

Little Heath Special Educational Needs Information Report: School Offer

Please also see our Special Educational Needs (SEN) policy

1] How does the school know if children need extra help?

A pupil has SEN where their learning difficulty or disability calls for special educational provision- namely provision different from or additional to normal availability to pupils of the same age.

At Little Heath we:

- Know that early identification is vital.
- Listen to the views of parents and carers eg pre-admission dialogue often enables us to make suitable provision for children with SEN on arrival
- Ensure all staff are vigilant and quickly raise concerns- we regard special educational needs as a responsibility of all staff
- Assess children on entry and track with rigor through a process of internal tracking and by using external systems (SIMS) to assess our data. Meet termly with the Head Teacher to review progress (pupil progress meetings).
- Listen to pupils' views both informally and more formally through progress meetings, School Council , 'friendship groups' etc
- Inform parents at the earliest opportunity of concerns and enlist their active help and participation.

If you think that your child has Special Educational Needs:

- Talk to your child's class teacher about your worries
- You are very welcome to chat to our Special

Educational Needs Coordinator

- If you are still concerned make an appointment to see the Head Teacher

2] How will school staff support my child?

All staff regard the support of children with SEN as part of their role. All help is rooted in the cycle of 'Assess, Plan, Do, Review'

The roles of the staff at Little Heath who have particular responsibilities for children with SEN are:

- *Headteacher- Mrs Kim Custis*
- *Special Educational Needs Coordinator [Senco]
Mrs Anne Nixon*
- *Class Teachers*
- *Learning Support Assistants*
- *EAL/BME groups – Mrs Anne Nixon*
- *Governor with a particular focus on SEN- Mrs Valerie Birchall*

Children with SEN will be supported through high quality teaching, in the classroom, that is adapted to their needs. We have high aspirations for all children.

If we perceive that a child has significantly greater difficulties in learning than the majority of their peers, we may:

- Give extra help in in class to ensure that barriers to learning are reduced, and Quality First Teaching is accessed.
- Offer a small group intervention additional to class teaching to target the barriers the child is experiencing.
- Offer SEN support to a child involving 1:1 work and/or assistance from external agencies
- Set up a tailored plan with specific targets (Assess, Plan, Do, Review)

Our school evaluates the effectiveness of the provision through:

- Keeping particular records of children receiving help additional to or different from quality first teaching.
- Accurate information and evidence of the SEN support - monitored by the school half termly.
- SEN information -shared with governors termly.
- SEN information -shared with OFSTED when a visit takes place.
- Termly or half-termly meetings of relevant staff eg Senco, class teacher with parents of specific children to discuss ways forward using the 'Assess, Plan, Do and Review' cycle.

Parents will be encouraged to contribute as partners.

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

Our school believes in an open-door policy, and encourages:

- Parents to communicate with teachers, who make themselves available to parents every Friday and who are happy to arrange a time for either an informal chat or a more formal meeting at other times
- Parents to come into school to look at their children's work every half term
- Parents to meet with the Special Educational Needs Coordinator, either informally or at an arranged meeting.
- Parents who have further concerns, to arrange to meet with the Head Teacher.
- Parents to attend two parents' evenings a year to discuss their child's progress, and an Open Evening, where staff are also available.
- A progress report each school year.
- Termly or half-termly meetings with parents for specific children to discuss progress, needs and targets for tailored programmes as part of the 'Assess, Plan, Do and Review' cycle
- Very regular parent teacher contact, where necessary, e.g. a home/ school book for a child with a particular difficulty
- Pupils to be involved with their progress eg through

marking that makes achievement clear and gives targets for improvement

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

Support for all children with SEN is rooted in the cycle of 'Assess, Plan, Do and Review'

Teachers set high expectations for every pupil. On a daily basis, they assess the learning of all pupils, and adjust their subsequent teaching appropriately. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support are frequently used.

Where children appear to have a particular need, a detailed assessment drawing on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. Barriers to learning are identified and effective provision suited to a child's specific needs is implemented in the cycle of 'Assess, Plan, Do and Review.'

Children are consulted through the whole process and are key to decisions about support requirements.

5] What support will there be for my child's overall well-being?

At Little Heath, the well-being of our pupils is regarded as crucial- we aim for an enriching experience for all. We help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

All staff regard pastoral and social support as part of their role. The development of emotional and social literacy underpins our curriculum from the very earliest days that children spend in nursery. Children are encouraged to value their contributions, efforts and achievements and those of others. The impact of this ethos is particularly apparent when the school splits into vertical 'friendship groups', which contain a couple of children from every year group. These groups, along with the School

Council and frequent informal pupil / teacher dialogue help to ensure that pupil voice is clearly heard.

We aim to make members of our school community familiar with 'Protective Behaviours' in order to enhance well-being. Circle times, circle of friends and nurture groups are used to provide social and emotional support as necessary. Counselling for individual children is brought in from appropriate outside agencies, as necessary.

As a staff, we are fully aware of our duty under The Children and Families Act 2014 to make arrangements to support children with medical conditions. Detailed health care plans are produced in conjunction with parents, shared with all staff that work with the child including lunch time staff and carefully implemented. Prescribed medication can be administered by a named member of staff, if the parent /carer has completed a health care plan appendix. We have a number of qualified first-aiders on our staff, with named staff on call at all times to deal with first aid matters; all staff have annual Epi-pen/JECT training

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

There are 2 part time Learning Support Assistants in the SEN team led by the Senco. At present, two further learning support assistants are deployed on a part-time basis with specific children. 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 SEN. Specialisms include: autism, specific learning difficulties, literacy and maths interventions, reading intervention, EAL support, speech and language and basic signing. The school has a link Educational Psychologist, Speech Therapist, Counsellor and school nurse to whom they can directly refer. The school nurse is then able to refer to different health services such as: team for Complex Medical Care, Advisory team for Hearing. The school can also access outreach services such as : The Park Educational Support Centre[for social , behavioural and emotional issues];CAMHS [for emotional / mental health issues]; The Autism Advisory service.

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

All staff are trained in Safeguarding and regularly updated. There are two designated staff (DSPs) for safeguarding concerns. Most of the staff are trained in First Aid. Early Years staff are being trained so that an accurate assessment of a child's language needs is done on entry to school and appropriate provision implemented. Other staff have been trained in Speech and Language Support, Autism, specific learning difficulties, phonics, literacy and maths interventions, reading intervention, behaviour strategies. Some support staff are trained or are training to NVQ level 3. 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.

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

Parent Consultations are held twice a year to keep parents fully informed of their child's progress and an annual report is issued for each child in the Summer Term. In addition, parents have the opportunity to see their children's books every half term whilst teachers are at hand. 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.

Parents are informed which topics will be covered and given help to support their children by class blogs. The Senco provides customized home school support for some children with SEN who would benefit. Parents are invited to 'Meet the Teacher' informally after school when their child changes teachers. Informative events for parents are held on aspects of their child's education eg phonics workshops for parents; after-school maths activity sessions. The Special Educational Needs Coordinator has access to a wide range of support from local agencies and services and is able to signpost parents effectively.

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

As well as formal parents evenings, parents have access to teachers at weekly Friday walkabouts. Parents are able to

telephone or pop into the school office to arrange for a teacher to call them back or email if there is a particular issue they wish to discuss.

Parents of children with SEN are involved on a regular basis, rooted in the cycle of 'Assess, Plan, Do, Review', in planning their child's education.

Parents take a broader role in helping to shape the school's SEN policy through parent governors. Our Senco takes regular soundings from parents. The SEN Governor takes an active interest in the views of parents.

The voice of children with SEN is heard through the school council and 'friendship groups'. Help and encouragement is given to help them to develop self assessment, to give informed agreement to learning outcomes and to take part in reviews.

10] 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.

11] 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 and toilet facilities. A sound field system is in place for our deaf children. Special equipment is provided where appropriate for children with SEN 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. For further details see the Accessibility plan on the school website .

The school communicates with parent /carers whose first language is not English by simplifying language, by using interpreters where possible and very occasionally by arranging for translation.

12] Who can I contact for further information?

- First point of contact for concerns is generally the child's class teacher.
- The school's Special Educational Needs Co-ordinator [SENCO] – Mrs Anne Nixon is available to meet with parents who have concerns. She can be contacted via the school office or by email anixon@littleheath.herts.sch.uk
- The Head Teacher –Mrs K Custis- takes a close interest in children with Special Educational Needs and can be contacted via the school office.
- There is a clear complaints procedure, which is available from the school office

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?

- 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 regarding your child in terms of induction or moving on please contact the class teacher.
- As necessary, special arrangements are made for the transition of children with SEN
Eg extra visits to the new school, detailed information sharing between staffs

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 SEN budget. This is used

for resources to support the progress of children with SEN. It is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or 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. (Exceptional Needs Funding). Resources and support available for children with SEN can be accessed through our SENCO [Special Educational Needs Coordinator]

15] 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, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimize any long term need for additional support.

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

