previous key stage and/or other settings if appropriate.
- Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils, linked to the four broad areas of need.
- For some children, SEND can be identified at an early age. However, for others difficulties become evident only as they develop and we are committed to early response. Working in partnership with parents/carers and the children themselves, is an essential part of this process.
- If you are concerned that your child may have special educational needs, you should talk to your child's class teacher and/or the school's Inclusion Leader (INCO) in the first instance.

2. How will the learning and development provision be matched to my child's needs? How is the decision made about how much support my child will receive?

- Our first step in responding to your child is high quality first teaching based on her/his individual needs.
- Information from a wide range of sources including ability and attainment data, discussion with you, your child, the class teacher and INCo will be gathered to determine the needs and provision for your child.
- If the outcomes indicate that your child may have a learning difficulty, a range of strategies will be used that make full use of all available classroom and school resources.
- Once a child is identified as having SEND they will be categorised as "SEN Support" in school and we will seek to take action to remove barriers to learning.
- We will offer interventions that are different from or additional to those provided as part of the school's usual working practices.
- The INCo will keep you informed and draw upon your knowledge of your child for additional information; further advice from specialist services may be sought and used, with your consent.
- If your child needs support from only one agency then a 'Single Service Referral' will be completed. However, if advice is required from more than one specialist service then a 'Common Assessment Framework' (CAF) will be completed. Following the completion of the e-CAF professionals from the various specialist services will set up a 'Team around the Child'. You will select a Lead Professional from the team members. In most instances, your will be seen in school by the External Agency professionals and meetings will be held within the school.
- Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of you and your child. Everyone involved will meet regularly to review your child's progress. You will be given the opportunity to meet the teacher and INCo at least three times a year.

- SEN support consists of a four-part cycle - Assess, Plan, Do and Review, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and what supports her/him in making good progress with good outcomes.
- SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

3. How will I know how my child is doing? How will you help me to support my child's learning? How will I be involved in discussions about and planning for my child's education?

You will be encouraged to take an active role in meetings which will take place throughout the school year. This will include:

- Regular consultations with the class teacher / SENDCo
- Learning Support Plan and IEP review meetings identifying clear manageable targets and support strategies that you can use at home to support your child's learning.
- End of year school reports/ reports from specialist services.
- Joint meetings with professionals from specialist services.

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

The school is able access range of external services and expertise that include:

- Educational Psychologists (EPs)
- Advisory Teacher Service (advice on Autism, Hearing Impairments, Visual Impairments)
- Child and Adolescent Mental Health Service (CAMHS) and Step2 (Mental Health)
- Specific Learning Difficulties Base (SpLD - Dyslexic and Dyscalculia difficulties)
- Speech and Language Service (SALT)
- Education Support Centre (ESC)
- Occupational Therapy Service
- Family Support Worker
- School Nurse
- School Counselling Services
- (www.familylives.org.uk is a useful website that maybe a support for parents)

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

We are an inclusive school and may offer the following range of provision and/or interventions to support children with SEND:

Social Skills programmes/support including strategies to enhance self-esteem

- Social Groups run by trained Teaching Assistants
- Social stories are used to support children understand specific issues e.g. sharing, friendships...
- In class individual reward strategies
- Whole school 'Achievement awards' are used to recognise specific improvements

Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)

- All classrooms have an interactive whiteboard and speaker system along with two touch screen computers.
- Children have access to a range of specific IT equipment including 32 wireless laptops, 30 iPads and a number of Hudl tablets.

- Specific software is used to support needs including 'Word Shark', 'RM Maths' along with a range of Apps to support phonics, spelling and number work.
- Teaching assistants meet with their class teachers daily at 8:30am to discuss the learning and their role for the morning lessons.
- Teaching assistants meet weekly with the 'Inclusion' leader to look at professional development needs or to plan and prepare intervention sessions for small groups of children.

Strategies/programmes to support speech and language

- These are personalised to individual needs following a single service request to the Speech and Language Therapy service.

Mentoring activities

- Younger children may benefit from reading buddies or junior librarians from some of our year 6 children.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- These are personalised to individual needs following either a parental or a single service request to the NHS 'Occupational Therapy' or 'Physiotherapy' team.
- Teaching assistants will run individual or small group programmes to help develop children's gross or fine motor control, improving hand-eye co-ordination as required.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Children engage in a variety of 'Moving-up' programmes, as required, from our feeder infant school 'Kingshill', and Key Stage 2 yearly transitions Secondary school.
- Children may develop their own 'Support for Success' plans to share important information about them that they would like their new teacher to know. Children can get an early opportunity to meet their new teacher and become familiar with their new settings before the 'big' day arrives.
- Teachers will meet formally to SEN Support Plans and IEPs with children and parents at least termly and informally more frequently according to individual need.

Strategies to support/develop literacy inc. reading

- Shared strategies are vital between home and school so that children, teachers and parents have a common approach to literacy needs; teaching of phonics, spelling and reading.
- Children read regularly in school to help develop individual strategies that they have learnt in intervention groups.
- A variety of strategies and programmes maybe followed to support individual needs. These may include a phonics programme such as 'Letters and Sounds' or 'Wordshark', 'Early Reading Recovery' (ERR) or 'Precision Teaching' maybe used.
- In class work is personalised so that greater support from the class teacher or TA is provided, teaching is adapted to meet their needs and or resources are provided or modified to ensure children can access their learning.

Strategies to support modify behaviour

- These are tailor made according to individual needs following a single service request to the 'Rivers; Behaviour Support Team'.
- We have a clear behaviour policy that focuses on 'catching the children being good'.
- A 'Yellow, yellow, red' card system is used to give children choices and chances to improve inappropriate behaviour.
- Strategies to capture good points e.g. 'Marble Jar' maybe used so that a marble is added to a jar if a target is being met. When the marbles reach a certain level the child has a choice of extra educational activities that they particularly enjoy.

- Behaviour reports can be used to provide clear targets with self and teacher evaluation providing regular session by session feedback where persistent misbehaviour has occurred. Parents are involved in this process in setting up the targets and are invited in at least weekly to monitor how the week has gone.
- A range of sanctions may be applied so that children are held accountable for their behaviour; withdrawal of any privilege, work completion in their own time, break or lunchtime internal detention or afterschool detention.
- 'Play' or 'Art' therapy can also be organised via the local authority's counselling service.

Strategies to support/develop numeracy

- Shared strategies are vital between home and school so that children, teachers and parents have a common approach to numeracy needs; teaching of place value, number bonds, tables, along with a clear calculation policy to support the teaching of 'addition', 'subtraction', 'multiplication' and 'division'.
- A variety of strategies and programmes maybe followed to support individual needs. These may include intervention programmes that focus on identified numeracy needs; 'RM Maths', 'Key Objectives Programme' or 'Precision Teaching' maybe used.
- In class work is personalised so that greater support from the class teacher or TA is provided, teaching is adapted to meet their needs and or resources are provided or modified to ensure children can access their learning.

Provision to facilitate/support access to the curriculum

- In class work is personalised so that greater support from the class teacher or TA is provided, teaching is adapted to meet their needs and or resources are provided or modified to ensure children can access their learning. This is particularly important if reading skills are low, so texts may have to be adapted to help the children have improved access to their learning.

Strategies/support to develop independent learning

- Children are given regular opportunity to work independently.
- Work is personalised so that they can access the curriculum.
- Prompt cards can be used to act as reminders about how to organise their learning.
- 'Timers' are used to set achievable timeframes in which to complete certain tasks.
- Learning objective/context/success criteria are displayed in class and on the children's table to act as prompts to learning.

Support/supervision at unstructured times of the day including personal care

- 'Circle of friends' can be developed to help encourage social skills and a friendship group.
- A 'Play leader' teaching assistant organises some of the older children as 'Play monitors' to set up and run a variety of activities at lunchtime so that children have a choice of activities available to them.
- The 'Change 4 Life' club is run by two trained midday supervisors to help encourage healthy active lifestyles.
- Individual Teaching Assistants can be assigned to specific children to help support and monitor them at breaktimes. This is rare and only done when the need is great.

Access to Medical Interventions

- 'Healthcare Plans' are drawn up by the School Nurse with parents and the school.
- These are typically, but not exclusively, for children with allergies to nut or dairy products. In these cases we work closely with Herts Catering Service to ensure these children are clearly identified and not given food that they are intolerant of.

- Children who require time out of school to attend medical appointments will be granted authorised leave of absence on receipt of evidence of the appointment at the relevant institution.

6. What training has the staff supporting children and young people with SEND had or having?

All members of staff are trained to meet the wide range of needs presented in every class. Additional training has been undertaken on the delivery of particular support programmes that include:

- Precision Teaching Method (training given by attached Educational Psychologist)
- Phonic, Reading and Writing support (training by SpLD Base Leader)
- Sequential Memory Skills intervention (training by INCO supported by SpLD Base)
- Maths Key Objectives Programme (school Maths Coordinator)
- Personalised Programmes to support SpLD difficulties (SpLD Base Leader)
- Personalised Speech and Language programmes (SALT)
- General and personalised programmes of support for children with a diagnosis of Autism or Asperger's Syndrome (Advisory Teachers and Local Authority)

If a child is identified as having a specific need, staff working with the child receive specific in house or external training. Support may also be sought from specialist services.

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

The school works hard to ensure that all children are able to take part in all aspects of school life, including residential journeys. Risk assessments are undertaken and any additional measures needed to support a child are identified. Parents are fully involved in this process.

8. How accessible is the school environment?

The school's Accessibility Plan is reviewed and updated regularly to ensure that all are able to access the building, the curriculum and the activities offered by the school.

9. Who can I contact for further information?

- Your child's teacher
- Inclusion Leader
- Head Teacher
- Governors

10. 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?

SEN support will include planning and preparation for the transitions between phases e.g. between classes or key stages of education and preparation for adult life.

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

The school has a dedicated SEND budget that is allocated to meet the specific needs of children with SEND.

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?

The Local Offer can be found at the following web address: <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>