



Tanners Wood JMI School

Special Educational Needs and Disability (SEND) Information Report (`School Offer`)

The Local Offer will provide parents/carers with information about how to access services in their area and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

1. 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?

The School identifies individual needs in the following ways:

- Concerns from the child, parents/carers or teachers
- Concerns from external agencies i.e GP, School Nurse, Speech & Language Therapist
- Lack of progress
- Change in pupil`s behaviour or well being
- Information provided from a previous educational setting

If you think that your child has SEND, please contact the school directly via the class teacher in the first instance. If appropriate the concern will be shared with the SENCo Mrs Carol Peel and you may be asked to attend meetings and discuss next steps.

2. How will school staff support my child?

The majority of your child`s learning needs will be supported or addressed with high quality, differentiated teaching in the classroom.

Additional SEND support may be required where evidence points to the pupil needing support additional to or different from their peers. This may include one or more of the following:

- Additional targeted support in class from the teacher or teaching assistant (TA)
- Small group support in class from a teacher or TA
- Individual, paired or small group interventions out of class delivered by a TA

The SENCo and Senior Leadership Team (SLT) meet regularly to monitor the progress of children in intervention groups.

It may be that your child will be given a SEND Support Plan, which shows the SEND Support given to individual children. Your views are important in the creation of

these plans – as are your child`s.

For a few SEND pupils, highly differentiated and individualised interventions may be necessary and an Education and Health Care Plan (EHCP) will be sought through the Local Authority. Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with the child and the parents/carers and then forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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

If your child is identified as having SEND, you will be notified by the school and a graduated approach supporting your child will be put in place. Your views and the views of your child will be requested when considering appropriate interventions. Information will be shared with you at review meetings in addition to normal reporting arrangements.

- Parent consultation evenings take place once in the autumn term and once in the spring term
- In the summer term you will be provided with a school report which summarises your child`s progress
- If your child has SEN support you will be invited to a meeting in the summer term to review his/her SEN support plan
- Appointments can be made to speak to the class teacher or SENCo (via the school office)

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

Your child`s needs will be identified following a graduated approach and the provision will be allocated to match those needs:

- Quality First Teaching – The class teacher differentiates teaching and learning to suit the needs of individual children, which includes general support
- Additional Needs – Some children may need support in specific areas of learning and may be included in an intervention group which may be led by the class teacher or the TA
- SEND Support – If your child is identified as having higher level of needs then a SEND Support Plan will be put in place. The SEND Support Plan will involve you as parents/carers, the child, the class teacher, the SENCo and, where required, other relevant professionals or external agencies. The purpose of this will be to identify relevant and specific targets for your child and how they may be achieved.

- EHCP – If your child`s needs have not been met through the SEND Support Plan then a request for an Education and Health Care Plan will be made through the Local Authority.

Note: Depending on your child`s individual needs he/she may move between the levels of support.

5. What support will there be for my child`s overall wellbeing?

If your child has medical needs individual medical plans are agreed with parents/carers and shared with all relevant staff. Appropriate medical training is undertaken. First aid training is regularly updated as is Epipen Training. The whole school PSHE programme supports children`s social awareness and develops empathy towards others. Some children require further support with social and emotional issues and class teachers, Deputy Head, SENCo and TA`s are readily available for children to discuss issues and concerns. Specific interventions are aimed at individual children by TA`s. We also have a family support worker who works 1:1 with some children in school. In addition we have a play therapist who works 1:1 with some children. Provision is made at lunch times for individual children experiencing behavioural difficulties.

A Common Assessment Framework (CAF) can be set up with the support of our family support worker in order to bring outside agencies into School and develop a single plan for the child and family.

External agencies such as Child and Adolescent Mental Health Services (CAMHS) will be referred to for children with significant emotional difficulties.

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

- Educational Psychologist
- Speech and Language Therapy Service (SALT)
- Communication and Disorders team
- Low Incidence Sensory Team
- Child and Adolescent Mental Health Services (CAMHS)
- Chessbrook Educational Support Centre
- Educational Support Team for Medical Absence (ESTMA)
- Counsellors
- Laurance Haines SpLD Base
- Colnbrook Special School Outreach Service
- Visual Impairment Advisory Team
- Hearing Impairment Advisory Team
- School Nurse, Occupational Therapy and Physical therapy teams plus any other team as deemed appropriate.

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

The school has an on-going programme of Continuing Professional Development (CPD) for both teachers and support staff. Staff attend courses provided by the Local Authority, receive `in house` training, and receive advice on strategies for individual children from external professionals.

8. How will you help me to support my child`s learning?

We will communicate with you regarding your child`s progress on a regular basis. This may be through parents` evenings, normal reporting procedures, and contact with class teachers and/or SENCO.

The learning of all children is supported by the provision of home-learning tasks. Various workshops are run by staff for parents/carers to give information on how children learn and the methods used.

Link books are sometimes set up in order to aid communication between home and school.

Suggestions on supporting your child`s learning or behaviour may be made at SEND meetings or consultation meetings when outside agencies are involved (eg Educational Psychologist) suggestions may be made as to how parents/carers can support learning. A family support worker may also make suggestions as to how parents/carers can support learning.

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

At Tanners Wood, when a child has been identified as having SEND, a graduated approach is taken and the views of the pupil and his/her parents/carers are central to the planning for that child`s learning. This can be done in the following ways:

- Speaking to the class teacher after school
- Arranging to meet with the teacher
- Teacher and child meetings
- Review meetings which may include external agencies
- Telephone call 01923 262229 or email the school on admin@tannerswood.herts.sch.uk

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

All `reasonable adjustments` will be made in order that your child is given the opportunity to participate in activities outside the classroom, including school trips.

A risk assessment will be carried out and additional provision will be made in order to enable a child with SEND to participate as fully as possible in activities outside the classroom and school trips. The additional provision may mean increasing the staff to pupil ratio or providing a 1:1 adult for an individual child. In some cases parents/carers may be asked to accompany their child on trips.

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 fully wheelchair accessible and has three 'disabled toilets' and a changing facility. Specialised equipment is provided where appropriate for children with SEND. Advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are met, where possible, within the school environment.

12. Who can I contact for further information?

Your first point of contact in the school will be your child's class teacher who may then liaise with the SENCo, Mrs Carol Peel and Senior Leadership Team. You can contact the SENCo directly through the school office on 01923 262229 or Email on admin@tannerswood.herts.sch.uk

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?

At Tanners Wood we believe the transition process is very important, at whatever stage, so additional arrangements are put in place where necessary.

Joining from another school

The SENCo will contact the current school and if appropriate visit the child and arrange for the child to visit Tanners Wood in advance of starting

Exiting Tanners Wood to join another Primary School

The SENCo will arrange for a visit to be made to the new school if appropriate. She will provide information and records about the child's SEND

Exiting Tanners Wood to join Secondary School

The SENCo will arrange for additional transition visit(s) to be made if appropriate. She will provide information and records to the new setting as well as meeting the new SENCo. We can access a range of transition provisions provided by the Secondary Schools and local Education Support Centre (ESC)

Moving Classes within School

Planning meetings take place between the teacher of the class the child is moving from and the teacher of the class the child is moving to. Information and records are passed on at this time. Additional visits may be arranged over a period of a few weeks. Transition books may be provided. If it is felt it would be useful the child may be invited in to school for a brief visit the day before term starts (inset day) in September of the new academic year

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

Tanners Wood receives a school budget from Hertfordshire's Local Authority, which includes money for supporting children with SEND. This money can be used to buy specialist equipment, books, stationery, relevant resources matched to the needs of the child. Resources may also include deployment of staff depending on individual needs. It can be used to provide specialised training for the staff. Exceptional Needs Funding (ENF) can be applied for by the school, through the Local Authority when a child requires provision that exceeds the nationally prescribed threshold.

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

The support that your child will receive will depend upon the type and degree of need which is additional to and different from that of their peers. Where concerns are identified interventions will be arranged. Support will also be allocated with recommendations from outside specialist agencies.

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?

Via www.hertsdirect.org/localoffer