

## **School Offer (SEN Information Report)**

**September 2019**

Welcome to our “School Offer” information. On these pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need (SEN). This information has been compiled by a wide set of people including the Head, SENCo (Special Education Needs Co-ordinator), teachers and parents and will be reviewed annually. If you do not find what you are looking for then please ask us. If you have any suggestions or comments then please let us know.

If your child’s class teacher cannot help you, the best contacts are:

Head teacher: Kirsty Badham - [head@breachwoodgreen.herts.sch.uk](mailto:head@breachwoodgreen.herts.sch.uk)

SENCO: Rachel Mayes - contact via the School Office

SEN Governors: Mark Tyler – contact via the School Office

School secretary: Amanda Fox - [admin@breachwoodgreen.herts.sch.uk](mailto:admin@breachwoodgreen.herts.sch.uk)

All children can expect a fully inclusive, differentiated education at our school, some children may need additional support during their time with us and a few children will need more precise, specialist input.

### **1.What should I do if I think my child may have a special educational need?**

Come in and talk to us so we can work together to identify the next steps needed to best support your child.

### **How does the school know about my child’s progress and if they need extra help?**

At Breachwood Green JMI, the progress of all pupils is monitored frequently and consistently. Children falling behind age related expectations or not making sufficient progress will be identified through termly pupil progress meetings. The class teacher, SENCo and Headteacher will discuss the reasons for a child falling behind. Following discussion, and if appropriate, those children will be added to the school’s Inclusion Register (a record for the school about children, their needs and what we are doing to remove barriers to learning and well-being) and the class teacher will inform parents. All parents of pupils on the SEND list will be invited to attend a termly SEND review meeting. The view of the pupil, parent and class teacher will be shared in these meetings and SMART targets will be agreed. In-school support and home support will be arranged to help the child to achieve his/her target. These targets are reviewed every term, and in some cases more frequently; this is a child – centred and personalised process. In addition, high quality teaching targeted at the areas of weakness will be put into place and the child’s progress will be monitored over time. If progress

continues to be less than expected it may be necessary for additional interventions to be implemented.

## **2. How will school staff support my child and who might work with them?**

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 to organise additional support or targeted intervention. This support could be extra group or individual support led by a teaching assistant. Different teaching resources may be used to support the child's understanding. This support will usually take place within the classroom as part of the lesson however additional interventions may be needed. These 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 SEND 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 teaching assistants to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCo meets regularly with the teachers to provide advice, monitoring, and links with outside agencies.

## **3. How will I know how my child is doing and how might I be involved in discussions and planning?**

The school hold two parent consultation evenings (Autumn and Spring Term) and an Open Evening (Summer Term). A detailed written report is issued in the summer term for all children. This means that each term, teachers will give you an idea of your child's progress in relation to age related expectations, enabling you to understand where your child fits within the 'national picture'. When reporting progress, we will also talk to you about the child's starting point for that academic year or Key Stage. It is important to recognise that your child can be making 'good progress' in relation to their starting point but still be working below age related expectations.

Children who are on the Inclusion Register will have termly SEND review meetings to discuss progress towards their targets and set new targets. As previously mentioned, parents will be invited in for these meetings.

The school has an 'open door policy' which allows for more regular updates and also the opportunity for parents to liaise with other appropriate staff, such as the SENCO, either in person, on the phone or via email. Committed SENCo time tends to be on a Thursday but appointments can be made to see either SENCo or the Head at other mutually agreeable times.

For a few children who have an external agency involved or those with an Education Health and Care Plan the parent will be involved in external agency review meetings.

In some instances a 'home-school book' or similar system may be used where increased, regular communication is thought useful to sustain over a period of time.

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

At Breachwood Green JMI, class teachers will tailor education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances, or level of ability. We identify barriers to learning using our knowledge and understanding of the areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

During SEND Reviews (led by the SENCo) the headteacher, parents, pupils and class teachers will look at assessments made on the child, including progress data, observations made, samples of learning and discussion. These will be used to inform what the next steps may be, including decisions about intervention, who will carry this out and how this can be supported at home. If any advice and support is needed from an external professionals, this may be discussed and planned here. This would then be implemented and reviewed during Pupil Progress Meetings and in the next SEN Review.

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

Your child's wellbeing is paramount and we pride ourselves on our inclusive environment. Class teachers are regularly reflecting on the wider wellbeing of the individuals in their class.

The School has clear policies and guidelines around such things as medical needs, personal care, equality and behaviour and bullying which you are welcome to read or discuss further as and when the need arises.

Day to day, all children's emotional health is well supported with such things as PSHE sessions in class and a values approach to assemblies. Some children may be offered additional activities to support their well-being, based on individual needs. These may include art therapy or special PE sessions.

The school also has access to further services provided via the "Hitchin Partnership of schools" such as counselling and parent support workers, who help support families in our community. Do talk to our SENCo or Headteacher if you think they can help your family.

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

We are aware that family circumstances can change suddenly, often without warning, and we ask that you contact us as soon as possible to enable us to assist you with accessing the appropriate support for yourselves and your children.

The school has a responsibility to support children and families and so, depending on need, we use a wide range of expertise, services and other professionals in order to ensure your child's happiness

and progress. This might include: School health, Speech and Language Therapy, The Educational Psychology service, The Leys SpLd Base, North Herts DSPL Group, The Communication Disorder Team, Education Support Centre, Woolgrove School Family and Parent support workers, Food Banks, Out of school Providers. We also regularly liaise with Occupational Health and Physiotherapy, The Child Development Centre and Children's Services.

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

All staff support children with SEND and we monitor our "inclusive environment" regularly.

All staff, including non-teaching staff, benefit from regular continued professional development both in school and via external providers. This training will vary depending upon the relative experience of the staff and specific needs identified both on an individual and school-wide basis. We update our Epi-pen training every year.

The school belongs to two groups: The Hitchin Schools Partnership and the larger, North Herts DSPL (Developing Special Provision Locally). Both groups support the school and therefore the children with a range of training opportunities and access to experts.

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

At our school we are readily available to help you to support your child and provide helpful guides for parents as well as parent workshops or information sessions. Decisions on the content of these guides and sessions is in response to parent questionnaires and also government changes to the curriculum.

You will receive termly curriculum plans to help you stay in touch with what the class is doing. Our website is another source of useful information which provides detailed curriculum coverage for each subject across each year group.

Parent consultations are another opportunity to discuss the support you can give your child at home but teachers are happy to discuss how you can support your child at home on a more personal/regular basis where the need arises. (Don't wait for Consultation Evenings if there is an urgent or pressing need)

All classes have an expectation of homework, which will vary in content and quantity from year group to year group and child to child. This should be made clear to you at the start of the year, if in doubt please ask.

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

Ours is an inclusive school and the needs of all children will be considered in the planning of any trip or event.

School trips are planned meticulously using County's Risk Assessment format, which will include individual risk assessments where needed. Staff allocation will be informed by this process.

#### **10. 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 school has slopes, an electronic lift, auditory and visual aids to allow better access for pupils and parents. We also have a toilet with wheelchair access.

The classrooms are regularly reviewed to ensure they are as inclusive as possible to all children. This might include things like easily accessible equipment to support learning. Different font sizes and coloured paper are used for a few children as required.

(To support parents the school also has access to a variety of interpreters including signing.)

#### **11. How will the school prepare and support my child at times of transfer?**

Change can be difficult for all children to manage but can be a particular challenge for those with SEND.

The SENCo and Headteacher will be consistent persons in your family's life until Year 6. They have close links with both the local pre-schools as well as the secondary schools. This prior knowledge and understanding of the journey so far that some children and families have made, helps to make the transition between the two schools and beyond as smooth as possible.

Pupil Passports may be used for a few vulnerable children at transition times and, depending on the child, additional visits, parent meetings, support, mentoring, photographs and information on the new teacher or environment may also be part of supporting your child's transition.

We arrange for additional transition days for children with an EHCP (Educational Health & Care Plan) which will be reviewed during Year 5 to ensure a smooth transition.

#### **12. How are the school's resources allocated and matched to children's special educational need?**

The School's SEN budget allocation is predominantly used to provide additional staff support that will be used strategically to support as much identified need as possible.

A smaller percentage is used for specific training and to purchase resources and equipment as necessary; all of which is again deployed according to need.

A few children with "High Needs" that require more support than the school budget can sustain, may need the school to apply for additional funding from a County held pot of money known as the Exceptional Needs budget. An application can be submitted termly to a panel and the needs of the child will then be compared against applications from the rest of the district in order to ensure its'

“exceptionality” before agreeing the application. Parents will always be consulted if the school is to try and apply for additional funding for their child.

### **13.How is the decision made about how much support my child will receive?**

Decisions around support allocated to children, comes from the class teacher and also as a result of the termly Pupil Progress Meetings and SEND review meetings, as well as prior knowledge of the needs of children new to the school.

### **Unhappy?**

Please talk to us! We truly believe that an open, honest conversation is the best way to resolve any problem you might have.

If you do not feel able to do this, The Parent Partnership Service (see below) may be able to answer any questions you may have or support you in talking to us.

We have a complaints policy that you may wish to read.

### **Glossary**

SENCo = Special Educational Needs Co-ordinator

SMT = Senior Management Team (Including the Head teacher)

PPM = Pupil Progress Meeting (termly meeting with all staff)

PM = Provision Map (outline of additional provision for a child).

IEP = Individual Education Plan (Smaller SMART targets).

SEND = Special Education Need/Disability

### **Useful Things to know!**

**HAND-Hertfordshire Additional Needs Database** (information, concessions, support groups for children and parents)

**The Parent Partnership Service**-an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people (0-25) and professionals.

**Angels Support Group**-For parents of children with ASD/ADHD Meeting weekly in Hitchin on a Tuesday morning. [www.angelssupportgroup.org.uk](http://www.angelssupportgroup.org.uk)