

# Special Needs Information Report

With many thanks to the parents, staff and governors who have supported us in producing this document.

## **1. How does the school know if a child needs extra help and what should I do if I think my child may have Special Educational Needs?**

Our admissions form enables parents to share any concerns they may have about their child and inform the school of any diagnosed or potential special educational needs or disabilities. We receive information about the child's strengths and needs from their previous schools and pre-schools as well as various outside agencies. In certain circumstances, an interpreter may be made available to support this process.

Within school, the progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. We know our pupils well, and when a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.

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

Our class teachers plan inclusive, high quality lessons which are differentiated to meet the needs of all children in their class. At times, teachers may choose to use additional small group or individual work to help support your child. In such instances, our trained support staff can implement the teacher's modified/adapted planning. Class teachers may liaise with the SENCO for additional advice or support.

We record the range of interventions in place within our school and monitor the progress of all pupils receiving additional support. This is to ensure that the provision we have put in place is having the impact we are expecting.

If the school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specific Learning Difficulties Advisory Teacher. A referral will not be made without parental authorisation.

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

All parents will receive formal communications once a term in the form of Parent Consultations and/or Annual Report. These provide regular feedback on your child's academic progress, including reading, writing and maths targets, as well

addressing any behavioural, emotional or social difficulties. The school Special Educational Needs Coordinator (SENCO) is available at the Parent's evenings should you wish to discuss your child's needs further.

Where appropriate, our children with Special Educational Needs and Disabilities have an Individual Support Plan (ISP). The plan will set out their individual targets each term and identify how school / home can work collaboratively to best support the child. In such cases, targets will be different from or additional to those in place for the rest of the group or class. An ISP will be agreed with your involvement and wherever possible, that of your child. This will be reviewed termly, or more frequently, when necessary.

In addition to this, information may be shared via letters home, additional meetings with the SENCO and/or the class teacher, phone calls, e-mails and in some instances, home school liaison books.

For some identified students, Annual Review meetings (Education, Health and Care Plans) and Team around the Family (TAF) style meetings will also be held.

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

As a school, we are committed to working in partnership with pupils and parents/carers. We believe in a pupil centred approach and are committed to ensuring the need of the pupils is at the heart of what we do. Through the ISP, Parent Evenings, child profiles and any additional meetings, parents/carers and children are given the opportunity to share their ideas on provision.

The first form of support for all pupils – including those with special educational needs – is high quality teaching. All teachers use information about the strengths and needs of individual pupils so they can plan effectively and ensure that all pupils supported to make progress. Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence. Continuing professional development is provided to ensure that teachers are kept abreast of key strategies for support.

Class teachers and teaching assistants supporting pupils with special needs, meet at least half termly with the SENCO to discuss the specific needs of each child with SEN. In addition, there is a consistent dialogue between staff members to ensure that the progress of pupils is monitored closely and that appropriate interventions are in place.

Additional provision is coordinated by the school's SENCO, and implemented by teaching staff, supported by teaching assistants.

Advice sought from outside agencies will be incorporated into your child's provision. Regular assessment will identify where amendments to provision may be required.

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

All Saints prides itself on creating a supportive, friendly and safe environment. As a one-form entry school, strong relationships are built that help all staff to respond to the needs of the children.

To encourage a love for learning, we celebrate perseverance, resilience and risk taking, ensuring children are not frightened to make mistakes. Children are praised for hard work, determination and having a positive attitude.

More specifically, children are supported with their social and emotional development through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social, and Emotional Aspects of Learning are an integral part of our curriculum and are also taught explicitly in class. Children also practice mindfulness regularly as part of their class activities.

Where there is deemed to be a higher level of need, specific tailored interventions may be put in place.

Relevant information regarding individual children is shared with mid-day assistants to ensure happy playtimes and lunchtimes.

We value every child's input and seek to place this at the heart of our school community. Opportunities for children to share ideas include school council meetings and in circle times.

Our Behaviour Policy, which includes guidance on expectations is in place and fully understood by all staff.

We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence. For relevant policies, follow the link below:

[http://www.allsaints.herts.sch.uk/website/school\\_policies/148594](http://www.allsaints.herts.sch.uk/website/school_policies/148594)

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

Teachers, High Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) receive training to support their continued professional development. External and in-house training are also provided to help staff develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND.

Our SENCO is a qualified and highly experienced teacher, who has completed the National Award for SEND. She regularly updates staff on relevant training relating to SEND and specific children in school. We welcome parent/carer and pupil involvement in training staff so we may further understand individual needs.

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

Most of the children's needs are met using expertise from the staff including the SENCO. If further advice and support is required, the SENCO will make a referral, with parental permission, to an appropriate outside agency or service.

There is a wealth of education, health and social care advice available to the school. Further information can be found on the Hertfordshire Local Offer website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

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

A chat with the class teacher is sometimes all that is needed to help parents feel at ease with supporting their child's learning at home.

Where necessary, advice can be given by the class teacher and / or SENCO regarding home study and how this can be tailored to a child's individual needs.

The school has access to information regarding parenting workshops; it has relevant leaflets and links with agencies who offer help and advice. This is shared with parents of children with SEN, where relevant.

The school also has links with the Learner Community Library, based in Bishop's Stortford, who loan resources and games for you to help your child at home. Please email Teresa Furze on [learnerscommlib@hotmail.co.uk](mailto:learnerscommlib@hotmail.co.uk) for more information.

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

In addition to formal Parent Consultations, you can also discuss your child's education with their class teacher, the SENCO or Headteacher.

For some pupils, a school/home contact book may be used to enable regular information-sharing and updates between key school staff and parents/carers. Where a child needs more focused, individualised differentiation, an Individual Support Plan (ISP) will be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning.

At times, when pupils needs are more complex, multiple outside professionals may be involved. In such circumstances, a Families First Assessment may be carried out, which will then facilitate regular meetings between the team of professionals and family members. This is known as a Team Around the Family (TAF) meeting.

If your child's needs are significant, they may be issued with an Education Health Care Plan (EHCP). EHC Plans are reviewed at an annual review meeting.

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

Our Equalities Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

Should there be any concerns for safety and access, a risk assessment is carried out to consider where reasonable adjustments can be made to meet any additional needs your child has. If appropriate, parents/carers are consulted in planning.

For some children, social stories and / or visual timetables are used to prepare pupils for school trips and events. These are shared with parents/carers in advance.

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

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.

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

In the first instance, you are encouraged to talk to your child's class teacher. Further information and support can then be obtained from the SENCO, Mrs Wallace, who can be contacted via email on [senco@allsaints.herts.sch.uk](mailto:senco@allsaints.herts.sch.uk) or via the school office. Please note that Mrs Wallace works part-time (two days a week – normally Wednesday and Thursday).

**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?**

For children with extra needs joining the school, a member of staff will be available to meet with parents so that appropriate arrangements can be put in place for the arrival of the child. When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. Meetings between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and allow important questions to be addressed.

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

Like all Hertfordshire mainstream schools, All Saints receives a set allocated budget for SEND. Within budgetary constraints, support is allocated according to the level of need. Staffing allocations and interventions are closely monitored to ensure value for money.

Additional funding can be applied for where needs are judged to be exceptional for individuals. The SENCO will advise parents/carers if this is an appropriate course of action. The final decision on whether to award additional funding is approved by an Exceptional Needs Panel in Hertfordshire.

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

Decisions about support are made through consultation with parents, teachers/support staff, and relevant external agencies. The SENCO oversees any additional support and regularly reviews this with the teaching staff and Headteacher. Every effort will be made to continue to foster independent learning.

**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?**

A link to the Hertfordshire's Local Offer can be found on our Special Educational Needs and Disability page. Alternatively, it can be reached by clicking below:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>