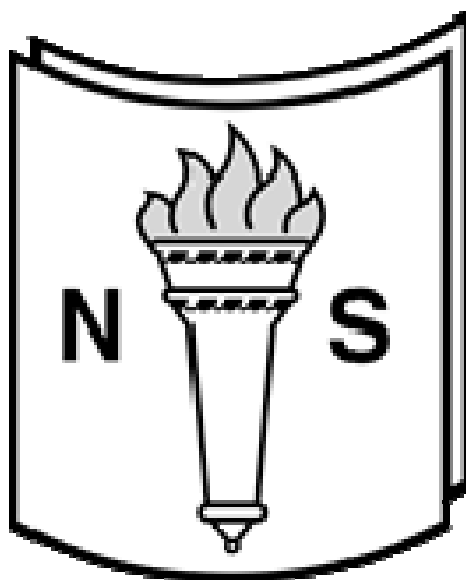


Newberries Primary School

School Offer

(SEN Information Report)



September 2014

Introduction

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

The four broad 'areas of need' (as outlined in the Code of Practice 2014) are:

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

At Newberries Primary School, we acknowledge the fact that every child is an individual and therefore every child has different educational needs; this is certainly the case for children with Special Educational Needs and/or a Disability (SEND). Provision for pupils with SEND is provided throughout the school to support children in accessing a broad and balanced curriculum.

How does Newberries Primary School know if the children need extra help and what should I do if I think my child may have special educational needs (SEND)?

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. The benefits of providing effective provision have been proven to improve the long-term outcomes for the child.

There are a number of ways a child may be identified as having SEND.

- The school assesses each pupil's current skills and levels of attainment at the beginning of Reception, alongside records received from any preschool providers.
- Regular assessments of progress are made for all pupils and any child making less than expected progress in relation to their age and individual circumstances is then investigated further.
- Termly focussed meetings are held with class teachers and members of the SLT (including the SENCO) to discuss the progress of all pupils and to identify any pupils needing additional support.
- This can include progress in areas other than attainment, for example with wider development or social needs.
- Teachers and teaching assistants, alongside the Special Educational Needs Co-ordinator (SENCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.
- If you have a concern about your child and you think they may have a special educational need, the first person to speak to is their class

teacher. Following this, a conversation with the SENCo, Mrs Webster-Smith, may be needed to determine the next steps.

2. How will school staff support my child?

- Class teachers have overall responsibility for planning and teaching the curriculum, ensuring the learning is differentiated for all abilities and learning styles.
- If special educational needs are identified, the class teacher, supported by the SENCo, will seek to match provision to the needs. This may be within the class or as an intervention for a small group or on an individual basis.
- Targeted short term interventions are put into place for those children who need additional support alongside high quality classroom provision, following advice from external professionals where relevant.
- A Support Plan will be written to outline any key target areas and intervention provided to support them. These are a working document and parents (and children where appropriate) will be involved in the target setting process.
- All staff working with the child will be made aware of the relevant strategies and provision that is required to be in place for the individual child. The SENCo is responsible for sourcing any relevant training opportunities to best support the needs of individuals.
- Newberries Primary School aim to provide a consistent, high-quality response to all children's needs.
- The impact of interventions is monitored closely through observations, regular meetings and looking at the children's progress.

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

We aim to ensure that parents have every opportunity to know about their child's progress.

- All children in the school receive an annual written report, currently in the Summer term.
- Parent Consultation evenings in the Autumn and Spring terms.
- For those children on the SEN register, parents and their children are also invited to attend a Support Plan Meeting once a term to review previous targets and plan new ones, along with a discussion about the child's needs and provision in place.
- Other means of communication may also be put in place where appropriate.
- Class teachers and the SENCo are always happy to arrange a time to discuss your child's progress at other times and set new targets if necessary.
- Annual review meetings will be held with pupils with a statement of SEND or a EHC Plan.

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

- Teachers plan to ensure there are a range of differentiated activities to suit the different needs within the class, based on their knowledge and assessments of the children's learning.
- Children with SEND who are working at a considerably lower level than the rest of the class may need additional and different learning activities in some subjects.
- Reasonable adjustments will be made and appropriate specialist equipment may be given to pupils in order to support their access of the curriculum.
- Wherever possible, we aim to develop the children's ability to become independent learners.
- Teachers follow a cycle in which they:
Assess and identify individual pupils' needs through pupil progress meetings, using progress data, knowledge of the child, discussion with pupil and parents, SENCo and other professionals as appropriate
Plan the necessary provision, adjustments, interventions and support to be put in place
Do - put in place any extra support required, ensuring the child continues to receive quality input from the class teacher; work closely with support staff involved in delivering additional support
Review the effectiveness of the support and decide on what further support is required

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

- At Newberries we take the wellbeing of our children very seriously. We believe in a partnership between school and home to support your child in all aspects of their life.
- We have an designated teaching space which can be used by a number of groups and individuals throughout the day, both in a timetabled and on a less structured basis.
- Pupils are encouraged to speak to a member of school staff and use the class worry box if they have any concerns.
- An external Family Support Worker is available to work with children and families.

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

- Where a pupil continues to make less than expected progress despite targeted support in school, the SENCO will seek the advice and support of relevant external professionals
- Parents will always be informed and involved in the decision to refer to specialist advice and provision

The school has access to a wide number of specialist services including:

- Parkside SpLD Base – advice and support for children with specific learning difficulties in English and Mathematics
- Speech & Language Therapy (SALT)
- Communication Disorders Team - supports children on the autistic spectrum and children with communication difficulties
- School Nurse
- Occupational Therapist
- Educational Psychologist
- Specialist school outreach services
- Low Incidence Team – supports children with visual impairment, hearing impairment, physical and neurological impairment
- Community paediatricians and other healthcare professionals may work with children with SEND, however parents' should access these services through their GP in the first instance.

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

- At Newberries Primary School we believe your child's learning needs will first be met through high quality first teaching, delivered by the class teacher(s).
- School staff have experience in working with children with a range of special educational needs.
- The school also has access to external agencies who may be able to provide advice, training and further assessment where needed.
- Staff receive training on a regular basis from the SENCo, other members of staff and outside specialists.
- The SENCo, Mrs Webster-Smith, has completed the Special Educational Needs Award accreditation.
- All staff have up to date Child Protection Training

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

- The class teacher and SENCo are available to discuss any concerns you may have regarding your child's learning. They will be able to suggest strategies to further support your child.
- Parent consultation meetings are held twice a year to support individual needs.
- Annual written report is provided in the Summer Term.
- Support Plan Review Meetings are held termly.
- In the Autumn term we hold 'Meet the Teacher' sessions for parents to find out more about class routines and expectations.

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

As above.

We value parental involvement in all aspects of your child's education. As well as the more formal meetings throughout the year, you are welcome to come in to discuss your child's needs at any point during the year. Parents will be involved in setting targets on Support Plans.

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

- We ensure that all children are able to participate in all aspects of the school's life and activities.
- When planning outside activities and trips, the individual needs of all our pupils are taken into account.
- Where necessary we will consult with parents and make adaptations as required to support the child.
- Risk assessments will be carried out to ensure the safety of all children on school trips.

11. How accessible is the school environment?

- The school's Accessibility Plan sets out our aims to ensure the school is accessible to all regardless of their individual, social and personal circumstances.
- Newberries Primary School believes in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.
- The school is accessible for wheelchair users.

12. Who can I contact for further information?

- Our Special Educational Needs Co-ordinator (SENCo) is Mrs Webster-Smith.
- Our school governor with responsibility for SEND is Mary Dootson.
- On a daily basis, any enquiries about your child's learning should be directed to the class teacher.
- Our complaints procedure sets out the steps to take if you are unhappy with the response you receive.

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?

- In the summer term, before the children start with us, our Reception teacher makes nursery visits for those children with SEND. The SENCos meet to pass on any information and paperwork.
- Transition between year groups within the school is supported by meetings between the class teachers to pass on information.
- Pupils moving to Secondary school at the end of Year 6 will all complete a visit to their new school. Those children with SEND may

make additional visits which will be arranged between the school SENCOs. Secondary school staff may also visit the school in the Summer term to be given information on the children's learning and social profiles. Copies of children's SEN paperwork is also passed on to the secondary schools.

- Our PSHE (Personal, Social and Health Education) curriculum supports all our children with developing the skills needed to support them during periods of change and transition.

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

- The school receives a notional SEN budget based on a set formula. The Headteacher, Governors and SENCO use a strategic approach to ensure the financial resources are used effectively to support the progress of pupils with SEND.
- On occasion it may be possible to apply for Exceptional Needs Funding (ENF). The SENCO works with colleagues in the SEN Cluster (group of local SENCOs) to share good practice and ways to support our children with SEND.

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

The amount of support your child will receive will be decided between the class teacher, SENCO and members of the SLT. This will be done in collaboration with the pupil, parents and any external agencies involved.

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