

School Offer – SEN Information Report – Little Reddings Primary School

This template was devised through co-production with Hertfordshire Parent Carers Involvement Board, Headteachers and SENCOs in order to support schools in providing clear information for parents and carers about all aspects of SEN provision.

PLEASE NOTE: This is a draft working document and feedback from everyone in our school community is welcomed – and, moreover, essential in order to refine and develop it further. Please contact the Senco at the school if you would like to contribute to this process.

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?

The progress of all our children is assessed through daily observation, marking and feedback in addition to formal assessments each term. Achievements are tracked to check that pupils are in line with expectations for their age. Any children not making expected progress are noted on each class provision map. A wide range of interventions are provided to help 'close the gap' and support children to achieve. Children with special educational needs may be identified by parent, teacher or teaching assistant concerns. Our SENCo (Special Educational Needs Co-ordinator), Mrs Lloyd, teachers and teaching assistants together use their professional expertise and experience to identify learning needs and propose appropriate action. If you have any concerns about your child's learning, the first person to speak to is their class teacher.

2. How will school staff support my child?

Our school prioritises the provision of high quality class teaching; this being the most important provision for all children. No amount of intervention or specialist support can compensate if this is not in place. Teachers and teaching assistants are responsible for the learning and progress of all the children in their class. The Senior Leadership Team, including the Headteacher, monitors the quality of teaching and provides support, advice and training as appropriate. In addition, Teaching assistants receive specialist training so they can deliver interventions to support learning. The SENCo has overall responsibility for the provision made for pupils with special educational needs. This includes what extra help may be needed, ensuring teachers and TAs have the training they need, referring pupils for external support or seeking advice from specialist agencies, meeting with parents and other agencies to discuss strategies and make joint decisions - and monitoring and adjusting that provision. Our SEN governor makes regular visits to monitor SEN provision.

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

We actively encourage, foster and value good relationships with parents/carers and their children. Parents of children with special educational needs will be provided with opportunities, at least once a term, to discuss their child's progress with the class teacher and the SENCo. In addition to annual reports and regular parent's evenings, communication may include home/school books, emails, phone calls and conversations on the playground. Parents are welcome to request further meetings as needed.

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

On a daily basis, Teachers plan for the learning of all pupils and provide for their learning needs through careful differentiation. This may include using:
- different teaching styles, - a range of resources, - adult support, - IT and visual support and - pre teaching of vocabulary/concepts.
Children with special educational needs may require additional and different learning challenges in some subjects.

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

At Little Reddings we celebrate children's successes through achievement assemblies, certificates, rewards, verbal praise, stamps and stickers.
We operate a clear 'Simply Behave' behaviour policy which includes individual and class rewards. We help our children to feel safe by having strong, clear routines and consistent high expectations. We value pupil voice.
Our Pastoral & Learning Support, Mrs Wyborn, supports children's well-being through individual and group pastoral support and nurture groups. Our Learning Mentor, Mr Matthews, supports lunchtime activities and behaviour.
In addition, we have school counsellors who provide art therapy and play therapy to support a small number of pupils.
Child Protection (Safeguarding) Training is provided annually for all staff.
Our school family worker provides advice and guidance to families and their children.
Children with medical conditions and allergies are supported according to need and in full consultation with parents, pupils and medical agencies.

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

The SENCo co-ordinates the specialist support of a number of external agencies. These include the Educational Psychology Service, the Specific Learning Difficulties Base at Parkside, Behaviour Support from Highwood Pastoral Support Partnership and the Chessbrook Primary Outreach Team, the Communication Disorders Team, the Sensory Impairment Team, the Hearing Impairment Team, the Visual Impairment Team, The Occupational Therapy Team, the Physiotherapy Team, the Speech and Language Team and the SEN Team.

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

School staff have extensive experience of working with pupils with a range of special educational needs in different settings. Our school values its staff highly and seeks to develop all staff through continuing professional development, training, additional studies and courses as appropriate.
Our SENCo has recently completed the National Award for Special Educational Needs and has recently been awarded government funding to study for the Advanced Senco Award this academic year.
Recent training has included Early Communication Training, Autism training, Additional Literacy Support (Wave 3) Training, Behaviour Support, Diabetes Training and Phonics training.
Future planned training includes Fisher Family Trust Literacy support, Accelerating Progress in Reading and Reading Assessments/Benchmarking.
Our SENCo regularly sits on the SEN Provision and LMAC (Local Multi-Agency) panels to support decisions about awarding Statements and Education, Health &

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

We recognise the importance of a strong home school partnership, where school and home work together to support the learning of your children. We value your knowledge and expertise about your child and seek to support parents and families. Teachers are available for informal meetings on the playground after school or you can request a meeting with the teacher and/or SENCo if you have any questions or concerns. In return, we ask for your support with reading and homework as well as ensuring your children eat a healthy diet, have plenty of exercise and adequate sleep. In addition, regular attendance and arriving at school on time with their book bag/reading book/reading record/uniform/PE kit will help to ensure that your children is ready to learn and able to benefit from all that the school has to offer. We hold 'Meet the Teacher' evenings in the Autumn Term, regular curriculum evenings and workshops for parents and operate a Homework Club. We have good relationships with the local children's centres and other agencies who provide courses and activities for children with special educational needs. Last term we held a course called 'Parenting Puzzle' delivered by the local Children's centre and an Art Club delivered by CLP – Paula's Paper Crafts.

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

Your role as a parent is central to your child's education. Your views are important and opportunities will be given for you to share these in meetings, through parent questionnaires, our website and verbally. Parents of children with special educational needs will be invited to regular meetings and be part of the process of reviewing progress and setting targets thereby working towards the agreed desired outcomes for the child. If you have any concerns please speak to the teacher or the SENCo.

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

We are an inclusive school and all children are included in classroom activities and trips. If children have special educational needs that may make their participation in a trip more challenging, we conduct individual risk assessments and remove any barriers to participation. This may include allocating additional adults to support the child, allocating a car to drive the child who is unable to walk a distance and preparation for a trip through discussion, social stories or role play. We provide a wide range of clubs at lunchtimes and after school on several nights of the week and encourage participation by all pupils. We provide a breakfast club and are looking to provide an after school club shortly to support children and families.

11. How accessible is the school environment?

Our desire is that our school environment is accessible to all. We are working to improve our site and buildings - we have recently had electric gates installed and a separate entrance and fenced pathway provided for Nursery parents. For parents with limited English we can provide translators for formal meetings. We operate buddy systems and EAL groups to support children in school.

12. Who can I contact for further information?

On a daily basis, any enquiries about your child's learning should be directed to the classteacher. You can also contact our school office if you wish to have further information or leave a message. The school SENCo is always happy to arrange to meet with you about your child's needs or provide further information about SEN provision in our school.

The Headteacher, Deputy Head & Assistant Head, Pastoral Support or Learning Mentor are all available to talk to parents.

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?

Our PSHE (Personal, Social & Health Education) curriculum aims to prepare all our pupils for the next stage of their schooling, and for life. Internal transition from class to class or key stage to key stage is supported with the use of class detectives who visit their new class, seeking answers to prepared questions and reporting back with photographs!

For children with special educational needs we work with their previous school to share information and often make or organise visits to help ensure a smooth transition. For those moving to Secondary school, SENCos and/or Year 7 leaders visit us to meet with pupils and learn about their needs and pupils visit their new schools.

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

The governing body takes an overall strategic view of the deployment of financial resources to provide high quality learning for all our pupils. This ensures that provision makes good use of the national SEN budget as well as our Pupil Premium allocation. Some pupils with complex needs may receive Exceptional Needs Funding. Our SENCo works with colleagues in the SEN Clusters to share good practice in ways to support our pupils with SEN.

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

Decisions about support are made through careful assessment, analysis of pupil progress, SEN support discussions and classroom observations. Support is carefully matched to children's needs and can be delivered through adjustments to the curriculum, intervention groups, one to one or small group work or specialist resources or advice. Parents are closely involved in these decisions.

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, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEN on its website: www.hertsdirect.org/localoffer