

The School Offer (SEN Information Report)

Autumn 2017

On the following pages we hope that you will be able to find the answers to many of the questions you may have concerning what our school can provide for children who have SEN or SEND (Special Educational Needs and Disability). Members of the school community including parents, teachers, support staff, governors, the InCos (Inclusion Coordinators) and Headteacher have worked on this document and its content is reviewed annually by the stakeholders listed above. If, however, your question remains unanswered then do please ask us. We are always keen to improve our practice and welcome any suggestions you may have.

Your first point of contact is your child's class teacher but if you require further information you are welcome to speak to the Headteacher, Mrs Tracy Thomas or the InCos, Mrs Gillian Barley and Mrs Angela Tarr. We are often available on the playground or can be contacted via email or telephone. Contact details are provided below.

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?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Code of Practice 2014).

Your child's progress is monitored throughout their time at school and regular discussions are held between the class teachers and the Head teacher. At these meetings the progress of all children is discussed with regard to achievement and their general development, including aspects of their social and emotional well-being. We aim to help children become independent learners, with skills to support them in life. Should a concern arise, the class teacher and/or InCos will arrange a meeting with parents to share additional support/interventions that have been planned, with reference to our Provision Map.

If you are concerned about any aspects of your child's development, please ask to speak to the class teacher or InCos in complete confidence.

How will school staff support my child?

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014, 6.36)

The methods of provision, detailed in the school's Provision Map, are:

- Wave 1 provision: full-time education in classes, with additional help and support by the class teacher and trained teaching assistants through a differentiated curriculum, designed to meet the needs of all children.

- Wave 2 provision: taking your child out of class for short periods to work individually or as part of a small group with a trained teaching assistant.
- Wave 3 provision: taking your child out of class to work one to one with a support teacher, learning support assistant or trained teaching assistant as a result of recommendations received from outside agencies. This may also include one to one support in the classroom from a trained teaching assistant if such provision is considered necessary.

How will I know how my child is doing?

All parents are encouraged to attend the parent consultation evenings, which are held twice a year and you will also receive an annual written report.

If your child has additional needs there will be regular opportunities for discussion about progress towards targets, based on a child's individual needs. The class teacher and/or the InCos will make arrangements with you to meet at a suitable time. We welcome the involvement of parents in target setting and work in partnership with parents to ensure an individual child's needs are met.

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

Effective opportunities are provided for pupils with SEN. In planning and teaching the Early Years Foundation Stage and Skills-based Curriculum our teachers have responsibility for:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning
- assessing individuals and groups of pupils
- using performance data to monitor the progress of pupils with SEN
- using effective target setting for pupils with SEN

There are also a wide range of strategies and interventions that we use, based on the principle of ASSESS, PLAN, DO, REVIEW. Parents' involvement and consent will always be requested before we ask for outside agency support.

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

All children spend class time discussing social rules and behaviour as part of PSHE (Personal, Social and Health Education) and we pride ourselves on our inclusive environment. We have a strong ethos supported by our 3Cs (Care, cooperate and contribute) and your child will have signed a copy of the class rules, which underpins this. Every child's wellbeing is important to us and children are encouraged to talk to staff about issues that concern them. These are taken seriously and investigated where appropriate. The school policies and guidelines around areas such as medical needs, intimate care, equality and behaviour and bullying are available in the school office. These are regularly reviewed and taken into account when a child has special needs. If

necessary, a set of guidance in the form of a care plan for an individual child can be developed in partnership with parents to ensure suitable provision is made.

All children are encouraged to participate in extra-curricular activities e.g. lunchtime and after-school clubs, where possible. We have a 'buddy system' where children can choose a friend for support at playtimes. The quiet club is offered on a daily basis for those children who require a little more structure/support at lunchtime.

The school also has access to further services provided via the 'Hitchin Partnership of Schools' such as support workers, who help families in our community. Please contact our InCos for more information.

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

We work closely with outside agencies to secure the best provision for your child. In recent years we have accessed the services and specialist advice of the following agencies:

- Child and Adolescent Mental Health Service (CAMHS)
- Communication and Autism Team
- Educational Psychology Service
- Educational Support Team for Medical Absence (ESTMA)
- Family Support Workers
- Hitchin Primary Behaviour Support Service
- The Leys School Outreach for Specific learning Difficulties
- The Virtual School
- Occupational Therapists
- Physiotherapists
- School Nurses
- Speech and Language Therapists
- Visual and Hearing Impairment Specialist teachers
- Woolgrove Outreach

What training have the staff supporting children and young people with SEN had or are having?

Staff are always keen to improve their skills and knowledge in order to meet the needs of the children with whom they are working. Alongside SEN INSET, training is carefully planned to ensure both pupils and staff feel fully supported. Outside agencies frequently offer both group and individual training opportunities and staff are regular attendees at training offered by the Local Authority and the DSPL (Developing Special Provision Locally). If a child is identified as needing particular support for which we do not have an appropriately trained member of staff, we will do our best to access training so that we are able to provide for your child's needs.

Both InCos at Samuel Lucas School have successfully completed the SENCo Award, which is a Master's-level national qualification. Three members of the team are ELKLAN (Speech & Language) trained. Mrs Angela Tarr is the school lead for Autism; she holds the Autism Education Trust (AET) Tier 1 training qualification to train new staff on autism awareness, as well as having completed Tier 2 AET training.

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

It is important that parents and school work in partnership. So that you have a better understanding of what your children are learning in school, we encourage parents' attendance at :

- New to Reception meetings
- Welcome to your new class meetings
- Curriculum evenings
- Parents' Learning meetings
- Parents' support sessions e.g. for Speech & Language advice/information
- Consultation meetings
- Class outcomes, concerts and productions
- Parents' Association meetings

We ask parents to share with their children and sign:

- The home/school agreement
- The school behaviour code

We also have:

- An active Parent Forum, which meets every half term
- The school website which contains curriculum Maps and recommended websites
- Bug Club for online learning (EYFS/KS1)

In addition to this, for parents of a child with SEN or a disability, we offer:

- Signposting to appropriate training courses
- Guidance on implementing any advice provided by external agencies
- Additional meetings e.g. at times of transition
- Accompanying visits e.g. to the Educational Psychologist or special schools

If you have any queries about any aspect of your child's learning, please speak to the class teachers or the InCos.

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

Samuel Lucas is an inclusive school and we take into account the needs of the children to enable them to take part in activities outside the classroom.

Comprehensive risk assessments are carried out before any offsite visits and reasonable adjustments will be made to support your child. These may include: special preparation prior to the trip e.g. using pictures and/or stories, a named member of staff accompanying your child exclusively and/or parental involvement where appropriate.

How accessible is the school environment?

The school is in the process of changing from one form to two form entry and as a result, a new building has been constructed for children in Years 2-6. All parts of the school building are now wheelchair accessible and there are disabled toilet facilities. Specialised equipment is provided where appropriate for children with SEN 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.

Who can I contact for further information?

Your child's teacher, Mrs Gillian Barley and Mrs Angela Tarr the InCos or Mrs Tracy Thomas, the Headteacher. Email: admin@samlucas.herts.sch.uk. Telephone: 01462 456737.

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?

The majority of our children join the school in the Autumn term after their fourth birthday. Prior to starting in the Reception class, staff visit children in their pre-school or nursery settings to determine any particular needs. Home visits can also be arranged if necessary.

Children and their parents are subsequently invited to lunch at the school and there are opportunities to join in with several story sessions.

When children join school partway through the year, staff work hard to help them settle quickly and adjust to our routines. Your child will be offered the support of a buddy at this time to make transition smoother.

We appreciate that some children may find it difficult moving to a new class at the start of the new academic year and so staff make links with these pupils prior to transition. Some children may be given photo books so that parents can talk about changes during the holidays and, if necessary, some children may be encouraged to visit school before the start of term.

The InCos work closely with colleagues from all 3 local secondary schools and transition information is shared. In the summer term, staff visit the children in their primary school and then meetings are held to ensure the receiving school is fully aware of your child and any support they have been given.

The InCos and Year 6 class teacher make applications for additional time or special arrangements in KS2 SATs for children who meet the criteria. Parents will be notified of any such arrangements in the spring term.

Some children will need additional help before secondary transfer. This may come in the form of a pupil passport that can be shared with the new school, additional visits and/or holiday clubs, depending on availability.

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

The notional SEN budget is devolved to each school, according to need. This budget is used to support the children with SEN through the employment and training of staff and the purchase of resources.

If a child requires provision which exceeds the nationally prescribed threshold, then Exceptional Needs Funding (ENF) can be applied for through the local authority.

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

The individual needs of each child are considered carefully by the class teacher, InCos and Head teacher before support is put into place. Specific needs will determine the level and duration of the support/intervention using the principle of ASSESS, PLAN, DO, REVIEW. The impact of any provision is regularly reviewed and adjusted to maximise effectiveness. Parents are kept fully informed of any changes to the provision.

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?

To find the Local Offer for Hertfordshire, visit the website:

www.hertsdirect.org/localoffer

If you do not have access to the internet, please speak to the InCos, Mrs Gillian Barley or Mrs Angela Tarr to obtain a hard copy. This report should be read in conjunction with the school SEN policy, also available on this website or in hard copy, as above.