

The Reddings Primary and Nursery School
School SEN Information Report – School Offer December 2019



Introduction:

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their special needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible:

The four broad areas of need are:

- ❖ **Communication and Interaction**
- ❖ **Cognition and Learning**
- ❖ **Social, Emotional and Mental Health Difficulties**
- ❖ **Sensory and Physical Needs**

What is the Local Offer?

The Children's and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is called **the Local Offer**.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

To find out about the Hertfordshire's local offer of services and provision for children and young people with SEND click on the link below:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

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

- The achievement (attainment and progress) of **all** children is rigorously monitored throughout the academic year
- Children not meeting age related expectations or not making expected progress will be identified through:
 - Quality first teaching
 - Regular and thorough accurate and ongoing assessment, including Assessment for Learning (AfL)
 - Pupil Progress Meetings
 - Effective working relationships with parents, external professionals and agencies
- Once identified, these children are highlighted to all adults working with them and the Assistant Head for Inclusion.
- It may be agreed that a Learning Plan be put in place to address the child's particular areas of need by setting individual targets. This would be reviewed on a termly basis and discussed with parents. These children would be monitored through being on the Inclusion Register.
- Additional support/resources are implemented to meet individual needs, which may include seeking advice from external partners and agencies
- The school has approachable staff who meet regularly with parents to discuss concerns and offer advice and support, signposting parents to other agencies as required. Parent Consultations are also used as an opportunity to discuss learning concerns and signpost parents to other support opportunities.

Parents who are concerned that their child may have special educational needs should, in the first case, talk directly to their child's class teacher.

What is SEND?

At different times in their school life, a child may have a special educational need (SEN).

The Code of Practice 2014 defines SEN as follows:

“A child or young person may have SEN if they have a learning difficulty or disability which call for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty 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 him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they have SEN. Information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments.

2. How will school staff support my child?

- The first responsibility of all teaching and support staff is to provide all children with high quality teaching and learning. The school promotes inclusive learning environments which stimulate and support children
- Teachers use a range of teaching styles to meet the learning needs and interests of the children within their class
- Using Neuro Linguistic Programming skills teachers use language to encourage, promote positivity and remove limiting beliefs
- It is the Class Teacher's responsibility to provide for children with SEND in the class and to follow the school's procedures for identifying, assessing and making provision to meet the needs of these children
- If progress or attainment continues to be less than expected, targeted interventions are implemented. Different teaching resources and strategies are used and the additional support is delivered by an appropriately trained or qualified adult. The Class Teacher retains responsibility for the child
- The Assistant Head for Inclusion provides advice, monitoring and links with external agencies
- There is a school governor for SEND who oversees the school's work and ensures the quality of provision is regularly monitored. A termly report is produced by the Assistant Head for Inclusion to the Governing Board to report on SEND provision

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

- The school offers a range of opportunities for parents to become involved in their child's learning
 - Whole School Parent Consultations
 - Three written reports to parents each academic year: the report in the Autumn Term informs parents of their child's approach and attitude to learning; the early Summer Term report is a full written report; and the late Summer Term report informs parents of attainment and progress across the year.
 - Headship Team parent partnership meetings are held each half term
 - Open Days, where parents are invited to spend some time in their child's class, learning alongside them
 - For children in Nursery and Reception the Learning Journeys are the main focus and source of evidence

- Regular face-to-face meetings with parents and teachers
- Parents are invited to a range of events throughout the year which celebrate and share children's hard work and success.

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

- High expectations of each child in their class, coupled with skilled differentiation and use of appropriate resources, ensures that children are making expected progress and frequently higher than expected progress
- Effective provision suited to a child's specific need is implemented. Parents and, where appropriate, external agencies are consulted through the whole process and are key to decisions about what support is needed and identifying those that will be most effective.

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

- The Reddings School consistently applies the positive behaviour policy which is reviewed on an annual basis and is available on the school website
- The school offers children an extensive range of Extra-Curricular Activities, open to all learners.
- The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people
- Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff
- All staff undergo Safeguarding Training, which is refreshed on an annual basis
- There is access to the school nursing team which works together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service
- All staff in the school have had behaviour training through the "Herts StepOn" Programme
- Each class from year 1 to year 6 has two elected "School Council" representatives
- We have in a Pastoral Teaching Assistant who responds to needs as they arise in consultation with the Assistant Head for Inclusion and the teaching staff.

There is dedicated Pastoral support time every afternoon. Pastoral support can involve informal catch ups, 1:1 sessions or group work, depending on the nature of the need.

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

- The school has regular support from the following external agencies: ○
 - Speech and Language Therapists
 - DESC (Dacorum Education Support Centre)
 - Communication and Autism Team
 - Dacorum Educational Support Centre
 - Advisory Teachers for specific needs
 - School Nurse/Health Visitors
 - Attendance Improvement Officers
 - Educational Psychologist
 - Special Needs Officer (for our local area)
 - Hearing Impairment Team
 - Family Support Workers
 - Intensive Families First Support Team (Formerly Thriving Families
 - Social Care Team
 - Children’s Services (Children’s Centre)
 - Woodfield Special School Outreach
 - A range of medical and health care professionals, such as Paediatricians, Occupational Therapists and GPs.

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

The Reddings Primary School provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.

- The Assistant Head for Inclusion has achieved the National SENCO Award.
- All staff are trained in Safeguarding (updated annually) and there are three designated staff (DSPs) for safeguarding concerns.
- A number of adults are First Aid Trained. There are 4 specially trained paediatric first aiders
- All staff have had behaviour training through the “Herts Step-On” Programme
- Staff have been trained in:
 - Speech and Language Support (individual programs/whole school)
 - Autism
 - Dyslexia, including setting up dyslexia friendly classrooms
 - Phonics and Spellings ○ English and Maths Interventions ○ Behaviour Strategies ○ Supporting learners with hearing impairment

- All Teaching Staff are aware of the changes and new requirements of the SEND Code of Practice

Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

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

- Parent Consultations are held in the Autumn and Summer Terms to keep parents informed of their child's progress
- Reports are written three times a year which informs parents of attainment
- Parents are involved in reviews where extra support has been implemented and their views are sought at each opportunity to help support their child's learning
- Children are set Home Learning each week, which may, depending on year group, involve reading and tasks linked to spellings, English, Maths or Home Learning bingo.
- Curriculum Flyers are sent out termly so that parents are informed which themes are being covered. These include ideas for parents to support their child with pre-learning activities
- In September parents are invited in to a "Meet The Teacher Session" to meet their child's new teacher
- Parents are invited to class and whole school assemblies each term
- Parent workshops are held on a regular basis – parents are invited to work alongside their child and take part in lessons
- The school website signposts parents to useful websites that enables parents to support learning at home
- Each child (Year 1 –Year 6) has access to "Times Tables Rock Stars" online learning
- The school has access to the Family Support Worker team who accesses a wide range of support from local agencies and services. The Family Support Workers are able to signpost parents effectively

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

- There are formal occasions such as Parent's Consultations where parents are involved in discussions about their child's education. However we have an 'open door' policy where parents are able to speak to a teacher before or after school to pass on a message/ piece of information
- When a longer discussion may be required a meeting is planned. Parents are able to telephone to arrange for a teacher to call them back or email via the

school office if there is a particular issue they wish to discuss. Parents can also email teachers directly.

- Parents are represented on the school Governing Board
- Parents of children with SEN are regularly involved in discussions through reviews

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

At The Reddings we believe that all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all.

- For all school trips a risk assessment is undertaken to ensure that all children are kept safe from harm
- All children with SEND are included on all school trips and when appropriate additional staff are deployed
- Parents are consulted to ensure full participation and active engagement of all children
- Where it is necessary, individual risk assessments are completed
- Where the outings are led by outside agencies arrangements are made to ensure awareness of specific needs and the effective strategies that are used to enable participation.

11. How accessible is the school environment?

- The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary
- The building is fully wheelchair accessible and has disabled toilet facilities
- Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

- The school has an Assistant Head for Inclusion who can be contacted directly by telephone/email and is available to meet with parents to discuss parental concerns

Email: inco2@reddings.herts.sch.uk **Telephone:** 01442 406500

- Parents may feel it is more appropriate to speak to the class teacher with any initial queries

- The Senior Leadership Team are available for discussions and meetings, this is usually arranged through appointments via the school office

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?

Transition is a part of life for all children, whether it is moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. At The Reddings we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

- Transition meetings are held between staff, both across phases within school and with secondary school colleagues
- In advance of joining the school, children and parents are taken on a tour of the school by a member of the Senior Leadership Team.
- For children with additional needs an informal meeting may take place in order for staff to gain a greater understanding of the needs so that they can plan accordingly
- For some children additional visits are arranged to their new class or to their new settings
- There is an integration programme in place for children starting in the Nursery (EYFS1) and Reception (EYFS2) which includes home visits
- All children have the opportunity to spend a morning with their new teacher, in their new classroom in July, prior to moving up in September
- The level of support offered is dependent on each child's needs, age and development
- Some children with additional needs can access additional support from DESC from the move to Secondary School.

If parents have any concerns regarding transition the class teacher is the initial contact

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

- The school has an amount identified within its overall budget called the Notional SEND budget
- This is used for resources to support the progress of children with SEN. This is used to:
 - employ appropriately qualified staff to meet the needs of children with SEND
 - ensure the school has teaching personnel that are responsible for

SEND and have release time to undertake the Assistant Head for Inclusion role

- lower the adult/child ratio within all classes ensuring SEND children access the correct support
- to provide specialised training for staff
- subsidise excursions and provide a range of extra-curricular activities that are accessible for all
- buy specialist equipment, books or stationary tailored to individual needs

Where a child requires provision which exceeds the nationally prescribed threshold additional, Exceptional Needs Funding can be applied for through the local authority , although it is not guaranteed that this will be granted.

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

- The amount and type of support offered to individual children is determined by:
 - a detailed analysis of a child's needs
 - any barriers to learning
 - stage of development
 - views of the parent and child
 - consultation with the Class Teacher
 - advice from external agencies about support programmes and interventions
 - whether a child has an Educational Health Care Plan or Statement or is in receipt of Exceptional Needs Funding

The support received by individual children is reviewed termly, with amendments being made to programmes of support

The school places an emphasis on early identification and effective targeted support to minimise any long term need for additional support

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?

- The Local Authority's offer of services and provision for children and young people with SEND can be accessed at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>