

Preston Primary (VC) School
Special Educational Needs (SEND)
Information Report/School Offer
2023-2024



Preston Primary (VC) School is an inclusive school, with an ethos built on Christian values, where we want all our pupils to thrive. All children can expect a fully inclusive, well-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.

This report is based on key questions asked by parents/carers of children with SEND in Hertfordshire and complies with the SEND Code of Practice 2015. In this report, you should be able to find the answers to frequently asked questions relating to what we offer children in our school who have a Special Educational Need and/or Disability (SEND).

What is Special Educational Needs?

A child has a Special Educational Need or Disability where their learning difficulty or disability calls for special educational provision (provision different from, or additional to, that normally provided to pupils of the same age) because he/she has a significantly greater difficulty in learning than the majority of others the same age (SEND Code of Practice 2015).

The SEN Code of Practice describes the 4 broad 'areas of need' as:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health,
- Sensory and Physical Needs

Identification: What should I do if I think my child may have special educational needs?

If you think that your child may have a problem at school, or are concerned about any aspects of their development, please talk to us. We want to work in partnership with you to support your child. You are able to make appointments to see both your child's class teacher and/or the SENCO who are able to discuss your concerns and take any actions necessary.

Contact the class teacher through the school office by telephone on: 01462 451734, or Email: admin@prestonjmi.herts.sch.uk

Contact the SENCO by telephone on: 01462 451734, or email: senco@prestonjmi.herts.sch.uk

How will I know how my child is doing and whether my child needs extra help?

We welcome and encourage a two-way dialogue between parents and school as this is paramount to supporting the child holistically. All parents are invited to attend two consultations with their child's class teacher during the year and will receive a written school report during the Spring Term. At any time throughout the year, you are welcome to discuss any concerns you have with your child's class teacher and, if they have any concerns, they will arrange a meeting with you.

Through quality first teaching the children's class teachers continually assess pupils' progress using their knowledge of the children, daily observations, marking and feedback. Progress is tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age. Each half term, teachers make a formal judgement of pupils' achievements, and the progress of all pupils is then discussed with Mrs Luitingh, the Head Teacher at pupil progress meetings. Where a child is making less-than-expected progress, strategies and provision are put in place. Over time, or where concerns are immediately significant, children will receive special educational provision, which will be discussed with parents. In some cases, a referral may be made to external agencies for further advice and support.

We aim to identify and assess children with SEND as early as possible so that we can provide the best outcome for your child. Slow progress and low attainment does not automatically mean that a child has SEND.

The first response is high quality teaching targeted at the areas of weakness and progress will be further monitored through a further cycle of planning, teaching and reviewing. Where the next assessment shows that progress continues to be less than expected, a decision may be taken to introduce a '**Cause for Concern (C4C)**'. This is a short-term support plan to target, and close gaps, in learning for that pupil. Parents (and pupil) will be invited into meet with the teacher (and SENCO where appropriate) to discuss the plan. The children will be given additional interventions and support. The interventions at this stage will be additional to those provided through classroom support.

Where a lack of progress persists and a child is identified as needing support above and beyond reasonable adjustments through teaching, they will move onto an **Assess, Plan, Do Review (APDR) Plan**, with detailed support, provision and SMART measurable targets. These working documents are reviewed termly with the child, parents/carers and relevant adults, to ensure the effectiveness of the provision.

A few children's needs may be best met through an Education, Health and Care Plan (EHCP), which is written in collaboration with external professionals. <https://www.hertfordshire.gov.uk/microsites/local-offer/Education-Health-and-Care-Plans/Education-health-and-care-plans-EHCP.aspx> these will be reviewed annually.



How will you help me to support my child's learning and involve me in discussions about my child's learning?

It is important that parents and school work in partnership, therefore we actively encourage you to talk to your child's class teacher regularly so we know how they are doing at home and we can tell you about what we are doing in school. We will share recommendations and targets from outside agencies with you. The SENDCo and/or class teacher will also arrange to meet with you to discuss any new assessments, ideas and targets suggested by outside agencies for your child in addition to APDR review meetings, where necessary.

The school also has an 'open door' policy and parents are welcome to make appointments to see their class teacher, the SENDCo or Head teacher at any reasonable time to discuss their child's progress and how they can further support them. Parents of children on the SEND register will also meet with the class teacher to be involved with the target setting process for the graduated response, this is evident in each child's APDR and each child has their own SEND folder.

Curriculum Newsletters are published termly on the school website with an overview of learning for the term. It is helpful for you to know what your child is learning to be able to support them in their understanding. Home Learning may also need to be adjusted to support your child's individual needs and short, frequent reading, times tables and spelling practice is shown to have a positive impact on learning. We will be happy to discuss any necessary adaptations for your child.

All classrooms here at Preston are 'inclusive' We ensure that there is High quality teaching within each classroom. Each classroom is set up to enable children with different needs to learn in the best way they can. Displays in each class are backed with pale cream coloured backing, and each subject has the same coloured border to match the subjects across the school. Where needed we use dyslexia font, pop-up boards, iPads, ear defenders, sentences openers, chrome books, LSA support, etc. Work is effectively adapted in every lesson to ensure there is a positive impact on pupil's outcomes. All of the strategies, techniques and activities teachers use are to help students make good progress, irrespective of their starting points. We use three different strategies to support adaptations in any activity, these are through hinge questioning, blooms taxonomy activity planning and the scaffolding ladder. There will be support in class throughout the week and as much as possible we aim to keep children in their classrooms and support them within the whole class in a variety of ways.

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

All class teachers use an ongoing assessment throughout the lessons to appropriately make adaptations in order to make the work achievable, and of a suitable challenge, for all children within the class. Pupil progress is monitored by the Head teacher through pupil progress meetings and subject leaders also monitor

their subjects through our assessment system. In order to meet the needs of the pupils fully, staff may also draw from a wide variety of different intervention strategies or services available and will incorporate their suggestions into APDRs, such as the use of brain breaks, reward tick charts, now and next boards, task organisers, etc. These suggestions may come from outside services, such as Educational Psychologist, Woolgroves Outreach Service, Communication and Autism Team, Hitchin Primary Outreach Support Service, etc.

For some children, identified through half-termly Pupil Progress Meetings and a cycle of C4C's, the school uses the 'Assess, Plan, Do, Review' cycle (Graduated Approach) to review progress and make decisions regarding the most appropriate form of support. The child and their parents are involved in the review process and this input is key to the success of provision. For children with identified SEND, outside professionals may also attend the school to offer advice and support to ensure that provision is matched to each child's individual needs. All pupils with an identified SEND will have an APDR plan to ensure that all staff are aware of how best to meet their needs and provision is carefully monitored.



Provision: How will school staff support my child and what specialist services are available and accessed by the school?

All pupils receive high quality teaching in the classroom, which aims to both stretch and support pupils of all abilities. Having assessed and identified needs, we seek to match provision to need. Class teachers plan their lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted or adapted appropriately, so your child can access their learning.

The amount of time spent on a particular intervention is entirely determined by individual needs. Parents will be informed if their child needs additional support.

Where necessary, the SENDCo/Headteacher may access support from external agencies depending on the needs of the child, for instance the difference between their attainment and that of the other children is widening and needs further investigation. This decision will be done jointly by school staff and the child's parents. We aim to include as many professionals as are appropriate for your child. Examples of the specialist services we have links with are in our SEND Policy.

If you wish to discuss a referral to a specialist service, please speak to the class teacher and/or the SENDCo. We also recognise that parents/carers have a wealth of knowledge about their child's specific needs and we want to work in partnership with you.

We use the principles of the Hertfordshire Steps Behaviour Management Process in which all our staff are trained as they are in the best position to support your child in managing their emotions <https://www.hertfordshire.gov.uk/microsites/local-offer/services/hertfordshire-steps.aspx>

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

At Preston Primary (VC) School our ethos as a Church School, built upon Christian values, recognises that all our children are unique. The following values are central to our school community: Care and Concern for others; Respect and Understanding; Responsibility; Aspiration; Creativity and Positivity and Self-Worth. Children's mental and emotional health and wellbeing are extremely important to us as we recognise that children cannot be happy and learn when they are struggling with mental health needs. Therefore, we aim to provide each pupil with the opportunity to achieve his/her potential in a safe and nurturing environment.

Day to day, all children's emotional health is supported by Personal, Social, Health and Citizenship Education (PSHCE) sessions within each class and other initiatives including the 'Preston Parliament', pupil voice, buddy system to name a few.

Some children may be offered additional support to meet their needs. Examples of additional support are social stories, learning mentoring sessions. External support that could be part of the child's support could involve art therapy, play counselling, CAMHS, medical professionals, E.g., GOSH, RNIB, etc.

If you have concerns about your child's emotional wellbeing, please let us know as soon as possible so that we are aware because worries and anxieties can often be more pronounced at home than at school. Our school has access to further support for the whole family through the Family Support Workers in the Hitchin Partnership. Please contact the Headteacher or SENDCo if you require further information on this. <http://www.hitchinpartnership.org>

When a child has specific medical needs, these will be discussed with parents/carers and, where necessary, an Individual Health Care Plan will be created and protocols put in place. See 'Supporting Children with Medical Conditions at School' for further details <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>.

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

We provide a wide range of CPD and training to all staff members, both from internal and outside experts. Some of the training our staff have received are on autism, metacognition and adaptation, speech and language, behaviour support; and questioning to name a few. Our Learning Support Assistants receive supervision and assistance from qualified teaching staff when delivering interventions. We seek additional training on the advice of specialist teams working with individual/groups of children within the school. We also share and experience local good practice through local networks and cluster meetings.

How accessible are the school environment and activities that take place outside the classroom, including school trips?

As an inclusive school, we promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We are fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND, where necessary. The school is a single storey building with ramp access to the main doors. There are disabled toilet facilities on site and disabled parking space in the school car park. Please see the Accessibility Plan for

further details.

Where necessary, we request that specialist equipment is provided and that advice is sought from the appropriate professionals to ensure that all children's health and physical needs are catered for within the school environment. All learning outside the classroom, including school trips, takes place after a full risk assessment by the class teacher. They ensure that all activities are safe and fully inclusive.

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?

This can be a very exciting time in the child's life. Whether this be moving from preschool/nursery to school or from primary to secondary school. However, We also recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. We work very closely with our feeder schools and local secondary schools.

If your child is joining our school:

When your child joins the school we contact the previous setting (pre-school or another primary school) in order to establish what provision has been in place for your child. All records from the previous setting will be passed on to us. If it is possible to arrange for time in the class prior to starting, we will be happy to accommodate this. All pupils who join the school in Reception are invited to take part in taster morning every Friday during the second half of the Summer Term. We may suggest adaptations to help your child settle in more quickly. If your child has been allocated a place in our Reception Class and they have a special educational need and/or disability, please contact us as soon as you receive the offer, as we may not have details of their needs at that stage.

When moving classes in school:

Information will be passed on to the new teacher in advance and transition meetings will take place for all children. All APDR plans and details of provision will be shared with the new teacher. Training needs are identified for new staff and courses attended as soon as possible. Your child will also engage in transition activities with the whole class and in some cases, a personalised transition plan will be put into place.

If your child with SEND is moving to another school:

We will contact the new school's SENDCo and ensure that they know about the provision for your child and his/her needs. All records for your child will be passed on.

How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much support my child will receive?

The school budget, received from Hertfordshire Local Authority (LA) includes money for supporting children with SEND. The Headteacher decides on the budget

for SEND in consultation with the school governors, on the basis of the needs of children currently in the school. The Head teacher and SENDCo discuss all the information they have about SEND in the school and decide what resources/training and support is needed. All resources, training and support are reviewed regularly and changes made as needed. The level of support is dependent on the type and degree of need additional to and different from peers in the class.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding. If a child's needs mean that a statutory assessment has taken place, there may also be a Personal Budget allocated to the child in order to finance additional support.

Please see our SEND Policy for further details. You may wish to view Hertfordshire's Local Offer of services and provision for children and young people with special educational needs and disabilities (SEND), which details the County's wider provision. This can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>

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?

Hertfordshire's SEND Local Offer is your one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families.

Parents and children can learn about the special educational needs and disability services that Hertfordshire have to offer, as well as who is eligible to use them. The Local offer can be accessed by the link; <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

