

Four Swannes Information Report

We are pleased to share with you our SEN Offer. Please contact the SenCo: Mr J Watson directly at school should you require any additional information. Tel: 01992 763939 Ext 23, Email: senco@fourswannes.herts.sch.uk

1. How does the school know if children / young people need extra help and what should I do if I think that my child may have special educational needs?

- If you have concerns about your child's progress you can arrange to meet with your child's teacher at any time. There are also regular Parents Evenings during the year.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Special Educational Needs Co-ordinator (SENCO) or the Head teacher.
- If you are still not happy you can speak to the school SEN Governor.

2. How will school staff support my child?

		<ul style="list-style-type: none">• Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) keeping up to date the records of your child's progress and needs.• To provide support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.
Who are the best people to talk to if my child has difficulties with learning/Special Educational Needs (SEN)?	Special Educational Needs Co-ordinator, Mr J Watson Special Class teacher	They are responsible for: Needs Co-ordinator, Mr J Watson *Delivering high quality teaching for all pupils including those with SEN. • Checking on the progress of your child, planning and delivering appropriately differentiated work to support their learning in Mrs J Jones class. SEN Governor, • Using Individual Education Plans /IEP's(if your child has one) when planning for your child's learning, with the support of the Senco, that all staff working with your child in school are supported to deliver the planned work /programme for your child, so they can achieve the best possible progress. This may

involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEN and curriculum policies are followed in their classroom and for all the pupils they teach with any SEN.

- The day to day management of all aspects of the school, this includes the support for children with SEN.

* Ensuring that the school is using its 'best endeavours' to ensure the necessary provision is being made for children with SEN.

The Governing Body is kept up to date about any issues relating to SEN.

Make sure that the necessary support is made for any child who attends the school who has SEN.

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

Your child's progress is continually monitored by his/her teachers, Head teacher/Senior Management Team/Senco

* In the Reception class/foundation Stage progress is measured through the Foundation Stage Profile.

- In Key Stage One his/her progress is reviewed regularly against progress Levels plus Spelling & Reading Ages.

- If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1.

The levels are called 'P levels'.

- At the end of Key Stage 1 the school is required to report English and Maths levels for your child. This is something the government requires all schools to do.

- Some children at SEN Support will have an IEP & the targets set will be reviewed three times a year.

*The progress of children with an Education Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

When a teacher has concerns about a child's progress, the class teacher will arrange to meet with parents and explain the provision that will be put in

- The class teacher/SENCO will also check that your child is making good place and discuss ways in which both parents and school can work together progress by monitoring the effect of individual/ group interventions that they take to try to improve the child's progress. This discussion may also involve part in.

considering referrals to outside professionals e.g. Speech & Language Therapy.

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

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support staff and teachers will support with your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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

Children identified with SEN in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:-

- Other staff in the school
- Support from staff who will visit the school from the Local Authority central services such as the ASD Outreach Team, Visual Impairment, Hearing Impairment, Behaviour Support Teams.
- Support from staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service or Occupational Therapy(OT)

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

Directly funded by the school	Teachers Teaching Assistants Parent & Family Support Worker
Paid for centrally by the Local Authority but delivered in school	Autism Outreach Service Educational Psychology Service Visual Impairment Team Hearing Support Team Physical & Medical Support Team

	Learning Support Team
Provided and paid for by the School Nurse Health Service but delivered Occupational Therapy in school	Speech Therapy

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

*The SENCO's job is to support the teachers in planning for children with SEN.

*He carries out additional assessments with children to identify barriers to learning and suggests interventions, resources and strategies to use in class to support these children.

*The school has comprehensive SEN Teacher Information Packs covering common areas of SEN e.g. ASD, ADHD, Dyslexia, Social Skills, Self Esteem, Language & Communication, Social, Emotional & Behaviour.

*The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc. delivered by the Senco or outside professionals.

* Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

* Staff attend training courses in order to run specific intervention programmes for groups and/or individuals e.g. Speech Difficulties, Letters & Sounds.

*This school has recently run staff training in SEN Resources.

* TA undertaking (Emotional Literacy Support Assistant) training. Penn Resilience Training.

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

- We would like you to talk to your child's teacher and Senco regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

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

- The SENCO is available to meet with you on at a mutually agreeable time to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also attend this meeting or will arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

- Targets will be reviewed with your child, the class teacher and the Senco and then we will arrange to meet with you to discuss the next targets to be set.

- Homework will be adjusted as needed to your child's individual needs.

* We can suggest outside agencies that may be able to offer you support eg. Parent & Family Support Worker, Short Breaks etc

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

* For any child with a severe/complex SEN or long term medical condition, risk assessments are done for clubs & /or off site activities to ensure these pupils have equal access to these opportunities.

11. How accessible is the school environment?

We ensure that equipment used is accessible to all children regardless of their needs.

- We provide support with homework.
- We aim to provide adult support so that clubs are accessible to all.

12. Who can I contact for further information?

If you require any further help or advice please contact our school SenCo, Mr J Watson.

Telephone: 01992 763939

Email: senco@fourswannes.herts.sch.uk

You should also contact your child's teacher, reception will be happy to make an appointment for you to meet to discuss any concerns.

Please also see link to SEND, Special Educational Needs and Disability leaflet, for new guidelines.

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 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

If your child is moving onto Junior School the SenCo's of each school usually meet and if appropriate will arrange a transition meeting which you will be invited to.

Additional visits to the Junior School are usually available for children who would benefit from this.

Various Transition Packs & resources are available in school to prepare children more fully for transfer to Junior.

We will make sure that all records about your child are passed on as soon as possible.

- When moving years in school:

Information about your child will be shared with their new teachers/Senco.

If your child would be helped by a Pupil Profile, Transition Photo Book and/or additional time in their new class, we will put this in place.

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

The school budget, received from Hertfordshire County Council , includes money for supporting children with SEN.

- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:

- * the children getting extra support already

- * the children needing extra support

- * the children who have been identified as not making as much progress as would be expected.

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

- Children assessed as needing some initial interventions will have an appropriate intervention planned and their progress will be assessed at the end of the intervention programme/period.

- If a child continues to make inadequate progress, more specific interventions will be offered – this will usually be at SEN Support level after discussions between parents, class teachers and the Senco

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

Stage of SEN Code of Practice:
SEN Support, where a child has been identified by the class

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input

<p>teacher/Headteacher/Senco as not making instead of or in addition to excellent classroom adequate progress despite quality first teaching and intervention groups. and despite additional strategies, small group • You will be asked to come to a meeting to support etc as outlined above.</p> <p>The provision put in place at this stage is in addition to or different from the provision usually available in the classroom/school.</p>	<p>discuss your child's progress and help plan possible ways forward.</p> <ul style="list-style-type: none"> • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, a member from the Learning Support Team or an Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better o Support to set better targets which will include their specific expertise. o A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory group or individual work with outside professional. • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. <p>*Your child may have an Individual Education Plan/IEP which outlines the targets they are working on and how this will be delivered.</p>
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<p>Stage of SEN Code of Practice: SEN Support- High Needs which means they have been identified by the class teacher/SENCO as needing significant extra support in school or specialist support from a professional outside the school. Schools may have to apply, supplying evidence for a child to go to 'High Needs' &</p>	<p>Local Authority carry out a statutory assessment of your child's needs. This is a process and you can find more detail about this in the Local Offer. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether there may be 'top up' funding available</p> <ul style="list-style-type: none"> • The school (or you) can request that the
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<p>depending on the category.</p>	<p>they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.</p> <ul style="list-style-type: none"> • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs <p>or an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at School</p> <p>Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
<p>Stage of SEN Code of Practice:</p> <p>Education, Health and Care Plan(EHCP). This means your child will have been identified by the class teacher/SENCO and/or outside professionals as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.</p>	<ul style="list-style-type: none"> *Education Health Care Plans co-ordinate the services the child & family can access e.g. education, health & care. *They are outcome focussed and will be reviewed annually with parents and all professionals involved with your child. *Children with EHCP's require significant adult support in order to access school and they usually have a range of severe and complex difficulties. *They often require regular interventions to support their educational, health or care needs.

16. How can I information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

www.hertsdirect.org/localoffer

Hertfordshire are developing a 'Local Offer' to support families, young people and practitioners.

The purpose of the local offer is to:

- Provide clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND aged 0-25 and their families (not just those who have an [education, health and care plan](#))
- Improve the services that are provided and make them more responsive to local needs and wishes.

The local offer will allow parents and young people to see what support and help is available for them and how to access it.

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