

Potten End C of E Primary School

SEN Information Report (School Offer)

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

The staff at Potten End Primary School build close supportive relationships with the children. The attainment and progress of all pupils is monitored closely through high quality teaching in the classroom and the curriculum is planned to meet the children's individual needs. Children who are making progress at a slower rate will require additional support to attain age related expectations this is identified and the school works in partnership with parents to establish differentiated provision to meet the needs of the child. This may take the form of adapted planning within the classroom, working with a small group of children for some activities or one to one support from one of our Specialist Teaching Assistants. Communication between home and school is crucial throughout the whole process and parents are informed and involved throughout. Parents who are concerned about the progress their child is making or about any SEND issues should talk to their child's class teacher.

2. How will school staff support my child?

If a child has been identified as making less than expected progress, the first response is high quality teaching targeted at their area of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support. This support could be extra group or individual support led by a trained adult. Differentiated teaching resources may be used. Interventions can range from a daily session to less frequent sessions a week depending on the need of the children. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedure for identifying, assessing and making provision to meet these needs. The teacher and the teaching assistant work closely together to plan and assess the impact of the interventions and how they can be linked back to the classroom teaching. The SENCO provides advice, monitoring and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

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

High expectations of each child, coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support alongside this. Where a child requires additional support parents are informed and targeted intervention is put in place. The support is closely monitored by the class teacher and the SENCO and regularly modified. Progress is reported back to parents at parent consultations or more regularly if needed. The effectiveness of the school's provision for children with SEN is evaluated, reported to governors and monitored by OFSTED.

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

The teacher's detailed assessment and experience of the child, along with advice and guidance from the SENCO, will shape the planned provision. Their previous progress and attainment, development in comparison with their peers, the views and experiences of parents and the pupil's own views are also important factors as support is developed. This ensures that any barriers to learning are identified and effective provision suited to the child's specific needs.

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

All staff are here to provide support for children's social, emotional and mental health needs. Class teachers and support staff are skilled in implementing effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. The school has a consistent behaviour policy across the school which is published on the school website. The school adheres to the statutory guidance "supporting pupils at school with medical conditions" and all medication is kept in a secure place and is only administered by designated people. Individual health plans for children with medical conditions are shared with all staff that work with the children including lunch time staff. The school is able to request the services of a Speech and Language Therapist and Educational Psychologist who will work closely with the school.

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

The school has a dedicated SENCO who works with a team of specialist teaching assistants. Staff have undergone training in different areas of SEND to develop specialisms to ensure that there is a wide range of skills and expertise in the school along with the ability to lead specialist interventions programmes such as Wave 3 literacy, bespoke 1-1 or small group support which addresses identified needs. The school has a link to specialist support teachers in specific areas such as Down Syndrome and Autism through Hertfordshire County Council as well as professionals including Educational Psychologist, Speech Therapist, Counsellor and school nurse to whom they can directly refer to. The school has a links with local Children's Centres.

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

All the staff are trained in safeguarding and a large number in first aid. There are specially trained paediatric first aiders in the Foundation Stage along with two designated members of staff (DSP and DDSP) responsible for safeguarding concerns. Staff have attended training in dyslexia, English and maths interventions, reading interventions and social skills interventions. Some teaching assistants have gained NVQ level 3 and become HLTAs.

All support staff working in specific needs are led by the school's highly experienced SENCO who provides in-house support and training. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up-to-date working knowledge of SEND issues and current legislation.

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

Parent Consultation Evenings are held each term to keep parents fully informed of their child's progress and termly reports are written for each child. All key stages have information meetings in the first half term of the year. Parents are involved in reviews where extra support has been put in place and their views are sought at every opportunity to help support their child's learning. Children are given activities to complete at home regularly so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

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

There are formal occasions such as Parent Consultation Evenings where parents are involved in discussions about their child's education and targets. If parents would like to talk to a teacher they can pass on a piece of information or a message either in the morning or after school or arrange a meeting when a longer discussion can be held. Working parents are able to telephone or email the office to make an appointment if there is a particular issue they wish to discuss. Parents are represented on the Governing Body. Parents of children with SEN are regularly involved in discussions through reviews.

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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe. All children with SEN are included on all school trips and when appropriate, additional staff is deployed. Parents are consulted to ensure full participation and active engagement of all the children.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEN where necessary. The building is wheelchair accessible and has accessible toilet facilities. Specialist equipment is provided, where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

The school has a SENCO who can be contacted by telephone (01442 865022) or email (admin@pottenend.herts.sch.uk) and is available to meet with parents if they have any concerns about their child. You may feel it is more appropriate to talk to your child's class teacher with any initial queries.

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?

There is a transition programme in place for children new to the school, moving to new classes or leaving the school. Activities and events are planned to support the move to a different school in order to help the children settle with confidence. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN, along with employing Learning Support Assistants to meet the needs of children with SEN, purchasing specialist equipment, books or stationery or providing training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional top up funding can be applied for through the local authority. This is called exceptional needs funding.

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher.

This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between one and two terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

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 authority's local offer of services and provision for children and young people with SEN can be assessed at www.hertsdirect.org/localoffer.