'Rooted in faith, we nurture, grow and flourish'
Friendship, Respect, Perseverance

Potten End C of E Primary School

Special Educational Needs and Disabilities Information Report (School Offer)

Every effort has been made to make sure that this report is accessible to parents and carers, but if there are any aspects that you would like explained, please contact the SENDCO, Vicki Ford, via the school office or at sendco@pottenend.herts.sch.uk.

At our school we work together to ensure all pupils are included in every aspect of school life. We aim to encourage all children, regardless of their SEND, to make the best possible progress and seek to remove barriers to learning to learning.

The Special Educational Needs and Disabilities Coordinator (SENDCO) is Miss Vicki Ford. The class teaching teams work closely in partnership with the SENDCO to ensure that the needs of the children are planned for effectively and reviewed regularly.

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 SEND Code of Practice states that a child or young person has SEND if they
a) have a significantly greater difficulty in learning than the majority of others of the same age, or
b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools..

We seek to work in close partnership with parents and carers to understand their child's needs. If you have a concern about your child, please speak to their class teacher as soon as possible.

Children can be identified as needing SEND support in a number of ways:

- By families raising a concern about their child's behaviour or progress
- By your child saying that they are experiencing difficulties or need further support
- By the class teacher or other staff members noticing pupils who are not making good progress in their learning or development
- Through referrals from another professional, whether through the NHS or carried out privately, such as an Educational Psychologist.

Monitoring pupil progress is an ongoing process at our school. Staff work in close partnership with the SENDCO, discussing any concerns they may have and implementing strategies to support the children. We will arrange to meet with parents/carers at the first available opportunity to discuss their child's needs and to plan ways to support them.

2. How will school staff support my child?

All children should have access to a broad and balanced curriculum. Careful planning, adaptations and high quality first teaching mean that all pupils, including those with SEND, should be able to access the full curriculum and achieve their potential. All staff work in close partnership to ensure reasonable adjustments are an integral part of the strategies used, in line with the Equality Act.

All children have access to what is referred to as ordinarily available, universal provision: these are adaptations or adjustments which are available to all. This can include using different ways of recording their learning, having access to additional learning resources, additional time before or after a lesson to learn, learning in a supported group, having learning presented in different ways, visual reminders, support with organising ideas or use of writing aids. Sometimes a small group will work on identified targets as part of an intervention to support their learning.

Teachers and teaching assistants work closely together to plan and assess the impact of additional support and the interventions and how they can be linked back to the classroom teaching. The SENDCO provides advice, monitoring and links with outside agencies when needed. Each class has a provision map which records the support taking place in class. Teachers and leaders use these to monitor the work being done and to support decisions about next steps. When it is recognised the more specialist advice is needed, the school will work in close partnership with external professional teams such as the Speech and Language Therapy service or Specialist Advisory Teachers.

Many children can have points in their education where they may benefit from extra help. We will keep you informed if we feel your child needs additional support to access learning or any aspect of school life, and will work in partnership with you to plan and implement this. Throughout the year parents can make an appointment to speak to your child's class teacher and/or the SENDCO.

When it is noticed that a child is experiencing additional needs for an extended period of time that require ongoing support, their needs could mean they are able to be included in the Special Educational Needs Register. This would be discussed with you by the SENDCO and any additional professionals involved.

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

Parents and carers are invited to two consultation evenings, one in the Autumn Term and one in the Spring Term. A written report for each child is completed in the Summer Term to share with parents. Termly targets are set for the children which are sent home to share.

If your child is on the SEND register, you will be invited to collaborate with school staff who work closely with your child, to write a Pupil Passport which will be reviewed termly. You will be invited to an additional meeting to discuss the impact of the provision in place and to plan the next steps during the Summer Term; this is part of the "Assess, Plan, Do, Review" process. Should a referral to an external agency be considered useful for further advice, this will be discussed with you.

Should a child's needs mean that an Education Health Care Plan (EHCP) is in place, this is formally reviewed annually with parents and carers, all the school staff and external professionals involved in their support.

If you have any concerns about your child, please arrange to meet with your child's class teacher in the first instance, or email the SENDCO at sendco@pottenend.herts.sch.uk .

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

Quality First Teaching in the classroom is key to supporting your child's learning. The class teacher is the leader of the provision for all children in their class and will continually review and monitor your child's progress. We recognise that your child's needs may change over time, be long or short term and may take a variety of forms. Support for individual children may therefore vary but is always led by their needs.

Teachers adapt lessons on a daily basis to meet the needs of the children in their class so that pupils are able to learn alongside their peers. Throughout a lesson, teachers and teaching assistants assess their pupils' understanding so that they can either challenge pupils further or make adaptations to support access to the learning.

The provision in place for a class is recorded on a class provision map which is continuously reviewed and updated as needed. The class teacher and SENDCO work closely together in partnership with the Senior Leadership team to ensure that barriers to learning are identified and provision is accurately matched to needs. Teaching teams regularly undertake pupil progress review meetings to monitor provision and impact, ensuring plans are adapted as needed.

A systematic approach of assessing, planning, implementing and reviewing is integral to precisely meeting the needs of children with SEND, in line with the SEN Code of Practice. Parents and Carers are involved in this cycle and work in partnership with the staff to develop next steps. The views and experiences of parents and the pupil's own views are also important factors as support is developed. Children who are supported by external professionals may have personalised targets to work on; we work in close partnership with any external agencies involved to ensure that their advice is followed.

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

We recognise that children need to be emotionally regulated before they are ready to learn. We have a strong focus around pupil wellbeing and this is our priority. Our Behaviour Policy follows the Hertfordshire Therapeutic Thinking Programme to provide a consistent nurturing approach. All staff have been trained in following trauma informed practice and work in close partnership as a team to support the needs of the children.

Pupil wellbeing is also the focus of all PSHE lessons, where we use the JIGSAW scheme. All children have access to additional nurture support when needed. There is regular provision at lunch time for children to be in a quiet space to talk to staff or play in a small group.

Where a particular need is identified, we have specially trained staff who can deliver the Drawing and Talking and Protective Behaviours programmes. Should it be appropriate, we can also refer to external agencies such as Dacorum Education Support Centre (DESC), Family Support Workers or services within our Local Offer. If it is felt that a child could benefit from extra support, parents will be contacted and plans made jointly about the next steps.

The school adheres to the statutory guidance, "Allergy Safety in School". All medication is kept securely 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.

Our school's Mental Health and Wellbeing policy can be found at: https://www.pottenend.herts.sch.uk/policies/.

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

All teachers are teachers of children with SEND and are actively encouraged to continue their professional development in this area. The Senior Leadership Team will review staff expertise and organise training to ensure that the needs of all pupils in our school are supported. We monitor the needs within the school on a regular basis. Staff appraisal and action plans address training needs. Training can be completed during INSET days, staff meetings, attending courses outside of school and online. Staff are encouraged to ask for any training they feel they need to in order to support the children they are working with effectively.

Staff who offer children targeted support will have been specially trained to do this. The SENDCO 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.
All staff are trained in Safeguarding and a large number in First Aid, including some who are trained in Paediatric First Aid.
We have a team of Designated Senior Leads (DSLs) for Safeguarding concerns and all staff have their Child Protection training updated annually.
All staff have received Hertfordshire Therapeutic Thinking training for positive behaviour management. Our school uses a Trauma Informed Approach to supporting children's emotional needs, which all teachers and Teaching Assistants have been trained in. Staff have also attended training to support learning needs across the curriculum.
We follow the statutory guidance to support pupils at school with medical conditions. Regular medication can be administered – please discuss this with the office staff if needed. All staff receive annual training in administering Epi-Pens. Additional training is arranged annually to meet the needs of individual children with conditions such as diabetes.
We work closely with our Delivering Specialist Provision Locally (DSPL) team to access their training offer.

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

The school has a dedicated SENDCO who works in partnership with all staff in the school. Teachers and Teaching Assistants have undergone training in different areas of SEND to develop effective strategies to support a wide range of needs. The SEND Teaching Assistants have additional training to develop specialisms and to ensure that there is a wide range of skills and expertise in the school; they work with children across the school to deliver targeted support where needed.
We work closely with other agencies who can offer us advice and believe strongly in developing partnerships to support our collaborative approach. The agencies we regularly work with include: Speech and Language Therapy, Occupational Therapy,

Educational Psychologists, the Speech, Language, Communication and Autism Team, DESC and the Family Support Team.
We access support through our local DSPL team who arrange training opportunities and referral pathways. Our SENDCO attends the Hertfordshire SEND Briefings and SENDCO cluster group meetings, keeping up to date with the latest developments in SEND and resources available.

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

We fully encourage parents in supporting their child's learning.
Year group meetings are held every September to introduce parents to the curriculum and routines for their child's class. There is also access to information on the curriculum and other related information on our school's website. Curriculum maps, progression documents and knowledge organisers are available to support parent's knowledge of what the children will be learning. Parents may also be invited into school to attend workshops to share what happens in school and how to support their child at home.
The Parent Consultation Meetings held in the Autumn and Spring terms aim to keep parents fully informed of their child's progress and Pupil Passport targets are shared. Children are given activities to complete at home regularly that link to the current learning. Homework tasks are reviewed by the class teacher and parents are encouraged to provide feedback if they feel it is needed.
Parents can be signposted to support groups and workshops to support their child's needs when needed.

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. Parents are also able to arrange to meet with the class teacher, SENDCO or a member of the Senior Leadership Team if there is a particular issue they would like to discuss between these occasions, including any reasonable adjustments they feel their child may need in order to access their education.
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.
Parents of children with SEND are regularly involved in discussions invitations to contribute to their child's Pupil Passport, parents evenings, contributing to the "Assess, Plan, Do, Review" cycle, and Annual EHCP Reviews. Parents and children are encouraged to be as involved as possible in planning and target setting.
Parents are represented on the Governing Body.
Regular Parent Forum meetings are held with the Class Representatives who will share information put forward by the parents in each class.

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

All children are included in school trips and extra-curricular activities. Where necessary, reasonable adjustments and medical support are put in place. Risk assessments are carried out to ensure children's safety. Parents are consulted to ensure full participation and active engagement of all the children. Additional staff and parents volunteers may be required to accompany a class or a particular child, and specialised transport if needed. If the trip is being led by a guide, they will be made aware of a particular child's needs as appropriate.
There are a number of school clubs that are open to all, although some may be age specific.
We support all children to be fully included within all areas of school life in order to best meet their individual needs. We support this through our JIGSAW PSHE lessons, collective worship and special events. All children are offered equal opportunities and teachers carefully plan lessons to be inclusive and plan the provision required to achieve this.

The school's admission policy can be found at:
https://www.pottenend.herts.sch.uk/policies/ .

11. How accessible is the school environment?

The school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible and has accessible toilet facilities. Specialist equipment is provided where appropriate for children with SEND 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?

Our school Special Educational Needs Coordinator, Miss Vicki Ford, can be contacted by telephoning the school office (01442 865022) or by email (sendco@pottenend.herts.sch.uk). Her days in school are Tuesday, Wednesday, Thursday and Fridays. She 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. The Head Teacher or Deputy Head Teacher may also be involved in discussions.
All staff members can be contacted through the school office either in person during the school day, by telephone (01442 865022) or by email to the school office (admin@pottenend.herts.sch.uk).
The school complaints procedure policy can be found on the school website (https://www.pottenend.herts.sch.uk/policies/).

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 have a comprehensive transition programme for all phases of school life, including children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development.
Pupils starting in the Reception class have visits arranged by the Early Years team, including 'stay and play' sessions.
To prepare for transition to the next school year, all pupils will have sessions in their new class with their new teachers. Activities and events are planned to support the move to a different school in order to help the children settle with confidence. Some pupils may have extra transition sessions and a transition booklet with photographs of their new staff and classroom.
All pupils in Year 6 receive information about transition and have the opportunity to visit their new schools. The Year 6 class teacher and SENDCO have meetings with each of the schools to discuss individual pupils and plan for any additional transition support needed.
If you have any concerns that your child is worried about transition, please contact the class teacher or SENDCO.

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 SEND budget. This is used where necessary to employ Teaching Assistants to meet the needs of the children with SEND, to purchase specialist equipment, books and provide specialised training for staff. In some circumstances, where pupils require a very high level of support, funding may be allocated to support targets written in their EHCP, or the school may be able to apply for short-term further funding through the local authority; the SENDCO will discuss this with parents where appropriate.

Staffing and resources are monitored as an ongoing process and staff are deployed to meet the needs of the children. In addition, a member of our Governing Board is allocated as Link Governor to SEND. They work closely with the SENDCO to understand how the budget is effectively allocated, that appropriate resources are available and to ensure all pupils with SEND have the support required and are making progress.

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 assessing a child's needs, level of barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This would be discussed with the parents, class teacher, Head Teacher, SENDCO and any external agencies involved. The programmes of support throughout the school are reviewed and monitored regularly.

If the support a child needs is exceptional, a request for an Education, Health and Care Needs Assessment can be made. The local authority will decide if there is evidence that despite the school having tried hard to identify, assess and meet the special educational needs of the child, they have not made expected progress.

Children with EHCPs will have specified support written into their plans which the school will implement alongside the professionals involved.

16. Where can I find out about the local authority's local offer of services and provision for children and young people with SEND?

Hertfordshire Local Authority has a local offer of services and provision for children with SEND and can be accessed at: http://www.hertfordshire.gov.uk/localoffer

In addition to the local offer, Hertfordshire provides the Families First service; this is a whole system, countrywide multi-agency response to supporting family outcomes at a local level. It brings together organisations that provide early help services under one umbrella of consistent practice and clear processes. Further information can be found at: https://www.hertfordshire.gov.uk/microsites/families-first/families-first.aspx

Our school belongs to the Dacorum local area. Further information about support can be found at: https://dacorumdspl.org.uk/