

FREQUENTLY ASKED QUESTIONS

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 attainment and progress of all pupils is monitored frequently and consistently.
- All children are discussed termly during learning meetings. Children falling behind age appropriate expectations will usually be identified through these pupil progress meetings. Pupil progress meetings involve the class teacher and the senior leadership team. Special Educational Needs and Disabilities (SEND) meetings involve the class teacher and the Inclusion Leader (INL) Christina Anderson
- Those children are highlighted to all adults working with them.
- High quality teaching, targeting the areas of weakness, is put in place and the child's progress monitored.
- Parents are informed of this at parent consultation meetings or earlier if necessary, e.g. through day to day conversations and meetings.
- If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the SENCO/ INL and includes views of the parents and child concerned.
- If there is an indicator of a range of learning difficulties, then the child is recorded as having special educational needs (SEN). Parents are informed and involved throughout this process.
- Parents who are concerned that their child may have SEN issues should, in the first case talk to their child's class teacher, who can advise them on next steps or ask for support from the Inclusion Leader (INL) and / or Special Educational Needs Leader (SENCO)

How will school staff support my child?

- If a child has been identified as making less than expected progress, the first response is high quality teaching, skilled differentiation, targeted at their areas of weakness.
- If progress continues to be less than expected, it may be necessary for the teacher to organise additional support or targeted provision. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact.
- Targeted provisions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's policies and procedures for identifying, assessing, and making provision to meet those needs.
- Where the targeted provisions involve teaching away from the main class, the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the targeted provisions and how they can be linked back to classroom teaching.
- The INL provides advice, monitoring and links with outside agencies.
- There is a link school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

How will I know how my child is doing?

- High expectations of each child in their class coupled with quality first teaching and skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress.
- However, some children still require additional support in spite of this. Where a child requires additional support, parents are informed, and targeted provision is put in place.
- This support is monitored closely by both class teacher and INL and regularly modified.
- Most targeted provisions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.
- The effectiveness of the school's provision for children with SEND is evaluated, reported to governors, and monitored by OFSTED.

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

- A detailed assessment takes place each term, which draws on the teacher's assessment and experience of the child; his/her previous progress and attainment; his/her development in comparison to his/her peers; the views and experiences of parents and the pupil's own views.

- This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented to yield the most impact.
- Children are supported to understand why support is in place.

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

- All staff are trained in Protective Behaviours. <http://www.safety-net.org.uk/protective-behaviours/>
- Theresa Bond provides support for children's social, emotional, and mental health needs, individually and in small groups, depending on need.
- The school runs *Bright Stars* programme, which promote self-confidence, self-esteem, and independence as well as Mindfulness sessions.
- The school has a consistent behaviour policy, which is published on the school website. We follow the Hertfordshire Steps procedures.
- 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.
- Our designated school nurse 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.
- Our assigned Speech and Language Therapist, Hayley Douch, works very closely with the school, training staff, advising staff, and supporting children.

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

- We have 7 full-time teachers, one part-time teacher, 4 Nursery Nurses and 12 full-time and 2 part-time Teaching Assistants. The SEN team is led by the Inclusion Leader (INL), and the Special Educational Needs Leader (SENCO.)
- All SEN staff have undergone training recently in different areas of SEN to develop specialisms to ensure that there is a wide range of skills and expertise in all areas of SEN.
- Specialisms include behaviour support, autism, specific learning difficulties, literacy, and maths targeted provisions, reading targeted provision, gross and fine motor skills difficulties, speech & language and signing.
- The school can directly refer a child to the link Educational Psychologist; the link Speech Therapist, Hayley Douch, and the link School Nurse.
- The school can also access outreach services, external agencies, and support groups to support children and their families.

Outreach services

SpLD base

- Woolgrove Outreach

External agencies by referral

Educational Psychologist
 Speech & Language Therapy
 Communication and Autism
 Team
 Early Years Team
 Children's Centre support
 Visual Impairment Team
 School Nurse
 Medical services
 Behaviour support
 SEND team
 Attendance Team

Parent & Family Support

Family Lives
HomeStart

What training do staff, supporting children with SEND, have?

- All staff are trained in Safeguarding.
- There are five designated staff (DSL/DDSLs) for safeguarding concerns: Usha Dhorajiwala (HT), Laura Pezeshkpour (DHT/ SENCO), Christina Anderson (INL), Jade Nicholls (AHT) and Tom Robinson (AHT).
- All staff are trained in First Aid with specially trained paediatric first aiders in Early Years.
- Vicky Wilson and Christina Anderson (INL) are trained to deliver Autism Spectrum Condition training to other professionals.
- Laura Pezeshkpour is trained in Wellcomm assessment. Children's language needs are assessed in Nursery and Reception and appropriate provision implemented. Wellcomm <http://www.gi-assessment.co.uk/products/wellcomm-speech-and-language-toolkit-early-years>
- Other staff have been trained in speech and language support, autism, dyslexia, dyscalculia, literacy, and maths targeted provisions, reading targeted provision, behaviour strategies, signing, Communication in Print, attachment issues, working memory and gross and fine motor skills difficulties.
- The SENCO has completed the National SENCO Award.
- 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.

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

- Parent's Consultation Meetings are held each term to keep parents fully informed of their child's progress.
- An annual report is written for each child in the Summer Term.
- Parents are involved in reviews, where extra support has been put in place, and their views are sought at each opportunity to help support their child's learning.
- Children are set homework regularly each week, which will involve reading and at least one piece of literacy, maths or topic work, so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.
- Topic letters are handed out each term so that parents are informed which topics will be covered.
- A 'new to year group' meeting is held for all parents at the beginning of each year group.
- Parents are invited in to meet their child's new teacher informally after school (open afternoon).
- Parents are invited to join in with activities, learning, festivals, and assemblies throughout the year.
- Information meetings are held for all parents of children receiving the ELS targeted provision.
- Information/ training sessions for parents are held annually regarding guided reading and phonics.
- Information/ training sessions for parents are held annually regarding Numicon maths resource.
- In the Foundation Stage, informative evenings for parents are held on all aspects of their child's education and continue throughout the key stages with phonics training for parents in KS1.
- The school has access to a wide range of support from local agencies and services and can signpost parents effectively.
- Coffee mornings are held termly, where parents have the opportunity to chat with the Inclusion Leader (INL) and Special Educational Needs Leader (SENCO).
- Outside agencies are invited to attend these events to provide parents with advice and information about services and specific needs.

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

- There are formal occasions, such as Parent's Consultation Meetings, where parents are involved in discussions about their child's education.
- Parents are informed if their child is having any targeted provisions and given information about them such as who is leading the targeted provision and what it involves.
- We have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a quick message/ piece of information or else arrange a meeting, where a longer discussion may be needed.
- Working parents can 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 are represented on the school governing body.
- Parents of children with SEND are regularly involved in discussions through reviews with the Inclusion Leader (INL), class teacher and other professionals, where appropriate.

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

- For all school trips, a risk assessment is undertaken to ensure that each child is 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 the outings are run by outside agencies, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

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 changing, shower and toilet facilities.
- Specialised equipment is provided where appropriate for children with SEND 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.

Who can I contact for further information?

- Please contact the school's Inclusion Leader (INL), Christina Anderson, with any questions, concerns about your child or for advice and support.
- You may feel it is more appropriate to speak to your child's teacher with any initial queries.
- If you wish to make a complaint the school has a complaints procedure which is available from the school office.

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?

- There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. Please refer to our school prospectus.
- The level of support offered is dependent on each child's needs, age, and development.
- If you have any concerns that your child is worried about in terms of induction or moving on, please contact the class teacher.

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 SEN budget. This is used for resources to support the progress of children with SEN. This is used to:

- employ Teaching Assistants to meet the needs of children with SEN
- buy specialist equipment, books, or stationery
- provide specialised training for staff

Where a child requires provision, which exceeds the nationally prescribed threshold, additional, top-up funding can be applied for through the local authority. This is called Exceptional Needs Funding (ENF).

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

- The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, his/ her own views and in consultation with the class teacher.
- This support is reviewed regularly with amendments being made to the programme of support. Targeted provisions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

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 SEN can be accessed at www.hertsdirect.org/localoffer