



Sarratt Church of England Primary School Schools Offer (SEN Information Report)

School Offer for SEN provision (SEN Information Report) based on the model developed by representatives from Hertfordshire parents and schools.

**As at September 2018
pending further review and consultation**

To be read in conjunction with the Policy for SEN available on the school website and the DFE: SEN Code of Practice 2015

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

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress
- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then contact Mrs Bryne who is the SENCo/INCo

2. How will school staff support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term.
- The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions and impact of those intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the SENCo and the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern.
- Your class teacher will contact you if she has any concerns about your child
- Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year.
- IEPs will be discussed with parents at Parents' Evenings and a copy given to them.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

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

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:
- Members of staff such as the class teacher and SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.

Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed

with all staff who are involved with the pupil.

- Staff receive epipen training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians
- School Nurse
- Educational Psychologist:
 - An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.
 - These meetings held between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties In order to help understand the pupil's educational needs better
 - The psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

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

Different members of staff have received training related to SEND.

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

- If your child is in receipt of SEN support then you will be invited to at least one focussed review meeting per term to discuss progress against targets and setting of new targets. In addition to these will be the normal termly parent consultations and the annual school report to parents. There may also be more frequent communication as required through the home/school diary, during handover at the gate or through additional meetings related to observation/consultation visits by external professionals.
- Periodically we offer parent workshops focussed on supporting topics such as reading, maths homework, internet and e-safety and research projects.

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

- Parents are involved at all stage of the SEN support process. Following initial discussions on identification of a need, a support programme with targets will be set. Parents will be invited to regular planned discussions on progress and the future direction of the support and can initiate meetings themselves through making appointments with the class teacher, the SENCo or the Head of School.
- If external professionals visit your child in school then you will be informed and either invited for a meeting or the professional will phone you to discuss their findings.
- During termly reviews of progress the views of the child are always sought. All pupils can express their views on school issues through the School Council.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- 1 toilet adapted for disabled users.
- wide doors in some parts of the building.

12. Who can I contact for further information?

- The first point of contact for parents is always the class teacher. For children with SEN then it may be appropriate for joint meetings with the teacher and the SENCo. Mrs Bryne is responsible for initiating the involvement of any external professionals and for overseeing the administration and monitoring of all children receiving SEN support.
- If parents are unhappy with the support being provided for their child then they may wish to discuss this with the Head of School. If a concern remains then parents may follow the complaints procedure to be found on the school website.

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?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Bryne is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Bryne liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Bryne, the secondary school SENCO, the parents/carers and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

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

- These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

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?

- Further information on the Local Offer of services and provision for children and young people with special educational needs and disabilities within Hertfordshire can be found at www.hertsdirect.org/localoffer.