



## **The SEND Information Report** Spring 2019

The Special Educational Needs and Disability Code of Practice: 0 to 25 years was published in July 2014 and it requires schools to publish and update, as appropriate a report on the provision for pupils with SEND within the school. (clause 65 of the new SEND act).

### **1. How does the school know if your child needs extra help?**

As a school we are very keen to ensure that all children make at least expected progress. If it is felt that your child is not making expected progress we will put appropriate support/intervention in place.

#### **We do this as a result of:**

- Concerns raised by parents/carers or child
- Concerns raised by staff
- Regular assessment completed in school showing limited progress or child working below age related expectations
- Change in learning behaviour
- Concerns raised by external professionals – eg School nurse or Speech and Language Therapist
- Information from previous school/setting

### **2. What should I do if I think my child may have special educational needs?**

If you believe that your child has special educational needs please make an appointment with your child's teacher and your concerns can be discussed. If appropriate the teacher will speak to the SENco and a further meeting might be arranged. If considered appropriate your child will be put on the Special Educational Needs and Disability Register and a formal plan- an 'Individual Provision Plan' - will be put in place. It is likely that extra support/intervention will be given and in some cases, the support of external professionals maybe requested. As a parent you will be involved in the process and you will be given feedback at regular intervals.

### **3. How will school staff support my child?**

At Shepherd Primary School we support all children through good first quality teaching and an inclusive school and curriculum. We offer a wide range of support for children who have special educational needs. The support offered to your child depends on their needs and any additional support/intervention will have been judged appropriate through discussions with school staff, external professionals, you and your child. The support/intervention will be reviewed on a regular basis in terms of relevance and impact and modified if necessary.

**Support/intervention offered includes:**

- Targeted first quality teaching
- Extra support in class
- TA 1 to 1 support
- Support in group situations
- Individual support for personalised targets (such as speech and language targets)
- Teacher/support staff interventions
- Pastoral support in one to one situations
- Clear personalised learning targets
- Suitable learning resources available to remove barriers to learning
- Appropriate published support schemes

Extra support offered is primarily the responsibility of the class teacher who will assess, plan, manage and review intervention with guidance from the SENco. Early intervention is paramount and so minimising the need for long term intervention. Intervention is delivered individually or on a group basis and is monitored for effectiveness on a half-termly basis. Teachers will feedback to parents on the effectiveness of the intervention. The Deputy-head/SENco will monitor intervention and its impact and liaise with parents and external professionals. Intervention will take place daily/weekly depending on the need.

There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

**4. How will I know how my child is doing?**

Currently children who are on the Special Educational Needs and Disability Register have in place an 'Individual Provision Plan' (IPP) This sets out clearly the individualised targets that staff are working on with your child. These targets are either from staff discussions or discussions with external professionals. This document informs you of the areas you can work on with your child at home. This is in conjunction with class homework and reading practice. The IPPs are reviewed on a termly basis and as a parent you will be invited to give your opinions as to how you think your child has done. You will be invited to a progress SEND meeting with your child's teacher where the current and new IPP targets are discussed. You will also receive progress reports and impact of any support/intervention given on your child at the parents evenings that are held in the Autumn and Spring terms and in written feedback at the end of the year in July.

Should you need to speak to your child's teacher at any other time, we very much operate an open door policy and welcome parents to make appointments to see staff if they want. The SENco is available for discussions with parents and if external professionals are involved with your child. you will have the opportunity to meet them and if appropriate receive regular feedback.

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

After initial discussions with staff, yourself and your child and with guidance from the SENco and any external professionals, class teachers will use their expertise, knowledge of a range of teaching styles and curriculum levels of developments as well as their knowledge of the child to decide on suitable support/intervention. Targets suggested by external professionals will also be implemented. It is important that the support/intervention given is appropriate to the needs of your child and that progress is made with this targeted support.

## **6. What support will there be for my child's overall well-being?**

The school is very keen to promote the well-being of all children. Processes and procedures are in place to ensure that the well being of all children is supported.

### **The following is in place:**

- A consistent reflective behaviour policy – Hertfordshire Steps - that can be viewed on our website
- An all inclusive school – Equality Award gained in October 2014
- Attachment and trauma aware school
- A consistent and caring team of staff who know the children well
- Workshops/assemblies for children on emotional wellbeing and safety
- All staff trained in safeguarding, first aid, epi-pen and asthma training
- Some members of staff trained in 'Paediatric First Aid'
- Core values for everyone
- Assemblies that support social, spiritual and moral values
- Established routines to promote safety and well - being
- School reward system in place – Good to be Green!
- Class reward systems in place
- Peer mediators
- Play leaders
- Pastoral support in school
- Protective Behaviour sessions
- Curriculum time looking at The 6 R's – respect, responsibility, resourcefulness, resilience, reflection and reasoning
- Family worker who works with families at school and in the home
- School Counsellor for children's social, emotional and mental health needs
- Referrals possible to outreach work for self-esteem and confidence building
- Adhere to the statutory guidance 'Supporting pupils at school with medical conditions' All medicines are securely stored and administered correctly.
- School nurse and schools health team
- Promotion of sports and healthy living through workshops and weekly sessions

- Involvement of parents, family members and friends in school life (School celebrations, PTA, Dad's Breakfast, Family Reading Morning)

**7. What specialist services and expertise are available at, or accessed by the school and what training have the staff, supporting children and young people with SEND, had or are having?**

At Shepherd Primary we have committed teaching and support staff that ensure that the needs of all the children are met. Staff attend and have attended a range of courses in order to develop their knowledge of special needs and possible impact of children within the school as well as removing barriers to learning. Training is attended by all staff to ensure expertise is developed across the board and the needs of all the children in the school can be met Staff have attended the following courses that have an emphasis on special needs:

- Dyslexia awareness
- English Intervention Lift Off /FFT Training
- EAL training
- Hertfordshire Steps Training
- Precision Teaching
- Differentiation
- Attachment and Trauma Awareness
- Autism

The school promote a speech and language programme that addresses the needs of children with speech and language difficulties. Early speech and language intervention is put in place where appropriate

We have a family worker assigned to our school and she works closely with families at the school.

We access the following external professionals in order to meet the needs of children within our school and would request support from other agencies if necessary:

- Educational Psychologist
- Speech and Language Therapist
- Communication and Social Disorders Team
- Chessbrook outreach support for behaviour and confidence
- Colnbrook outreach support for learning difficulties
- Laurence Haines SpLD base
- School Health
- School Counsellor
- CAMHS
- Advisory Teacher for Autism
- Advisory Teacher for Travellers
- Occupational Therapist

All staff work closely with external agencies and ensure advice and strategies given are followed. Staff develop their expertise and knowledge through working with external professionals and on occasion visits other settings for advice. As a parent you would be an important part of the referral process to an external professional and you will be able

to work closely with school staff and external professionals in meeting the needs of your child.

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

We are very keen to involve you in your child's learning and will support you in a number of different ways. Class teachers will hold a 'Meet the Teacher' at the beginning of the year and along with a 'Curriculum Newsletter' you will be aware of the homework timetable, the outline of the curriculum and events planned for the year.

Workshops for parents are run throughout the year covering a range of topics and as a parent you will be invited to appropriate ones. Relevant information will be given out at these workshops. School information is by a weekly newsletter and individual letters/information etc as appropriate. Parentmail is also used as an effective way of communicating with parents.

At parent evenings and IPP meetings, further ways of supporting your child will be discussed as well as at any meetings with external professionals who are supporting your child.

If at any point you feel you need further help in supporting your child, the class teacher and/or SENco and head teacher are available for discussion.

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

Our open door policy ensures that there are good communication links between school and parents. All parents are encouraged to make an appointment with their child's teacher if an issue has arisen or if more appropriate with the SENco/headteacher.

Appointments can be held at a time to suit everyone.

If concerns have been raised about your child's progress you will be invited to a meeting with the teacher and maybe the SENco to discuss the difficulties your child is having in school and how these difficulties are going to be overcome and barriers to learning removed. If your child is to have an 'Individual Provision Plan', the targets will be agreed upon and both school and yourself will be able to work towards achieving them.

Support/intervention given to your child will be regularly reviewed and modified and you will be told of this as well as your child's progress at the termly IPP meetings and/or at the Autumn and Spring parent evenings. Written feedback is given once a year in the form of school reports.

If it is agreed that an external professional is to assess and work with your child, you will be invited in to meet the professional and discuss their findings and advice. The extent of this involvement will depend on the needs of your child. External professionals will also provide written targets and/or reports.

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

Each class goes on a range of trips during the year and Year 6 on a residential trip. A risk assessment is conducted by staff for each aspect of the trip, counter signed by the Head teacher and logged electronically. Staffing levels are adjusted accordingly to ensure that it is safe for all children going. Trips can be modified to suit the needs of

children going. External organisations will be informed of your child's special need if necessary, so the external provider can make suitable adjustments.

### **11. How accessible is the school environment?**

The equality scheme is in place and reviewed on an annual basis. (The policy and a summary is available on the school's website). The school achieved the 'Equality Award' in October 2014 as the school was deemed an all inclusive school from many different aspects. The Accessibility Policy is in place and it specifies how the environment can be modified to suit the needs of individual children. Shepherd Primary is a wheel chair access school with ramps in place at external doors, wide doors and corridors. There is a disabled toilet and an allocated disabled parking.

### **12. Who can I contact for further information?**

The SENco can be contacted through the school office should you wish to discuss aspects of this information or if you have concerns about the progress your child is making. Meetings can also be arranged with your child's class teacher or the headteacher.

### **13. How will the school prepare and support my child to join the school, transfer to a new school?**

We are always very keen to ensure that any transition is as smooth and effective as possible. When your child joins the school initial conversations will take place between you, your child's class teacher and the SENco with reference to any relevant reports. A suitable programme of transition will be agreed upon such as extra visits for your child or staff visits to their current setting. Your child's previous setting will be consulted as well as external professionals involved for further information and guidance. You and your child will also be part of any school organised transitional events.

When your child transfers to a new school the same procedure will be followed to ensure your child has a smooth transition.

### **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. The school decides how best to use this fund to support the needs of children with SEND. The school uses the budget to employ teachers and support staff as well as buying specific equipment and resources if required and funding of specialist training when necessary. In their role at school, teaching assistants will often support children with SEND. In certain circumstances further funding can be applied for to support a child who has complex needs and very specific provision is required. This is called 'Exceptional Needs Funding'

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

The school considers very carefully the needs of children with SEND and plans and delivers the appropriate support/intervention for their need having taken into account the opinions of all involved with your child. Different levels of support/intervention are required for children with SEND and our aim is to give children appropriate support/intervention, enabling them to make suitable progress and so remove the

barriers to learning. Support/intervention is given in a range of ways and in different time scales.

**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 authority's local offer of services and provision for children and young people with SEND can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)