

## **Howe Dell School's Information Report-School Offer**

Our School Offer is part of Hertfordshire Special Educational Needs and Disabilities (SEND). All Hertfordshire Schools are using a similar approach. We hope you find the information 'easily accessible' and that it is 'set out in clear, straightforward language'. This School Offer meets the requirements of both Hertfordshire parent/carers as well as the SEND Code of Practice 0-25 years, June 2014.

### **1. How does the school know if the children need extra help and what should I do if I think my child may have SEN**

- Monitoring of progress- regular assessments in school
- Class teacher as first port of call if you have a concern - parents evening etc. Then School Special Educational Needs and Disabilities Coordinator.
- Formal/informal meeting, email
- Sharing of concerns- parental input with open and honest conversations with both sides valued
- Teacher assessments- teachers knowing children well
- Baseline assessments are carried out
- Information is received from other settings or external professionals
- Children's Council address key issues raised by children
- Worry Boxes in each classroom
- Special Educational Needs and Disability Team hold 'surgery sessions' for parents to pop in and discuss any worries about their child

Teachers continually assess children through regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further assessment may be necessary. If you think your child may have SEND you need to arrange to meet the class teacher to discuss your concerns. This may be at a parents evening, or by telephone or e-mail or by appointment. Sometimes it might be necessary for the school's Special Educational Needs Coordinator to be involved. We make reference to the Special Educational Needs and Disabilities (SEND) Code of Practice (June 2014), section 6.14 to 6.27.

### **2. How will the school staff support my child?**

- Class teacher- Quality first teaching
- Focus/ small group teaching with either teacher/Teaching Assistant (TA)/Special Educational Needs Coordinator (SENCo) or Special Educational Needs Teaching Assistant (SENCo TA)

- Specialist outside support such as Speech and Language, Autism Advisory Team, School Nurse
- Head with Pupil Progress Project Group (develop social skills, self-confidence and self-esteem)
- Governors
- Teaching assistants
- Close relationships with parents
- Play/Art Therapy
- Communication Club led by SENDCo and SENDCo TA
- Use of supportive equipment as needed eg writing slopes, laptops
- Risk Assessments as appropriate
- 1 to 1 tuition for children in Year 6 as appropriate
- Wonder Days and Weeks to develop to support children's learning in Creative and inspirational ways

The class teacher is responsible for all the children in their class including those with SEND. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. The SENDCo may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process.

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

- Parents evening
- End of year reports
- Communication further to parents evening
- Individual Education Plan (IEP) for a minority of children who need additional support to what can be offered through Quality First Teaching. These are reviewed twice a year.
- Informal discussions with class teacher eg at home time
- Meetings with external Professionals
- Pastoral Support Plans (PSP) which are reviewed termly
- Open Evening
- Home/School books as appropriate for individual needs
- Homework Diaries in Upper School
- Reading Record Books
- Individual Assessments of Early Learning Development (IAELD) for a minority of children who need additional support to what can be offered through Quality First Teaching. These are reviewed twice a year.

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

- Good Quality teaching from the class teacher
- Careful planning- differentiation according to your child's needs
- Suitable support resources

- Regular assessment
- small group or one to one support where appropriate
- Regular meetings and discussion with children where appropriate

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

- School council
- Assemblies/PHSE
- Pupil voice – talking to your children
- Wider outcomes- participating in extras activities, self-esteem, social development, enjoyment in and out of school, after school clubs
- Positive relationships- between parents, school and children- Key Adults
- Teaching assistant supporting the children
- Access to school Family Worker- 'Time to Talk' sessions for key children
- Links to Children's Centre
- Key adult for child- to talk to
- Refer to school behaviour policy
- If your child has a medical condition please see our Medical Conditions policy
- Opportunity for Play/Art Therapy for key children
- Pupil Progress Project Group to develop self-esteem etc
- Communication Club
- Buddy system in place on the school playground
- Foundation Stage garden available
- Support from Education, Support Team for Medical Absence (ESTMA)

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

- In school training on a range of SEND needs eg Makaton, Autism, Social Stories Speech and Language
- SENDCo has the National Award for SENCo Coordination
- One SENDCo Teaching Assistant has Eklan 5-11 award
- Relevant courses and training eg Numicron, Wave 3 Literacy support for children with SpLD
- Thorley SpLD base training
- On going SEND updates
- On going advice from outside specialists
- Applecroft Specific Learning Difficulty Base (SpLD) Training
- Nurture training

## **7. What specialist services and expertise are available at or accessed by the school?**

- Good quality teaching
- SENDCo/SENDCo TAs and other expertise from within school
- Education-Educational Psychologist, SPLD base , Outreach support for specific needs, autism advisory service, Education, Support Team for Medical Absence (ESTMA), Play/Art Therapy (Via SENCo)
- Health- via GP, speech and language, advisory service, Childhood, Adolescent Mental Health
- SpLD bases- specific difficulties in English and Maths
- Low incidence team – visual impairment etc
- Counselling and related support services eg Family Support Worker
- Use of Children's Centre

When children's needs are identified support and action is put in place as quickly as possible. This will be made dependent on child's individual needs.

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

- School info about how to help your child
- Parent's evening
- End of year report
- Links from school website
- Parent workshops/Live Learning sessions
- Family support worker
- Parenting courses can be accessed through our Children's Centre
- Children's Centre links
- Homework clubs
- IEP reviews
- Termly letters from Year groups
- School Blog
- Special Educational Coordinator holds 'surgery sessions' for parents to pop in and discuss any worries about their child

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

- IEPs- monitoring progress
- Parent consultations- regular at least 2 times a year
- Open Evening once a year
- Common Assessment Framework (CAF)- for multiple needs where multiple services are required- up to parent
- Education, Health and Care Plan ( EHCP) for a minority of children
- Risk Assessments for a minority of children
- Pastoral Support Plans (PSP) for a minority of children

- The Special Educational Needs and Disability Policy was written with both the Special Educational Needs and Disability Governor and Parental input
- Special Educational and Disability Team hold 'surgery sessions' for parents to pop in and discuss any worries about their child

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

- Risk assessments carried out- as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parental discussion

**11. How accessible is the school environment?**

- All Hertfordshire schools will comply to the equality act 2010 and will make reasonable adjustments
- Risk Assessments are in place as appropriate
- The School has wide doors, ramps, disabled toilets and a lift
- Braille is found on key signs around the school
- Home Visits are carried out for all our Nursery children
- Interpreters will try to be accessed as required
- Teaching Assistants (TAs) have been employed who are able to speak a variety of other languages

**12. Who can I contact for further information?**

- Class teacher,
- Phase Leader/ Deputy Head/ Headteacher
- SENDCo Governor
- Parent Voice
- County- SEN Officer
- Various websites such as ADD-Vance, Pact for Autism
- Whilst we would hope that problems may be over-come in school you can ask for a copy of our Complaints Procedure and Policy
- Special Educational Needs and Disabilities Coordinator is Emma Daniels and she can be contacted on 01707 263291.

**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?**

- Transition support/ plans- additional visits to secondary schools
- Transition Books
- Additional visits to new classroom for children as appropriate
- Additional meetings with parents as appropriate
- Home Visits for children joining the School Nursery
- Visits by key staff to other settings in Early Years as appropriate

- Reception Induction Day and sessions to meet the class teacher
- Internal transition meetings
- Use of Foundation Stage garden for Year 1 pupils on transition
- Crucial Crew (yr 6)- protective behaviour
- Meet with secondary staff
- Records are transferred and discussed within 15 days of the child leaving the school, underneath the education regulations act 2000. Both electronic and paper are transferred and discussed.

Our school works closely with all setting at the time of transition. We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEND. In the same way we work closely with secondary schools to ensure smooth transition and transfer of relevant information. Children with SEND are able to have additional visits when needed.

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

- School budget decided by head and governors for SEND
- In exceptional circumstances additional funding can be applied for using High Needs, Exceptional Needs Funding (ENF) for individuals.
- Within the budgetary constraints support is allocated according to the level of need.

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

- Careful monitoring of support to ensure development of the child's independence.
- In consultation with class teacher, parents, SENDCo, SENDCo TA and Head teacher to discuss what is appropriate
- Regular review meetings with professionals that may include the child where appropriate

**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?**

Information about the Hertfordshire Local authority offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Our School Information Report and School Offer will be reviewed half termly as new developments, processes and provisions alter and change.