



ALL SAINTS C of E PRIMARY SCHOOL AND NURSERY

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Special Educational Needs and/or Disability (SEND) School Information Report

Introduction

All Hertfordshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). They are supported by the Local Authority to ensure that all pupils make the best possible progress in school, regardless of their specific needs. Schools aim to be inclusive with the needs of SEND pupils being met in a mainstream setting wherever possible, if families wish this to happen.

For further information please see the Hertfordshire Local Offer –
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds>

The following questions and answers are intended to help explain how children with special educational needs and/or disabilities are supported at All Saints C of E Primary School & Nursery.

1. How does the school know if a child needs extra help and what should I do if I think my child may have Special Educational Needs?

Information about the child's strengths and needs will be received in school from the child's previous educational setting, where applicable.

The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.

2. How will the school staff support my child?

Class teachers plan lessons which are differentiated to meet the needs of all children in their class. At times, teachers may choose to use additional small group or individual work to help support your child. Class teachers may liaise with the SENCO for additional advice or support.

If the school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech

Therapist or Specific Learning Difficulties Advisory Teacher. A referral will not be made without parental permission.

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

All parents will receive formal communications once a term in the form of Parent Consultations and/or Annual Reports. In addition to this, information may be shared via letters home, additional meetings, phone calls, e-mails and home school liaison books.

The school may choose to support your child using an Individual Education Plan (IEP) which contains details of short-term targets and strategies for your child which are different from or additional to those in place for the rest of the group or class. An IEP will be agreed with your involvement and wherever possible, that of your child. This will be reviewed termly.

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

All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress.

Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence.

Additional provision is coordinated by the school's SENCO and is designed and implemented by teaching staff, supported by teaching assistants.

Advice sought from outside agencies will be incorporated into your child's provision. Regular assessment will identify where amendments to provision may be required.

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

Children are supported with their social and emotional development through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social, and Emotional Aspects of Learning (SEAL) are an integral part of our curriculum and are also taught explicitly in class.

We value every child's input and seek to place this at the heart of our school community. Opportunities for children to share ideas include school council meetings and in circle times.

Our Behaviour Policy, which includes guidance on expectations is in place and fully understood by all staff.

We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence.

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

Teachers, High Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) receive training to support their continued professional development.

External and in-house training are also provided to help staff develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND.

Our SENCO is a qualified and highly experienced teacher, who regularly updates staff on relevant training relating to SEND and specific children in school.

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

Most of the children's needs are met using expertise from the staff including the SENCO. If further advice and support is required, we will make a referral, with parental permission, to an appropriate outside agency or service. See the Herts Local Offer for services available to all primary schools.

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

There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent consultation meetings take place in the Autumn and Spring terms, with a final Open Evening in the Summer Term to view your child's current progress and achievements.

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

In addition to formal Parent Consultations, you can also discuss your child's education with their class teacher, the SENCO or Headteacher.

For some pupils, a school/home contact book may be used to enable regular information-sharing and updates between key school staff and parents/carers.

Where a child needs more focused, individualised differentiation, an Individual Education Plan (IEP) may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning.

At times, when pupils needs are more complex, multiple outside professionals may be involved. In this case, a Common Assessment Framework (CAF) may be set up which facilitates regular meetings between the team of professionals and family members, known as the Team Around the Family (TAF).

If your child's needs are significant, they may be issued with an Education Health Care Plan (EHCP). EHCPs are reviewed each year at an Annual Review meeting.

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

Our Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs your child has; you will be consulted and involved in planning as appropriate.

11. How accessible is the school environment?

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.

12. Who can I contact for further information?

In the first instance, you are encouraged to talk to your child's class teacher. Further information and support can then be obtained from the SENCO, Mrs Wallace, who can be contacted via email on senco@allsaints.herts.sch.uk or via the school office. Please note that Mrs Wallace works part-time (one day a week).

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?

For children with extra needs joining the school, a member of staff will be available to meet with parents so that appropriate arrangements can be put in place for the arrival of the child.

When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. Meetings between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and allow important questions to be addressed.

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

We have a set allocated budget for SEND within the school. Within budgetary constraints, support is allocated according to the level of need. Staffing allocations and interventions are closely monitored to ensure value for money.

Additional funding can be applied for where needs are judged to be exceptional for individuals or small groups. The SENCO will advise parents/carers if this is an appropriate course of action. The final decision on whether to award additional funding is made by an Exceptional Needs Panel in Hertfordshire.

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

Decisions about support are made through consultation with parents, teachers/support staff, and relevant external agencies. The SENCO oversees any additional support and regularly reviews this with the teaching staff and Headteacher. Every effort will be made to continue to foster independent learning.