

Government legislation requires us to publish a report called the SEND Information Report (clause 65 of the new SEND Act).

This report was drawn up after consultation with teachers, school governors and parents of children with SEND. The SEND Information Report will be reviewed annually.

Last Review: May 2017

Next Review: May 2018

## Ashtree SEND Information Report

### **How does Ashtree School know if my child needs extra help and what should I do if I think my child may have special educational needs?**

Individual children's needs are identified and tested by the school in different ways. We know when pupils need help if:-

- Concerns are raised by parents/carers, teachers or the child.
- Progress is significantly below that of children at the same age.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (eg, GP or school nurse).
- Information is provided from the previous setting (eg, pre-school).

If you have concerns about your child then you can make an appointment with the class teacher to discuss them. If appropriate the concern can then be shared with the Special Educational Needs Co-ordinator (SENCO) – Mr Tatton. Discussions can then take place to decide the best way forward for your child.

### **How will the school staff support my child?**

- Support will begin with Quality First Teaching which means providing high quality education on a daily basis for all children, including adapting the curriculum to meet individual needs. This could include a SEN Support Plan which would be agreed with parents and provide specific targets.

- Support could include small group or one to one support with a Teaching Assistant or member of the SEND team. This would be targeted to specific needs depending on the area of concern. Please refer to the Core Provision (linked on our website) for a full list of possible interventions and support arrangements offered.
- If needed specialist outside support will be requested to help determine next steps and identify specific needs.

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

We support and involve parents in their child's learning both formally and informally and this may include:-

- Our open door policy which means parents can speak to staff face to face or on the phone when available. Please understand that this might not be possible first thing in the morning.
- Parents' Evenings when progress will be discussed. SEND parent appointments are also available.
- New to Year group meetings where information on learning and expectations is provided.
- Termly review meetings with parents to discuss the SEN Support Plan and agree next steps.
- Annual reports written by the class teacher.
- Meetings with outside agencies as appropriate.

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

Support is provided in a graduated approach depending on your child's needs.

- Quality First Teaching every day in the classroom will be differentiated to meet all children's needs, including those with special educational needs and disability.

- Small group or one to one intervention by a Teaching Assistant or member of the SEND team may be provided to meet specific targets and needs.
- Your child's progress will be monitored by all staff involved and a SEN Support Plan written and reviewed with parents as needed.
- Specialist outside support will be requested to help determine next steps and identify specific needs as needed. Progress and provision will be co-ordinated between all parties involved.
- An application for a statutory assessment of special educational need - an Educational Health and Care Plan (EHCP) could be made if appropriate.

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

We recognise that some children may have additional emotional and social needs that need to be considered. We offer a range of opportunities for your child to explore these areas including:-

- An open policy where your child is encouraged to talk to staff about concerns, ideas, feelings and achievements.
- Structured PHSE lessons in class.
- Pupil voice discussions and surveys, listening to your child's views and feelings.
- School assemblies where moral and social issues are explored.
- School council provide an opportunity for your child to express ideas and concerns.
- Small group or one to one intervention could be targeted to your child's needs as appropriate.
- Support from an external agency such as Family Support Worker or the Educational Support Centre or Counsellor as appropriate.

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

The school works closely with a variety of outside agencies to support the needs of children. Please refer to the Core Provision (linked on our website) for a comprehensive list.

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

The school provides training and support to enable all staff to deliver quality teaching for all children, including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class. Staff members have received training related to the following areas of SEND:-

- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional and mental health needs.
- How to support pupils with speech and language difficulties.
- How to support children with specific learning difficulties, including dyslexia.
- How to support children with learning delay.
- How to support children with ADHD.
- How to support children with medical issues.

As part of the local SEND cluster group all members have access to up to date and relevant training related to SEND in order to support the needs of the children.

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

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and individual areas of need.
- If your child has a SEN Support Plan, you will be invited to meet with the SENCO and SEND team to write this and agree home targets.
- If outside agencies, including the Educational Psychologist and Speech Therapist, are involved, suggestions are usually provided by them for help at home.
- We may be able to recommend parenting courses/advice through our local Children's Centre.

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

Parents and carers have the opportunity to be involved in planning their child's education in a variety of ways including:-

- Our open door policy which means parents can speak to staff face to face or on the phone when available.
- Termly SEN Support Plan meeting as appropriate.
- Parent Teacher consultation meetings
- Referrals to outside agencies.

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

The individual needs of all the pupils are taken into account in the planning of outside activities and trips. Appropriate provision and reasonable adjustments will be made where necessary. Medical support will be put in place where appropriate and in some instances parents/carers may be invited to accompany their child on school trips.

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

All Hertfordshire schools comply with the Equality Act 2010. Please refer to the School Accessibility Plan and equality scheme for more information.

### **Who can I contact for further information or if I have a complaint?**

If you have queries, please contact your class teacher or the SENCO in the first instance.

Whilst we hope that any complaint can be resolved in school, our complaints procedure sets out the steps to follow should you be unhappy with the response you receive.

### **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?**

We will input a range of strategies to help your child in transition including:-

- A transition programme for nursery and reception children, including home visits, pre-school visits and stay and play sessions.
- New to Year group meetings for parents/carers.
- Planning meetings will take place between the previous and the new teachers – including our Year 6 teachers and secondary school teachers.
- Open Evening and general transition sessions in the summer term.
- Individual transition arrangements for specific pupils as appropriate.

If your child is moving to another school we will contact the school SENCO to ensure that they know about any special arrangements that needs to be made for your child. Where possible a planning meeting will take place with the SENCO from the new school and we will make sure all records about your child are passed on as soon as possible.

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

The budget for SEND is decided by the Head Teacher and Governing body. Within the budgetary constraints, support is allocated according to the level of need of the child. In exceptional circumstances additional funding can be applied for (Exceptional Needs Funding) for individual children. Families with an eCAF can apply for funding from personalised commissioning.

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

The class teacher, parents, SENCO, Head Teacher, outside agencies and other staff will hold discussions to decide what is appropriate. There is careful monitoring of support to ensure development of the children as an independent learner.

**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 local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEND on its website at:-  
[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)