

## **Sandon JMI Primary School**

### **Local SEND School Offer**

#### **1. How does the School know if children need extra help?**

Throughout the year, children are continually assessed and their progress monitored and recorded. Four times a year staff meet at Pupil Progress Meetings and discuss every child's progress and overall attainment. Through this monitoring process children who seem to be having difficulties, can be identified.

#### **2. What should I do if I think my child may have special educational needs?**

The school encourages parents to communicate with teaching staff if they have any worries or concerns. There are two parent consultations arranged each academic year. One in the Autumn term and one in the Spring term. End of year reports are also produced. However, if a parent feels they have a specific concern about their child's progress or experience at Sandon School, they are encouraged to arrange a meeting with the class teacher and discuss the issues. Following this initial discussion, a parent can also request a further meeting with the class teacher and the schools SENCo (Special Educational Needs Co-ordinator).

#### **3. How will School staff support my child?**

Quality First Teaching is promoted within Sandon School. Under this approach, all teachers are able to teach differentiated lessons where different children's learning styles and needs are taken into account and accommodated. However, if a child requires more support than is usually offered within the class, the teacher, SENCo, parent and child will meet and, where necessary, put in place a variety of individually tailored programmes that support the child. This may be by providing physical resources and/or organising individual or group intervention sessions for particular learning needs.

The school also has established working relationships with a number of different service providers across the county. The school is able to refer children to these external services which can offer the school, parents and child further advice and support.

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

There are two school/parent consultations arranged each year and an end of year report is produced for each child. However, if a child is receiving a more tailored support programme, there will be further pupil progress meetings arranged once a term with the parents, teacher, SENCo and child, to discuss progress and to ensure the support being offered is still relevant to the child's needs. These meetings will be recorded and a copy given to the parents.

**5. How will the learning and development provision offered by Sandon School be matched to my child's needs?**

The provision offered to children with more specific needs will vary according to the need. This will be discussed and agreed with the parent at the pupil progress meetings each term. Some children may benefit from regular short learning sessions outside the main classroom several times a week. These learning sessions may be on a 1:1 basis or in a small group, depending on the need. Staff carrying out these learning sessions are often (but not always) support staff at the school. The skills and expertise of the individual support staff are matched to the child's needs. Teaching staff and support staff receive training on specific learning difficulties.

**6. What support will be provided for my child's overall wellbeing?**

At Sandon School we are fully focussed on the 'whole child' and not just the child's academic achievements. We regularly have whole class PSHE (Personal, Social, Health Education) lessons and whole school assemblies focused on social and emotional issues.

All children experience times during their school life where they may find things difficult. Staff are sensitive to all pupils' needs and will offer support at such times. We are acutely aware of the impact that low self-esteem has upon a child – this is a priority consideration at pupil progress meetings.

**7. What are the current levels of training for staff supporting children with SEND?**

At Sandon School, all the class teachers are fully qualified and part of their teacher training requires them to have an understanding of special educational needs. The school SENCo holds the National SENCo Award and regularly keeps up-to-date by attending special needs courses and workshops.

Teaching assistants who work with specific children have training relevant to the needs of those children. Some of the training is in-service with the SENCo. Other courses are provided by external services:

- Working with hearing impaired children
- Supporting handwriting
- Working with children with attachment disorder
- Introduction to dyspraxia, dyslexia, dyscalculia
- Steps – Understanding children's behaviour

**8. Which specialist services and expertise are offered and accessed by the school?**

An **Educational Psychologist** is assigned to our school via Hertfordshire County Council and we have access to the **Speech and Language Support Service** and the **Specific Learning Difficulties Base**. The school is able to access advice from the **Hertfordshire Integrated**

**Services for Learning** including:

- Child Development Centre (CDC)
- CAMHS (Child and Adolescent Mental Health Service)
- Play Therapy Service
- Educational Support Service
- Family Support Worker
- Social Services

The school has access to the resources available to help communicate with parents whose first language is not English.

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

At Sandon School we involve parents as much as possible in their children's education. SEND Parent Consultations are held 3 times a year as part of the pupil progress meetings, and provide an opportunity for detailed discussion that feeds into the planning for that child.

Within the Governing Body of the school there is a Governor with specific responsibility for SEND. She works alongside the schools Headteacher and SENCo to create and deliver the school policy on SEND.

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

Learning outside the classroom, including school trips, is an important part of the children's education. We are an inclusive school and would not exclude a child on the grounds of SEND.

If it is felt that a child may require additional support to access any activities, the class teacher and SENCo will meet with the parent to discuss requirements.

**11. How accessible is the school environment?**

The school has undergone a variety of building improvements over the last few years to ensure that it is accessible to all. There have been ramps built to allow access to buildings and there are two disabled toilets, one of which incorporates a changing area and hoist.

**12. Who would I contact for further information?**

When approaching the School for the first time, parents and carers are asked to arrange a meeting with the Headteacher. She gives parents an overview and any further specific needs can be addressed by the experienced SENCo.

If there is a complaint, this should be raised with the Headteacher. These are often resolved quickly by having a face to face meeting. If a parent or carer subsequently feels that the issue is unresolved then they will be directed to the School's Complaints Procedure.

**13. How will the School prepare and support my child to join the school, transfer to a new school or the next stage of life?**

It is really important that your child is ready to join our School. We often suggest 'taster days' for new children. This gives them a chance to meet their new class and teacher, giving them an opportunity to familiarise themselves with the new surroundings. Some children may need more than one 'taster day' in which case a more tailored programme can be arranged.

If your child is moving to a new school, we encourage parents to ask the new school to contact us. A meeting can then be arranged to discuss individual needs to ease the transition. Transition is planned early. We urge parents to visit a variety of schools and to make their decision based on their child's needs. We encourage visits from staff at the new school to visit Sandon thus providing a vital link for the child.

Moving on can be challenging for some children. We can produce a pupil passport that gives a new school, and its staff, an overview of the child's needs.

**14. How are the School's resources allocated and matched to pupils with SEND?**

The amount of funding that a School receives to spend on SEND and in assisting children with disabilities is determined by a local funding formula. Funding is not received for individuals. We determine the priorities for our own spending, and in so doing ensure that there is high quality, appropriate SEND support.

**15. Where can I find the Local Authority's Local Offer of Services and Provision for children and young people with SEND?**

The Local Offer is a document that outlines exactly what the Local Authority has to offer in relation to children and young people with SEND. This can be accessed at:

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)