



## **Andrews Lane School SEN Information Report**

### **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?**

We monitor all children very closely and assess their progress at regular intervals throughout the year. Those children that are highlighted as making a persistent lack of progress will be made known to the Special Educational Needs Co-ordinator (SENCO). Additional support will be put in place after discussion with each identified child to check on any areas of difficulty they may have identified. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of this at Parent consultations or earlier if necessary. If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the SENCO and includes views of the parents and child concerned. If there is an indicator of a range of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEN issues should in the first case 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 areas of weakness. If progress continues to be less than expected it may be necessary for the teacher/Senco to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCO provides advice, monitoring, and links with outside agencies.

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

All families are informed of their children's progress regularly. We do this in a number of ways such as through informal open evenings, parental consultations and the more formal written reports. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENCO and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed. Parents are invited to make an appointment to see the class teacher or Senco at a convenient time if there are matters they wish to discuss further.

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

A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact.

#### **5. What support will there be for my child's overall well being?**

We try to ensure that all children at Andrews Lane feel safe, secure and happy. Children with additional needs will be regularly invited (just as parents and carers are) to talk about their needs and feelings with the school SENCo or class teacher. A counsellor is employed by the school to provide support for children's social, emotional and mental health needs. The school has a consistent behaviour policy for each Key Stage of 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 care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is a designated school nurse team who work together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service. We also employ two Speech and Language Therapists who work within the school to provide extra support and guidance.

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

We have a wide range of expertise which we can draw upon in school. Specialisms include behaviour support, Autism, and Dyslexia. The school has a link Educational Psychologist, Speech Therapist, Counsellor and school nurse to whom they can directly refer to. The school has two 'in-house' speech therapists that work with Foundation Stage and KS1 to identify any difficulties at an early stage. The school is also able to access support from occupational therapy, physiotherapy, Rivers Education Support Centre, Bonneygrove Spld Base to name a few. In addition to those we have access to Hertfordshire County advisory teachers who can provide detailed advice regarding Autistic Spectrum Condition, hearing impairment, visual impairment, cleft lip and palate, epilepsy and physical disabilities.

#### **7. What training have the staff, supporting children with SEND, had or are having?**

All staff are trained in First Aid and Safeguarding and undertake regular training to ensure they keep their skills up to date. Many of our staff have been trained in Speech and Language Support, Autism, dyslexia, dyscalculia, literacy and maths interventions, reading intervention, behaviour strategies, gross and fine motor skills difficulties e.g. dyspraxia, signing, communication in print. The SENCO has completed the National SENCO Award.



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

Children are set homework regularly each week which will involve reading and at least one piece of literacy, maths or topic work so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

Curriculum letters are handed out each term so that parents are informed which topics will be covered. Parents are invited in to meet their child's new teacher informally after school and are invited to assemblies and other events regularly. In the Foundation Stage informative evenings for parents are held on all aspects of their child's education and continue throughout the key stages with phonics training for parents in KS1. We work closely with the Childrens Centre which has access to a wide range of support from local agencies and services and is able to signpost parents effectively. Coffee mornings have also been held and 'surgeries' with outside agencies such as the school nurse, parents support worker present to answer any questions parents might have.

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

There are formal occasions such as Parent's Evening where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also a very active PTA in school. 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 from harm. All children with SEND are included on all school trips. This may include having a higher staff to child ratio, one to one pupil support or making adjustments to the method of transport or the activities that the children take part in. Parents are consulted to ensure full participation and active engagement of all 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 SEND where necessary. The building is wheelchair accessible and has disabled changing and toilet facilities.

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

The school has a SENCO who can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries. Alternatively the Hertfordshire County SEN team can also assist.



### **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 detailed transition programme in place for 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. 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. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised 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. (Exceptional Needs Funding). Resources and support available for children with SEN can be found on the school website.

### **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 1 and 2 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 accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

More information is available from the following website:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>