



# Tanners Wood JMI School

ESTABLISHED 1952

**Head Teacher: Mrs P Qureshi**

## **The School Information Report for Parents/Carers**

### **(also known as the School Offer)**

#### How We Provide for Children with Special Educational Needs & Disabilities

We are working to create a whole school community where everyone feels valued, accepted and able to contribute. This is based in an atmosphere of mutual respect and tolerance, supported by our positive behaviour policy and equal opportunities policies.

We believe children learn best when they feel happy, secure and confident. At Tanners Wood we place a strong emphasis on the right of all children to a broad and balanced curriculum, which meets their individual needs.

Fundamental to our educational philosophy is the belief that every child is entitled to full curriculum access and to an education which meets their individual needs, interests and abilities. Consequently we aim to cater for every pupil within the general fabric of the whole school. We ensure equal opportunities in terms of access to the curriculum and carefully monitored resources.

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

Children are identified as having special educational needs (SEN) through a variety of ways including the following:

- Concerns are raised by parents/carers of the child.
- Concerns are raised by the teacher because limited progress is being made or the child is performing below age expected levels.
- Concerns are raised by the parent/carer or teacher about a change in the child's behaviour or self-esteem.
- Consultations between class teachers and members of the leadership team identify concerns about progress.
- Liaison with external agencies e.g. the Educational Psychology Service, NHS Speech & Language Service or the Speech, Language Communication and Autism Team.
- Diagnosis from a Paediatrician or CAMHS
- Liaison with a child's previous school or setting, if applicable.

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that a child has SEND.

## **2. What does the SEN code of Practice say?**

At different times in their school life, a child may have a special educational need.

The Code of Practice, 2015, defines SEN as follows:

**“A child or young person has SEND if they have a learning or disability which calls for special education provision to be made for him or her.”**

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age.
- Has a disability which prevents or hinders him or her from making use of the facilities generally provided for others the same age in a mainstream school.

If you have concerns regarding your child's progress or well-being then please speak to your child's class teacher and/or

SENCo – Mrs Thomas

Head teacher- Mrs Qureshi

Deputy Head teacher, Mrs Mudd

Contact can be made via the school office.

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

When children join the nursery or reception class they are assessed in each area of learning. Throughout their time with us we will continue to monitor and discuss your child's progress with you.

Each pupil's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's needs. This will include support by the teacher or teaching assistant in class and work being given at the right level for the pupil with the right resources to help them.

If a pupil has more specific needs then they will be placed in a small focus group. This will be run by the teacher, teaching assistant or SEN teaching assistant. The length of time of the intervention will vary according to need. It will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map. If you have any queries related to the interventions, please do not hesitate to contact the class teacher.

Some children may require individual adult support for some or all of the school day.

Some children may require specialised equipment or ICT to support their learning.

The Senior Leadership Team (SLT) will discuss the progress of pupils with teachers and this may highlight any potential problems and further support can be planned.

Over a period of time, the class teacher, in consultation with the SENCO and/or the SLT will assess a child's needs, plan for support and ensure this is carried out. The teacher will then review the progress made with parents at termly meetings and implement further interventions as necessary. This cycle of 'assess, plan, do and review' will continue until the cause for concern is no longer a worry or if necessary more expert support sought from an outside agency such as the Educational Psychologist or Speech and Language Therapist. With your consent, a referral will be made and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Our governing body has a responsibility to monitor the school's provision for children with special needs. Their nominated SEND governor regularly meets with the headteacher and/or the SENCo to review the impact that our interventions are having.

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

- All parents are encouraged to contribute to discussions about their child's education. This may be through:
- Written communication in the home school diary – you, and the teacher, may raise any concerns here initially.
- Discussions with the class teacher.
- Attendance at parent's evenings.
- Meetings with outside professionals.
- Attendance at SEND parent's evenings which happen each term. Parents are encouraged to discuss targets and their impact.

#### ***5. How will I know if my child is making progress?***

- You will be able to discuss your child's progress at SEND Parent's Evenings three times each year in addition to the Parent Consultations which are also held three times a year.
- Twice a year (mid-year and towards the end of the year) you will receive a report outlining your child's progress and achievements.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher by visiting the school office.
- You can make an appointment with the school SENCO via the school office.
- You can check your child's reading record for details of reading progress.

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

All children at Tanners Wood, whatever their ability, are taught at a level that is both challenging and realistic for each individual child. Generally, this takes place within the usual working environment and children are not separated according to needs.

However:

When concerns are raised about a pupil's progress a four stage process: Assess, Plan, Do and Review will be adopted to give further identified support and assistance.

Assess: the pupils needs are assessed taking in information from parents, class teachers and assessments and outside agencies;

Plan: targets are set and planned;

Do: The interventions are carried out;

Review: The impact of the support is measured and consideration given to further changes. All involved contribute - the learner (using pupil voice), parents/carers, teacher, and the SENCO.

Once a child has been identified as having special educational needs and advice and support from other professionals has been received, their work will be differentiated by the class teacher to enable them to access the curriculum and interventions planned.

This will be achieved using Teaching Assistants (TAs) and SEN Teaching Assistants who may be allocated to work with the pupil on a 1:1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions or pen/pencil grips, or specialist provision may be made e.g. consideration of their seating position, ability to copy from the board, length of time concentration is required or pre-teaching vocabulary.

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

At Tanners Wood School, we place great value on the all-round development of each child and recognise the need to encourage skills such as resilience, assertiveness, co-operation, tolerance and empathy. We seek to develop these qualities in our children, encouraging them to be good citizens through a variety of approaches:

- The student council
- PSHE lessons and circle time
- assemblies – class and key stage

Our policies including teaching and learning, behaviour, anti bullying, equal opportunities, race relations, children looked after and special educational needs all contribute to a climate where all children feel happy, successful and valued.

In addition, some children may be invited to take part in social skills/friendship groups to meet specific needs. Counselling, therapeutic play and art therapy is available for some children. Independent specialists carry out sessions within school and these are regularly monitored by staff. Parental consent is sought before these pastoral interventions take place.

### ***8. How are pupils with medical needs supported?***

- Staff have received epipen training delivered by the school nurse.

- Some staff have received basic first aid training.
- Some foundation stage staff have received paediatric first aid training.
- Appropriate staff have received diabetes training.
- Depending on an individual's needs, appropriate training is carried out by staff involved with that particular child

**9. How does the school know that the SEN provision is effective?**

- At Tanners Wood we highly value the feedback from parents and pupils. We gain your views in a variety of ways:
- Parent View (an on line feedback form – accessed via the school website)
- The annual parent questionnaire
- The annual pupil questionnaire
- Return slips following the publication of your child's report

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

Following consultation with parents, it may be agreed that gaining the expertise of external professionals, may be helpful. Here are some of our partners:

- Speech, Language, Communication and Autism Team
- Child Protection School Liaison Officer
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service), including Step 2
- AIO (Attendance Improvement Officer)
- Children's Services
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Children's Centres
- CESC (Chessbrook Education Support Centre)

- Therapeutic Play therapist
- SpLD base (Specific Learning Difficulties base)
- Counsellor
- Physical disabilities and visual impairment team

On occasions it may be helpful for parents to gain additional support directly from other professionals. This may include the child's GP, the school's Family Support Worker, employed by Tanners Wood School, or the educational psychology service who offer a contact line which parents may use 01992 588574 (open Tues and Weds 2.00pm-4.30pm for 'quick queries'/ advice).

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

Different members of staff have received training relating to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with ADHD.
- How to support pupils with dyslexia and dyscalculia

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

- The class teacher may suggest ways of how you can support your child.
- Parent training courses are regularly advertised on DSPL 9 – Watford, Three Rivers, Bushey & Radlett (<http://dsplarea9.org.uk/>)
- Teaching staff offer welcome meetings that direct you in the support you can offer through home learning in their reading, writing, maths and social development.
- Teaching staff provide parents with a booklet to support English and maths
- Parents are invited to attend transition meetings
- Regular review meetings

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

### **14. How accessible is the school environment?**

As a school, we are happy to discuss individual access requirements. Facilities we have at present include:

- The interior building is fully wheel-chair accessible.
- There are disabled changing/toilet facilities available.
- Ramps and steps are painted/edged in yellow to provide visual contrast for children with a visual impairment.
- We are a 'Dyslexia – friendly' school. We use coloured backgrounds on whiteboard surfaces, visual timetables and all equipment is kept in drawers which are labelled clearly with a picture as well as text. Where needed, children are provided with checklists, a variety of visual aids and resources to enable them to access the curriculum.
- Children have access to iPads and computers in classrooms as an alternative way to record and access their learning.
- Outside, children can access the playgrounds via a ramp or by alternative routes when needed.
- Additional adults are provided for those children who require additional support during play times and lunch times.
- For children who have English as an additional language and SEND, the school uses computer translator programmes

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

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the class teacher. Following this, a meeting can be arranged with the SENCo.

The school SENCo is: Mrs Erica Thomas

To arrange an appointment please contact the school office: 01923 262229



**16. 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?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transition books are available for children who have 1:1 or are more vulnerable.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Children attend a transition session in July where they spend time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils prior to them joining their new school.
- Our school SENCo liaises with the SENCo from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the school SENCo, the secondary school SENCo, the parents/carers and where appropriate the pupil.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

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

These decisions are made in consultation with the parents, child, the class teacher and Senior Leadership Team.

Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged. Some children may need short term intervention or longer learning support.

Support may be enhanced through:

- Local High Needs Funding (LHNF) which can provide resources, specialist equipment and/or teaching assistant support.
- Some children with SEN may receive Pupil Premium Grant.
- Some children may have a Team around the Family (TAF) to support them.
- Some children may have outcomes and funding as part of an Education Health and Care Plan (EHCP).

**19. *How does the school contribute to Hertfordshire's Local Offer of services and provision for children and young people with special educational needs and disability?***

The SENCo attends termly cluster meetings for SENCos where information is shared and some training is given.

The SENCo attends Local High Needs Funding (LHNF) meetings to present applications for funding from our school and to assist in making decisions on submissions from other schools as part of our duty as a SEN cluster member.

The school office returns data about children with SEN to the local authority through the annual school census, which informs the authority and enables local strategic planning of SEN Support and produce information for the National SEN report.