

## **Samuel Lucas' Local Offer (SEND Information Report)**

### **2023-2024**

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 SEND (Special Educational Needs and Disabilities). Members of the school community including parents, teachers, support staff, governors, the INCO (Inclusion Coordinator) and Head teacher 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 Head teacher, Miss Helen Brind or the INCO, Mrs Kate Kenny. 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. (SEN Code of Practice 2014).**

Your child's progress is monitored throughout their time at school and regular discussions are held between the class teachers, Senior Leaders (SLT) 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 will complete a Teacher Referral Form and discuss their concerns with the INCo. Should further support be required, they will then arrange a meeting with parents to share additional support/interventions that have been planned, with reference to our Provision Map. Otherwise, the class teacher will continue to monitor progress within the class setting until such time that they referral may be visited.

If you are concerned about any aspects of your child's development, please ask to speak to the class teacher or INCO 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: additional support provided for short periods to work individually or as part of a small group with a trained teaching assistant.
- Wave 3 provision: additional support provided 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 and is timetabled accordingly following advice/ guidance.

The children themselves are consulted throughout their school life and their pupil voice is recorded on their learning plans and profiles which are reviewed and updated termly. Pupil voice is also gathered by SLT and subject leaders throughout the academic year too.

### **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 will also receive an annual written report. The INCo is available at these times to book a specific SEND appointment.

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 INCO 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.

The school uses an online tool called Provision Map which allows for an easier, interactive experience between parents and school.

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

Effective opportunities are provided for pupils with SEND. In planning and teaching the Early Years Foundation Stage and the 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 observations and performance data to monitor the progress of pupils with SEND
- using effective target setting for pupils with SEND

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.

We endeavour to work closely with parents over time to ensure that we are providing the best possible support for our pupils with SEND; a close working relationship always leads to the most positive outcomes for all. However, should you ever find that you are unhappy with the provision your child is receiving, please refer to our Complaints Policy which can be found on the school website.

### **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. The Zones of Regulation principles are followed across the school to further support this. These principles enable the children to identify and express their feelings in order for staff to support them accordingly. We have a strong ethos supported by our school rules and school community assemblies and events, 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 SEND. 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. A specific lunchtime 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 INCO 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)
- Educational Psychology Service
- ISL Advisory Teachers (for EYFS, ASD, SEND, PNI, Communication & Autism etc.)
- Educational Support Team for Medical Absence (ESTMA)
- Family Support Workers
- Hitchin Primary Outreach Support Service
- The Virtual School
- Occupational Therapists
- Physiotherapists
- School Nurses
- Speech and Language Therapists
- Visual and Hearing Impairment Specialist teachers
- Woolgrove Outreach

We also have a nominated SEND Governor who meets with the INCo throughout the year to discuss support options and any outside agencies that have been accessed.

**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 SEND 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.

The INCo at Samuel Lucas School has successfully completed the SENCo Award, which is a Master's-level national qualification. Mrs Kate Kenny (our INCo) is also the school lead for Autism and Pupil Premium. The school has a team responsible for the mental health and wellbeing of both pupils and staff led by the INCo.

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

It is important that parents and schools 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
- Termly Coffee and Chat sessions

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, class blogs (as well as the Inclusion Blog) and recommended websites
- Google Classroom for online learning

We appreciate that navigating and understanding the process and systems around supporting and parenting a child with SEND can be hugely daunting; parents can often feel very alone in this process. Our aim is to be supportive and caring and ensure that we work closely with the parents on this journey at all times. As well as the termly Coffee and Chat sessions and the information shared via the Inclusion Blog, the class teachers, SLT and the INCo are always available for any advice and support that you may need.

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 INCo.

## How will you support parents who have a child with SEND?

### **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?**

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 SEND 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.

For further information regarding this, please see the Accessibility Policy which can be found on the school website.

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

Your child's teacher, Mrs Kate Kenny the INCo or Miss Helen Brind, the Head teacher.  
Email: [admin@samlucas.herts.sch.uk](mailto: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, where possible. Where a visit to the pre-school or nursery is not possible, a phone call with the child's Key Worker will take place at the very least. Home visits are also organised to see the child in their own environment.

Children and their parents are subsequently invited to lunch at the school where there are opportunities to join in with a story session.

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 transition booklets with photos and key information 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 INCo works 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 INCo 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 Higher Needs Funding (HNF) 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, INCo and Head teacher before support is put into place. Class teachers have a Teacher Referral Form on which they can identify any concerns they have, record what strategies have already been put in place to support this and record the impact. This is then discussed with the INCo and a support plan is put in 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](http://www.hertsdirect.org/localoffer)

If you do not have access to the internet, please speak to the INCo, Mrs Kate Kenny, to obtain a hard copy. This report should be read in conjunction with the school SEND policy and Transition Policy, also available on the website or in hard copy, as above.

References:

SEN Code of Practice 2014

Special Educational Needs and Disability Regulations 2014 – Schedule 1

Equality Act 2010

**Reviewed: September 2023**