

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) INFORMATION REPORT (SCHOOL OFFER)

**This document was co-produced with staff, governors and parents of the school.
However, it is a working document and we are always keen to hear your views.**

1. How does Ickleford Primary School know if my child needs extra help?

- We track each child's progress and attainment in pupil progress meetings and throughout the year.
- Concerns are raised by parents/ carers.
- When less than the expected progress is being made in accordance with age related expectations.
- When there is a change in the pupil's behaviour or progress.
- Our staff is vigilant in raising any concerns.

2. How will school staff support my child?

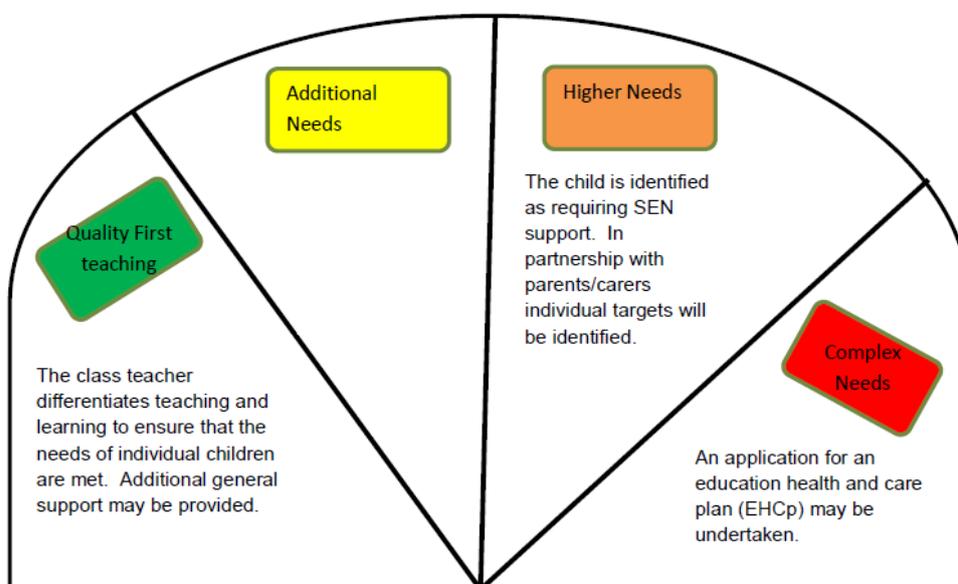
- Our class teachers are responsible for their own planning and teaching and make reasonable adjustments to ensure the inclusion of pupils with SEND.
- If necessary, additional provision is given through small group work and sometimes a child will require one-to-one support. (This may include pupils with or without identified SEND)
- Teachers/SENCOs ensure parents are kept up to date with their child's progress and what is being done to support their needs. Teachers, SENCOs, the Senior Leadership Team (SLT) and Head Teacher also track the interventions taking place in school.
- If pupils with SEND are not making progress then advice may be sought from external agencies e.g. Speech and Language Therapist (SALT), Educational Psychologist (EP) and other advisory services.
- The SENCOs and Head Teacher liaise with the SEND governor and governing body to ensure the school makes the best provision for our pupils with SEND.

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

- There are twice yearly parents consultations- where teachers share progress and feedback on any extra support a child is given and the progress they have made.
- Parents receive a written annual report.
- If classroom-based support and interventions have not produced the desired outcomes, the SENCOs would seek the advice of external agencies. If this level of support is considered, parents are contacted to discuss and give consent and are then encouraged to meet with professionals.
- There is an open-door policy with Teachers and SENCOs in school and where possible we will endeavour to respond the same day or at a mutually convenient time.
- The school works in partnership with parents and values their contributions when discussing pupils.

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

- The method of identifying and allocating provision follows a 'graduated approach' as shown below:



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

- The school has a strong ethos of 'Values'
- The school has very high expectations of pupils' behaviour and we enjoy a peaceful environment where all staff and pupils feel safe.
- All of our staff give a high level of pastoral support.
- We have a well-established school council where pupils can voice their opinions.
- Within school, there are designated members of staff who are trained in mentoring and protective behaviours.
- We have access to family support workers and counsellors from external agencies.

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

- There are two SENCOs.
- We are able to access and liaise with a wide range of external agencies such as Speech and Language (SALT), Educational Psychologist (EP), Communication Disorder Team (CDT), Specific Learning Disabilities (SPLd) Base, Child and Adolescent Mental Health Service (CAMHS) etc.

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

- Classroom staff regularly enhance their professional development through INSET (IN-Service Training) days, courses and sharing of knowledge. This has included:
- Classroom staff receiving training in Inclusive Development Practice (IDP) for Autistic Spectrum Conditions (ASC) and Speech & Language. (Some staff also have further extensive ASC training)
- Our SENCOs training in Mentoring, protective behaviours and ELKLAN (speech and language) between them.
- Our teaching assistants attending regular training courses in a variety of different areas.
- Our SENCOs attending regular DSPL (Developing Specialist Provision Locally) courses and meetings in order to keep up to date with developments in SEND.

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

- Curriculum letters are sent home at the start of each term detailing what your child will be learning about in each curriculum area during that term.
- Phonics presentation (Autumn Term when child is in Year 1).
- Providing access to external agencies, charities and support groups.
- Staff may recommend different strategies and resources that can be used at home.
- Homework will be sent home to support what is happening in the classroom.

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

- At Ickleford Primary School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account, this may be through:
 - Informal discussion with staff
 - Teacher and child meetings
 - Formal teacher and parent meetings
 - Review meetings, including outside agencies where appropriate

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

- We expect all pupils to be able to join in with all aspects of the curriculum; including activities outside of the classroom.
- Appropriate provision and reasonable adjustments will be made where necessary.
- Risk assessments are always carried out and plans put into place to meet any requirements.
- In exceptional circumstances parents/carers may be asked to accompany their child on school trips (although it is rare that this is deemed necessary).

11. How accessible is the school environment?

- All Hertfordshire Schools comply with the Equality Act 2010. Please refer to our school's Equality Scheme. (*Link to this- please see section 8: Action plan*)

12. Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to the child's class teacher.
- Further information and support about SEND issues is available from the SENCOs Mrs Jones and Mrs Shafe.
- The Head Teacher, Mrs Dury.
- We warmly welcome parents/carers to visit the school and to discuss their child's needs and a visit can be arranged through 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?

- We recognise that transitions can be a worrying time for a child and their families; therefore we take steps to ensure that any transition is as smooth as possible.
- For Nursery children starting in Reception, the teacher/SENCO undertakes a visit in the nursery setting. Photo books are created to show the child their new classroom. Once the child starts at Ickleford they are given a Year 6 buddy. Where necessary a phased starting school programme is set up.
- For Year 6 children starting Secondary School, the pupils visit their new school, additional visits are organised when necessary, Secondary School SENCOs and Year Heads attend the school for meetings with the class teacher, and all SEND information is passed onto the child's new school to ensure continuity in education.
- For children moving year groups, there are teacher to teacher meetings in advance of the start of the academic year. Pupils visit their new class in the summer term and additional time can be spent in their new classrooms/with their new teacher if necessary. An Open Evening towards the end of the summer term also takes place where pupils can show their parents the work they have been doing and also visit their new classroom and teacher.
- For children joining us from another school, the SENCO will liaise with the child's previous school for up to date information. Your child will be able to visit our school for taster sessions if appropriate.
- For our pupils with ASC, arrangements are made between the parents and the Teacher of the next class to invite the pupil in during the summer holidays to familiarise them with their new environment.

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

- The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The money is used to provide additional support or resources dependent on individual needs
- Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time.
- Resources may include deployment of staff depending upon individual circumstance.
- Exceptional Needs Funding, where appropriate, may be applied for in order to support the needs of individual and groups of children.
- SENCOs work with their colleagues in the SEN cluster (meeting with local SENCOs from other

settings) to discuss good practice and ways to support our pupils with SEND.

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

- Through consultation with parents, teaching and support staff, and advice from relevant external agencies.
- Evidence is collated via observations, how the child is performing and their level of need.
- The level of support will be constantly reviewed in order to identify when and where additional support may be needed.

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, Herts County Council has published its local offer on its website:

www.hertsdirect.org/localoffer

17. If I need to raise an issue, concern or compliment who should I go to?

Any comments can be directed in person or put in writing to:

Mrs Dury (Head Teacher)
Mrs Jones/Mrs Shafe (SENCOs)
Mr Miles Maxwell (Chair of Governors) governors@ickleford.herts.sch.uk

Comments can also be made via the following:

Tel: 01462 459150
Email: admin@ickleford.herts.sch.uk

If you feel that your concerns can not be resolved through the above route and you wish to make a formal complaint, in the first instance, please arrange to speak with Mrs Dury. If you would then still like to take the matter further, please refer to the policy section on our school website for the 'School Based Complaints Policy and Procedures'.