



## SEN Information Report

### (School Offer)

*Welcome to our Special Educational Needs Report, showing what we can offer in our school. We would welcome any feedback for this document, as we are always striving to improve and make access to our support as easy as possible. If you would like to give feedback, please contact Clare Burgess (Inclusion Manager) at [c.burgess@redbourninfants.herts.sch.uk](mailto:c.burgess@redbourninfants.herts.sch.uk)*

**Below is a list of Frequently Asked Questions that parents may need to know when making informed choices about the school. The questions are listed first, and then answered below.**

- 1] How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**
- 2] How will school staff support my child?**
- 3] How will I know how my child is doing?**
- 4] How will the learning and development provision be matched to my child's needs?**
- 5] What support will there be for my child's overall wellbeing?**
- 6] What specialist services and expertise are available at or accessed by the school?**
- 7] What training have the staff, supporting children and young people with SEND, had or are having?**
- 8] How will you help me to support my child's learning?**
- 9] How will I be involved in discussions about and planning for my child's education?**
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- 11] How accessible is the school environment?**
- 12] Who can I contact for further information?**
- 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?**

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

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

**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?**

## **1] How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

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 Redbourn Infant and Nursery School we:

- Recognise that early identification is vital.
- Inform the parents at the earliest opportunity to alert them of concerns, and enlist their active help and participation.
- Track all children rigorously through a process of internal tracking and by using external systems (Raise on line, SIMS) to assess our data.
- Assess children through the baseline testing upon entry to our school in Nursery or Reception.
- Continue to make assessments throughout the year on children's progress.
- Meet termly with the Head Teacher and Inclusion Manager to review progress (pupil progress meetings).

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

- Put extra assistance in place in class to ensure the barriers to learning are reduced, and Quality First Teaching is accessed.
- Offer a small group intervention additional to and different from class teaching which may target the barriers the child is experiencing.
- Offer SEN support to a child involving 1:1 work and/or assistance from external agencies.

If you think that your child has Special Educational Needs:

- Talk to your child's class teacher about your worries.
- If your child is in Nursery and you or the staff have concerns, the concern should be referred to the Health Visitor.
- You can meet with the Inclusion Manager

- Make an appointment to see the Deputy or Head Teacher if you are still concerned.

### **Our School Autism Approach**

The Hertfordshire 'Review of Educational Provision for Children and Young People on the Autistic Spectrum' 2015 set out key recommendations for schools and professionals in order that they may develop best practice in their work environment.

Our school is eager to adopt these practices so that we may improve educational outcomes and life chances for these children.

In order to do this, we work closely with our DSPL (Developing Specialist Provision Locally) SEND Autism Lead and the County Autism Lead.

Our school has a named Autism Lead who is the school contact regarding services and support for young children with Autism and their parents. This is *Clare Burgess, Inclusion Manager*.

Our school adopts a co-ordinated, consistent and comprehensive approach across the school for children with Autism, regardless of whether they have a diagnosis or an EHC plan. This support also extends to their parents.

Our school undertakes an autism review annually, using the Autism Education Trust (AET) audit materials. From this, we highlight areas of improvement in a plan for the year, taking into account the key recommendations of the Hertfordshire review, and the professionals who work with the school closely for specific children.

The staff receive updates and training from the Inclusion Manager, and meet to discuss cases with the Communications Disorder Team for specific children. The AET targets are audited annually and staff discuss where priorities lie for development.

The school Autism Lead will be working in conjunction with the DSPL Area Autism Lead to develop a 'School Offer for Autism' and participate in the sharing of best practice across schools.

The Inclusion Manager will work to ensure that staff, parents/carers and children have a good understanding of the school's provision for Autism and are involved in it's review and development (see above).

The Inclusion Manager (Autism Lead) will ensure that there is effective communication and consultation with parents of children with autism, and that the children are themselves heard through pupil voice.

The Inclusion Manager will have a good understanding of the local offer of services so that they can be accessed appropriately. This will mean that information can be provided about available services and support for children with autism, and their families.

Data will be produced and monitored that can demonstrate how the school has addressed the needs of pupils with autism and improved their outcomes.

There is a very positive transition pathway that supports all pupils with autism with transitions between classes and teachers and schools. This is often very personalised to the needs of the individual.

This year (2016 - 2017), as an outcome of our annual autism audit using the AET standards, we have highlighted the following areas as points on which we would like to develop our practice:

- Further in-depth training for staff across Infants and Junior schools on autism.
- A more rigorous approach to collection of data for specific pupils with autism, particularly in the area of communication, speech and language.
- Ring-fence time for staff to discuss best practice across the school, and to reflect, evaluate and discuss different strategies used to enhance the education of those with autism.

## **2] How will school staff support my child?**

The roles of the staff at Redbourn Infant and Nursery who are involved with children with SEND are:

- **Headteacher- Mrs Jane Byrne**
- **Deputy Head- Mrs Louise McLellan**
- **Inclusion Manager – Mrs Clare Burgess**
- **SEND Governor – Mrs Rachel Rimmer**
- **Class Teachers**
- **Learning Support Mentors (who work with specific children)**
- **EAL/BME groups – Mrs Ruth Onyuma**

Our school will support its children by:

- **Delivering Quality First Teaching in every classroom, where the teacher and Teaching Assistant work as a team to deliver learning opportunities**

- If barriers in learning are perceived, planning extra assistance in the classroom to support the staff and the child
- Giving support additional to and different from class teaching, delivered in small groups by trained teachers or teaching assistants
- Supporting children with specific needs by delivering SEN Support from teachers specialised in these areas
- Setting up a tailored plan with specific targets (Assess, Plan, Do, Review)
- Referring a child, with parent's permission, to external agencies for specific support and targets.
- Applying for funding to provide for dedicated support staff to support an individual with specific needs.

Our school evaluates the effectiveness of the provision through:

- Keeping particular records of children receiving additional to or different from quality first teaching.
- Accurate information and evidence of the SEN support is monitored by the school half termly.
- SEN information is shared with governors termly.
- SEN information is shared with OFSTED when a visit takes place.
- Termly or half-termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review Action Plan.

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

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

- Parents to communicate freely with teachers when they feel the need, either informally, or at an arranged meeting.
- Parents to meet with the Inclusion Manager, either informally or at an arranged meeting.
- Parents who have further concerns, to arrange to meet with the Deputy or Head Teacher.
- Parents to attend two parent's evenings a year to discuss their child's progress, and an Open Evening, where staff are also available.
- A progress report at the end of each school year.

- Pupil Concern Form to assess the need for further intervention and/or additional support.
- Termly or half-termly meetings with parents for specific children to discuss targets for the Assess, Plan, Do and Review Action Plan.
- Team around the family (TAF) meetings for some children termly.

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

Each child is monitored individually, and learning and development provision is matched by:

- Offering challenges in lessons that provide differentiation of learning for each child, and opportunities for development of learning in each subject.
- The teacher and teaching assistant, and other key members of the Inclusion Team, working alongside specific children to provide tailored learning opportunities and support for areas of need. Typical intervention groups are for phonics, reading, spelling, fine motor skills, handwriting, language enrichment and emotional literacy. We also offer Early Literacy Support, Reading Recovery and work to support Fine and Gross Motor Skills.
- Rigorous assessment and feedback informing teaching to address specific learning opportunities.
- Teaching approaches being changed and adapted to suit the individual.
- For some children, a plan will be devised with pupils (where possible) and parents, where targets are developed (Assess, Plan, Do, Review) and reviewed termly or half-termly.
- Regular pupil voice is carried out to give opportunities for the pupils to provide their views about their learning.

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

Our school embraces a holistic approach to learning, and sees a child's wellbeing as crucial to their progress in learning. We provide:

- Groups run by specialised and trained staff to address social, emotional and mental health needs, such as Nurture Group, Social Skills Group, emotional literacy groups and a group dealing with transitional issues.
- Daily collective worship to encourage a range of skills such as reflection, self-worth, spiritual growth and empathy.
- Visits from people from our local community such as the Police, School Nurse, and people to share experiences of vocational/practical jobs in the community. Visits from members of different faiths and cultures, and visitors from other cultures, charities and countries.
- Forest School, where children can learn about their outside environment and access learning in a different way, including learning about pond-life.
- Work with external visitors, staff and parents on environmental issues, providing an area for children to learn about growing food, and sustaining resources.
- The school council and the Eco-council.
- Activities, clubs and interventions that encourage each child's physical fitness, core stability and gross and fine motor skills, and an understanding of a healthy diet and lifestyle.
- Medical Policy for medical conditions (see our guidance on medical provision). All staff are trained in First Aid, and one member is a qualified nurse. One of our staff is responsible for all medication and checks arrangements at least half-termly. Two of our staff are currently undergoing full paediatric training.
- Our school is committed in reducing and eradicating bullying issues wherever possible. Any instance is logged and taken seriously. The Infant and Nursery PSHE syllabus underpins the behaviour policy which is embedded by The outside agencies that support children's wellbeing are LINKS, Children and Adolescent Mental Health Service (CAMHS), Primary Support Base (PSB).

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

For children who have needs that cannot be addressed through Quality First Teaching in the classroom, the school may offer, or access, expertise in specific areas. These may include:

- Visits from a key worker from the Specific Learning Difficulties Base to provide strategies and targets for specific children.
- Visits from the Educational Psychologist to provide support for specifically referred children.
- Visits and advice from the Multi Agency Team to provide support for children with identified Autism or more severe Language and Communication problems.
- Visit and advice from the Advisory Teacher for Down Syndrome.
- Visits from the Speech and Language Therapist who works with referred children.
- Advice from the Low Incidence Team for children with Physical and Neurological Impairment.
- Advice from the Visual Impairment Team and Hearing Impairment Team.
- Advice from the Health Visitor for children under five.
- Visits from the School Nurse.
- Virtual School for Looked After Children.
- Specialist nurse to advice on children with symptoms of Attention Deficit Disorder.
- Occupational Therapy advice in conjunction with a Gross Motor intervention.
- Physiotherapist advice for children with physical impairment.
- Specialist advice from Children and Adolescent Mental Health Service (CAMHS) for children experiencing specific trauma.
- GOSH for specific medical problems.
- Support and advice from LINKS and Primary Support Base (PSB) for behaviour.
- Traveller Support.
- Open Toybox Therapy.

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

Across our school we have a breadth and depth of training, including:

- Trained staff member to deliver Early Literacy Support (ELS).
- Specialist reading support (Reading Recovery trained).
- Training in the use of Numicon for maths.
- Moving and Handling training for children with physical impairments.
- Writing and Spelling training to support those children who have targets from Specific Learning Difficulties Base (Specific Learning Difficulties base).
- Speech and Language training to support those who have targets from the Speech and Language clinic.
- Language and Communication difficulties training to support those who have targets from the Multi-Agency Team.
- Training from Occupational Therapists to support those children with spatial, core stability and Gross Motor skills issues.
- Training from Physiotherapist to support those children with physical impairments.
- Training regarding Working Memory.
- Dyslexia Awareness training.
- Training in how to support pupils with Down Syndrome.
- Training in how to support pupils who are Visually Impaired.
- Training in how to support pupils who are Hearing Impaired.
- Staff trained in the use of 'Clicker 6'; a computer program to support children with barriers to literacy.
- Annual epi-pen training.
- Annual first-aid training, and extra paediatric training for some staff.
- Annual child protection training.

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

Our school places much importance on the collaboration of staff with parents to support their child. We encourage:

- Weekly learning at home for the child to undertake with an adult, to support the learning themes at school (home learning).
- Meetings with specific parents to ensure that both the school and home use the same approaches to learning and behaviour issues.
- Liaison with inclusion teachers and parents about particular interventions or issues to learning, and how it can be supported at home.
- A home-school book for good news and sharing of news between staff and parents for specific children.
- Two formal parent's evenings a year for discussion of progress and support.
- An end of year report to provide information for parents on their child's progress.
- Curriculum evenings and information evenings held to inform parents of how to support their children's learning.
- For some children, a Pupil Concern Form will be filled in by staff, parents and pupils to assess the need for further intervention and/or additional support.
- For some children, a specific support will be written by staff together with the parents, where they decide on targets to Assess, Plan, Do and Review. These will support learning, wellbeing and mental health concerns.
- If it is thought that further intervention is required for that child, the parent's permission and the views of the child is sought to refer the child to an external agency. Most external agencies will visit the child in school.
- If a child has very complex needs, we may seek to apply for an Education and Health Care Plan (EHC). The school will submit a range of evidence including parent and pupil view to the Local Education Authority who will then assess whether the child should have an EHC plan. This will identify how much extra support that child may need, and how it is put into place.

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

We believe that the parent's view is the most important. You know your child better than anyone else. Therefore, we advocate:

- Informal meetings between staff and parents, and pupils if appropriate.
- Twice yearly formal parent's evenings.
- Curriculum and information meetings to inform parents of learning opportunities and allow them to ask questions.
- A Pupil Concern Form will be filled in and discussed by staff, parents and pupils to assess the need for further intervention and/or additional support.
- Termly or half-termly meetings for specific children between staff, children and parents to discuss a tailored target plan (Assess, Plan, Do, Review).
- Team around the family (TAF) meetings are held termly for some children.
- Education and Health Care Plan (EHC).
- Parents will be involved in the writing of the SEND Policy.
- The governors will be involved in the writing of the SEND Policy.

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

Our school is fully inclusive, and no child is excluded from any activity, when a reasonable adjustment will mean that they can be included. Therefore, we endeavour to provide:

- Full risk assessments for specific children or needs that require it.
- Tailored planning of activities and school trips to consider needs such as movement, toileting and changing when necessary.
- Provision for moving and handling children who have physical and neurological impairments.
- Planning for children with medical requirements to be safely taken off the school premises or in the surrounding grounds, with fully prepared packs and resources if required.

- One-to-one support for children who may need to be safely supervised or may need support to move around outside or in unfamiliar environments.
- Tailored planning for specific children to access the curriculum or learning in different environments.

### **11] How accessible is the school environment?**

- Our school is one-level and wheel-chair friendly.
- We have specially made ramps for access arrangements.
- We have a disabled toilet with a lifting hoist, grab bars and a low-level toilet.
- We have a visual timetable in each classroom, and our classrooms show consistency so that children recognise and are familiar with their environment in any classroom.
- In the foundation stage, children are encouraged to visit each other's classrooms, and share a large outdoor learning environment; they can access each other's learning opportunities.
- Teaching opportunities are shared in a variety of ways to include auditory, visual and kinaesthetic learning strengths, and learning objectives are delivered throughout the school as 'Steps To Success' to scaffold all types of learning.
- You can access the relevant policies on our website: documents: policies.

### **12] Who can I contact for further information?**

- The Head Teacher or Deputy Head Teacher.
- Inclusion Manager.
- School Website.
- The Special Educational Needs Officer (Paul Hosker) at County level.
- Herts grid for learning website.
- Ofsted website.

### **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?**

Our school abides by the admissions arrangements of the Local Education Authority. The LEA considers children with an Education and Health Care Plan and children with medical needs, as well as Children Looked After, primarily before the needs of other children. Children with needs different from and additional to the school's curriculum are considered in the same way as applications for all children not in the above categories.

When your child joins our school:

- We will hold a meeting for new parents to discuss our expectations, procedures and policies.
- Run 'Meet the Teacher' and 'New To' evenings, where parents have the opportunity to meet staff and hear about expectations and curriculum of the school year in that year group.
- Open Evenings are held to look around the whole school.
- Children new to Reception will be offered sessions in the summer term prior to their arrival to visit their new class and teacher.

If your child is transferring from another school during the school year:

- If possible we will arrange for a visit to look round the school, and, time permitting, visit for the child to visit the new class.
- We will arrange for the last setting to be contacted if possible, and if applicable, discuss any SEN needs for the transition into the new setting.
- Contact with professionals relating to specific needs for children with SEND.

We also provide a very structured transition programme, where we:

- Have a programme of visits for every year group to their next class with their new teacher.
- Invite the teacher to visit their new class in its present setting.
- Run a small group weekly for the third term to address any particular worries or concerns about moving into the new year group.

- Run a special transition group for Year 2 for a very few individuals who have concerns about moving to Junior school.
- We have strong links with the Junior school also on our site, and run a very comprehensive transition programme with them to ensure minimum disruption. In the second half of the third term, Year 2 will visit their new setting frequently, and attend a variety of activities to help them adjust, including lunch. Junior teachers will also visit the children in their present setting.

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

The school is well-resourced, and provides many resources in the classroom setting. If a child's resource needs are additional to those already provided, the school will:

- Endeavour to make the specific resources needed available to that individual.
- Use the SEN budget, where possible, to provide a specific resource.
- Where the main resource needed is adult support, the school will deploy some of their budget to fund support if they are able.
- If the school wish to put specific SEN support in place for a child and are struggling to fund it, they may seek to apply for exceptional needs funding to provide support. This can be done termly through a cluster meeting with local schools. The child's case is presented and evidence is shared with the Heads/SENCOs present. The group will then decide whether the case should be sent to the county panel for review or they may suggest additional help and resources to try.

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

- If a child receives exceptionally needs funding (ENF), that funding will be used to support the child.
- If a child does not receive ENF the school will identify the provision needed and endeavour to address it within the school's budget.

- If a child has specific targets from professional/EHC plans the school will distribute the provision according to need within the schools budget.

**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?**

You can access the LEA Local Offer at [www.hertsdircet.org/localoffer](http://www.hertsdircet.org/localoffer) for more information on what the local authority can provide.