



## Special Educational Needs and Disability (SEND) Policy

This policy represents the agreed principles for Special Educational Needs and Disability throughout the school. This policy has been agreed by governors within the school and all teachers representing the Foundation Stage, Key Stage 1 and Key Stage 2.

### School aims

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

### Introduction

This policy is in line with the 'Special educational needs and disability code of practice: 0 to 25 years' (July 2014). The code of practice is statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

At Shepherd Primary School we strive to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that will meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that require particular action by the school.

These requirements are likely to arise as a consequence of a child having Special Educational Needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional' or 'different' help from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have Special Educational Needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **Aims and objectives**

The aims and objectives of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## **Educational Inclusion**

At Shepherd Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
- require appropriate classroom organisation

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of their senses and of their varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum that is knowledge-rich, and which can be differentiated to enable children to:

1. understand the relevance and purpose of learning activities;
2. experience levels of understanding and rates of progress that bring feelings of success and achievement.

Class teachers use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning objectives, work is differentiated appropriately and assessment is used to inform the next stage of learning.

## Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

## The Graduated Approach

At Shepherd Primary 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 and ensure appropriate and effective support is put in place through the 'graduated approach' with four stages of action. The four stages are assess, plan, do and review. Parents and child are involved at each step and their requests are valued and taken into consideration.

### Assess

If it is felt that a child is not making expected progress through different indicators, appropriate support/intervention is put in place. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCo assess and monitor the child's progress in line with existing school practices. This is an ongoing process.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SENCo works closely with parents and teachers to plan an appropriate programme of support.

### Indicators include:

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

### Plan, do and review

We will record the strategies used to support the child within an Individual Provision Plan (IPP). The IPP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be consulted in the writing and review of each IPP.

Individual Provision Plans (IPPs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

If the IPP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. Targets will be set and worked on within school and at home.

If the child continues to demonstrate a significant cause for concern, a request for a statutory assessment will be made to the Local Authority (LA). If county are in agreement, the statutory process will begin and could result in the child having an 'Educational, Health and Care Plan' put in place. The SENCo with support from staff and external professionals and with the permission of the parents will start the process. A range of written evidence about the child will support the request.

Children who have an 'Educational, Health and Care Plan' in place will receive funding through Hertfordshire's 'Top Up Funding' process whereby funding is given to the school based on the needs of the child. Extra funding is also available for children who do not have an 'Educational, Health and Care Plan' in place but have a level of need that requires extra support. Other children on the 'Special Needs Register' will be supported through the schools SEND budget.

Funding is used to support the child with perhaps the deployment of a Teaching Assistant to work specifically with individual children, or for purchasing specialist resources to support them further.

Some children at Shepherd Primary School may have significant behavioural problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further individualised support. In these cases the SENCo, class teacher and parents will create a behaviour plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. Support can also be sought from external support services. As part of DSPL9 (Developing Special Provision Locally – Area 9), behaviour support is organised in five tiers. Tier 1 is the support offered by Shepherd Primary School; Tier 2 is seeking advice from a hub school on different behavioural strategies; Tier 3 is support from Chessbrook (Education Support Centre), Tier 4 is outreach support from the Acorn Centre (Behaviour Support Centre) and Tier 5 is off-site provision for children with very challenging behaviour.

### **Support/intervention offered includes:**

- Targeted first quality teaching
- Extra support in class
- Support in group situations
- Support in one to one situations
- Teacher/support staff interventions
- Pastoral support in one to one situations
- Clear personalised learning targets
- Learning targets set by external professionals implemented
- Suitable learning resources available
- 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.

Children in Nursery and Reception are assessed if appropriate using the WellComm tool kit to assess speaking and listening skills. If necessary, children then follow an early speech and language intervention programme. The children are assessed on a regular basis.

We have a family worker assigned to our school and parents are able to receive support in a number of areas ranging from behaviour management to routine and sleep guidance. We are able to make health referrals to 'School Health' and families work with school nurses on an individual basis.

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
- Chessbrook outreach support for behaviour and confidence
- Colnbrook outreach support for learning difficulties
- Specific Learning Disability support through ISL
- School Health
- Health Professionals
- School Counsellor
- Family Worker
- CAMHS
- Advisory Teacher for Travellers
- Occupational Therapist
- Communications and Social Disorder Team
- Children, Schools and Families
- Tiered Behaviour Support

All staff work closely with external agencies and ensure advice and strategies given are followed. Parents are consulted about external professionals' involvement. Meetings are arranged as appropriate.

### **Staff Development**

At Shepherd Primary we have committed teaching and support staff who ensure that the needs of all the children are met. Staff attend a range of courses in order to develop their knowledge of special needs and possible impact of children within the school. Training is attended by all staff to ensure skills are 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
- Introduction to Autism
- English Intervention Lift Off /FFT Training
- EAL training
- Hertfordshire Steps Training
- Precision Teaching
- Signing
- Differentiation

### **The Role of the SENCo**

In line with the recommendations in the SEN Code of Practice 2014, the SENCo at Shepherd Primary will oversee the day- to-day operation of this policy in the following ways:

- Maintain and analyse the provision maps for all learners
- Co-ordinate the provision for and manage the responses to children's' Special Educational Needs by using the graduated approach

- Liaise with staff and external professionals and outside agencies
- Manage staff involved in supporting children with special needs
- Manage appropriate resources required for interventions and children with Special Educational Needs
- Oversee the records on all children with Special Educational Needs
- Contribute to the in-service training of staff
- Implement a programme of Annual Review for all pupils with an Educational, Health and Care Plan
- Carry out referral procedures to the clusters for exceptional needs funding
- Carry out referral procedures for an Education, Health and Care assessment and subsequent plan
- Evaluate regularly the impact and effectiveness of all additional interventions for children with Special Educational Needs;
- Meet regularly with each teacher to review and revise learning objectives for all children's Special Educational Needs;
- Liaise and consult sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Autism Lead within the school

### **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs and Disability.

The governing body does its best to secure the necessary provision for any pupil identified as having Special Educational Needs and Disability. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The governing body ensures that parents are notified of a decision by the school that Special Educational Needs provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with Special Educational Needs.

**The nominated governor for Special Educational Needs and Disability is:  
Sarah McAllister**

The governing body ensures that class teachers who teach a pupil with an Educational, Health and Care Plan, are aware of the nature of the statement.

The Special Educational Needs governor ensures that all governors are aware of the school's Special Educational Needs provision, including the deployment of funding, equipment and personnel.

The Special Educational Needs governor is encouraged to attend appropriate courses. The Special Educational Needs governor meets with the SENCo on a termly basis or more often if appropriate to review SEND provision.

The governing body must publish information on the school's website about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The school's local offer must also be published.

(Please see appendices for 'SEND Information' and 'School's Local Offer')

### **Resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational, Health and Care Plan, are aware of the nature of the plan.

The Head teacher informs the governing body of how the funding allocated to support Special Educational Needs has been deployed.

The Head teacher and the SENCo meet annually to agree on how to use funds directly related to statements. The SENCo draws up the resources bid when the school is planning for the next School Development Plan (SIP), and contributes to the SIP accordingly.

## **Partnership with Parents**

At Shepherd Primary School we work closely with parents in supporting those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

The school prospectus contains details of our provision for children with Special Educational Needs, and the arrangements made for these children in our school.

We have termly meetings with parents to review the progress of their children against the targets set in their child's IEP and to set new targets for the next term. We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

## **Pupil participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and all abilities. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IPPs and in the termly IPP review meetings. Where appropriate, children are encouraged to make judgements about their own performance against their IPP targets. We recognise success here as we do in any other aspect of school life.

## **Monitoring and Evaluation**

The SENCo monitors the movement of children within the Special Educational Needs system in school. The SENCo provides staff with regular summaries of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers involved in drawing up IPPs for children. The SENCo and the Head teacher hold regular meetings to review the work of the school in this area. The SENCo and Mrs Sarah McAllister, the named governor with responsibility for Special Educational Needs, also hold termly meetings.

The SENCo monitors the progress of children with Special Educational Needs termly and discusses findings with class teachers, parents and the Head teacher if appropriate.

## **Review**

This policy will be reviewed every year or earlier if required.

## **Appendices**

1. SEND Information Report  
March 2020
2. School's Local Offer  
September 2020

The above reports will be reviewed on a yearly bases and be available on the school's website.



## The SEND Information Report March 2020

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
- SENco 1 to 1 support
- SENco group support
- Support in group situations
- Individual support for personalised targets (such as speech and language targets)

- Clear personalised learning targets
- Teacher/support staff interventions
- Pastoral support in one to one situations
- Nurture Group
- Drawing and Talking
- 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 SENco will monitor intervention and its impact and liaise with parents and external professionals if appropriate. 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 development 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. Targets will be shared with parents, allowing for extra

#### **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)



## Shepherd Primary School Offer September 2020

**Shepherd Primary School is an inclusive school and offers the following range of provision to support the children as and when needed. Unfortunately, at this time of COVID 19, we are unable to offer the full range at the moment. We will resume the activities as and when we are safely able to do so.**

### To develop children socially, emotionally and morally

- Head boy and girl
- Prefect system
- House system for rewards and charitable activities
- House captains
- Class responsibilities
- School Council – involved with the Three Rivers Youth Council
- SNAG group
- Eco Warriors
- Peer mediating
- Peer mentors
- Play leaders
- Attachment and Trauma aware school
- PE Ambassadors
- Sports teams
- Assemblies which focus on emotional, spiritual and moral issues
- Links with local faiths (including visitors to individual classes)
- Anti-bullying week
- Enterprise week
- E-safety day
- Charity fundraising
- Family worker who works with families
- Social skills groups
- Play therapist
- Protective Behaviour groups
- DfE Mental Health Project
- Circle time
- Opportunity to talk to adults on a 1 to 1 basis (Personalised PSHCE curriculum followed)
- Learning Library
- Lunch Club in Nursery
- Daily mile
- RE trips
- 'Meet and Greet' in the morning
- Buddying up between Reception and Year 1 for transition
- A range of after school clubs
- English/art learning sessions with parents Family reading morning
- Road safety
- NSPCC/Childline Workshops
- Feeling Good Week
- Reading with different year groups
- Youth Connections for Years 5 and 6
- UNICEF Assemblies
- Active PTA

### **To develop positive learning behaviours**

- High and consistent expectations
- Modelled behaviour by staff
- Behaviour policy in place
- Hertfordshire Steps - Reflective behaviour management
- School reward systems – Good to be Green/Role Model Raffle/ Golden Table
- Class reward systems – Marble pots/Golden Time
- Weekly celebration assembly – certificates for ‘Star of the Week’/House points
- Individual sticker charts
- Attendance rewards
- Attendance ambassadors
- Paired reading
- Peer support
- Pastoral support if necessary
- Social skills group
- Class responsibilities
- Year 6 prefects
- Homework Club

### **Maths**

- Differentiation in class
- Next-steps marking
- Times tables challenge
- Turn tables
- Telling the Time Challenge
- Mathematical homework packs for Reception children
- Early years – learning partners
- Opportunity to take part in a national maths challenge
- Maths ‘learning wall’ in each class
- Practical mathematical resources available in all classes
- Mathematical intervention groups to suit the needs of the children
- Guided maths groups on a weekly basis
- Times tables buddies
- Maths workshops for parents to support children’s learning
- Weekly homework
- Maths workshops (whole school) (Puzzle Company / Architecture workshop)
- Able maths day

### **Speaking and Listening**

- Speech and language screening in nursery and reception – WellComm
- WellComm programme followed
- Input from Speech and Language Therapist
- Speaking and Listening Intervention Groups
- Talking partners
- Peer mediating
- Assemblies
- Year group productions
- Reception – talking homework related to school task – Home Learning packs
- Debating
- Class assembly time

### **Reading/Phonics**

- Family Reading Morning
- Paired reading
- Echo reading
- Reading fluency
- Differentiation in class
- Daily phonics in Early Years and Key Stage 1
- Phonics interventions to support Key Stage 2 children
- Class libraries
- Weekly library visits
- Differentiated guided reading sessions

- Literacy support through SpLD base (Specific Learning Difficulties base)
- Reading logs
- Daily reading when appropriate
- Individual literacy programmes (FFT, Spelling Made Easy)
- Children's newspapers – First News
- Age appropriate content books for lower ability readers
- Individual teacher intervention
- Spelling programme
- Red Ted reading challenge for Key Stage 1
- Class reading challenges
- Ten Books in a Term

### **Writing**

- Daily handwriting – consistent style throughout school
- Consistent expectations in writing throughout the curriculum
- Pen Licenses
- Big Writing at end of writing units
- Cross Curricular links
- Small group writing support
- Early years – Talk for writing
- Writing opportunities in all subject areas
- Able writers' days

### **To develop children academically, physically and creatively**

- Well planned creative curriculum
- Termly, well planned school trips
- Healthy living workshops
- After-school clubs
- Range of sporting, creative and musical workshops
- Member of local schools Sports Partnership and take part in competitions and sporting days
- Whole school celebrations with music and drama
- Young Voices
- Residential Year 6 trip to develop confidence and independence
- Opportunity to have individual music lessons with specialist teachers
- Close links with Watford Football Club and so specialist sport coaches
- Opportunity to go on school trips to enhance learning
- Cross school art opportunities
- Gardening Club
- Passport with a focus on experiences
- Specialist MFL lesson –Spanish

### **To develop independent learning skills**

- Use of visual timetables in all classrooms and personalised where appropriate
- Pre- teaching of vocabulary and content
- Access to personal computing technologies
- Use of individualized success criteria
- Precision teaching
- Learning walks
- Use of word logs
- Use of aids as required eg writing slopes, fidget cushions etc.
- Learning walls in classrooms

### **To support good progress for all**

- Good quality well planned lessons
- Intervention as appropriate
- Half termly pupil progress reviews involving all staff working with a child
- Pupil progress tracking and monitoring by Senior Leadership Team
- Strong feedback and marking between teacher and child
- Use of talk partners
- Individual targets

- One written report to parents per year
- Two parent teacher consultations each year
- Weekly Nursery news
- Parent support using dedicated parent support workers
- Support for parents through school workshop sessions
- Meet the teacher

#### **To support children medically**

- Staff trained in pediatric first aid skills and general first aid skills
- Yearly updated training for asthma and anaphylaxis /use of epipens
- Strategies for the use of personal medication
- Individual protocols/plans for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Possible referrals to school health for family support
- School health leading hygiene talks and dental talks

#### **Additional support for children with SEND**

- Individual Provision Plans
- Individual Support
- Group intervention
- Targets supported by adult
- Termly IPP meetings
- Liaison with external agencies for support and advice
- Targets from external professionals
- Continual professional development for all staff on inclusive practice
- Personalised visual timetables and prompt cards
- Personalised areas if necessary
- Specialist equipment to access curriculum

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