



## **Manland Primary School SEND Information Report (School Offer)**

*Last Updated 30/06/18*

Welcome to our Special Educational Needs and Disability Report, showing what we can offer in our school. We would welcome any feedback for this document, as we are always striving to improve and make access to our support as easy as possible. If you would like to give feedback, please contact Sonya Parrott (Inclusion Leader) at [admin@manland.herts.sch.uk](mailto:admin@manland.herts.sch.uk)

Please note this report is different from the Local Offer which is written by the Local Authority and outlines Hertfordshire County Council's offer for children with a SEND. Please click [Local Offer https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx](https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx) to view.

Below is a list of Frequently Asked Questions that parents may need to know when making informed choices about the school. The questions are listed first and answered below.

- 1] How does the school know if children need extra help and what should I do if I think my child may have special educational needs?
- 2] How will school staff support my child?
- 3] How will I know how my child is doing?
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## **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?**

At Manland we assess the achievement of all children against national expectations. We have high expectations for every child and we monitor the attainment and progress of all pupils frequently and consistently. Where a child appears to have a learning difficulty or disability that requires provision different from or additional to that normally available to pupils of the same age, the school works with parents/carers (and other professionals where necessary) to identify the needs of the child and how these can be best addressed. We actively involve children and parents/carers in decision making throughout. When we perceive that a child has significantly greater difficulties in learning than the majority of their peers, we will work to ensure that any barriers to learning are reduced so that children can best access the high-quality teaching on offer across the school.

We recognise that early identification is imperative. We assess children through baseline testing upon entry to our Reception Class. The early identification of children's special educational needs is built into our overall approach when monitoring the progress and development of all pupils in our school. We inform parents/carers of our concerns at the earliest opportunity to seek their help and participation.

If a parent/carer has concerns about their child's educational needs, these should be raised with the class teacher in the first instance and a meeting with the school's Inclusion Leader (Sonya Parrott) can be arranged as required.

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

The roles of the staff and governors at Manland Primary who are involved with children with SEND are:

- Head teacher- Mrs Wicks
- Deputy Head- Mrs Waller
- Inclusion Leader – Mrs Parrott
- SEND Governor – Mrs Katherine Robertson
- Class Teachers
- Support Staff (who work with specific children)

For the vast majority of children high quality teaching will enable them to achieve their educational potential. It is the class teacher's responsibility to provide for children with Special Educational Needs and Disability (SEND) in their class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. If this requires teaching away from the main class, the teacher still retains responsibility for the child. Where a child is identified as having SEND, staff will identify the type of support that will enable him/her to make best progress. This may be through additional high-quality teaching and/or rigorous interventions which target the any of the 4 areas of need identified in the SEND Code of Practice 2015:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory and physical

Where a child has been recognised as having a significant need in one or more of these areas, the school, in partnership with parents/carers will take action to ensure effective support is in place to meet the child's needs. This support may comprise:

- Delivering high quality teaching in every classroom, where the teacher and Teaching Assistant work as a team to deliver learning opportunities
- Identifying barriers to learning and then planning extra assistance in the classroom to support the child and making reasonable adjustments
- Giving support, additional to and different from class teaching, delivered in small groups by trained teachers or teaching assistants
- Supporting children with specific needs by delivering SEND Support from teachers specialised in these areas
- Setting up a tailored plan with specific targets in an Assess, Plan, Do, Review cycle. This will take the form of a Personalised Learning Plan (PLP)
- Referring a child, with parent/carer's agreement, to external agencies for specific support and targets.
- Delivering provisions for children with an Educational, Health and Care Plan (EHCP)
- Applying for funding to provide for dedicated support staff to support an individual with specific needs.
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Our school evaluates the effectiveness of the additional support and provision through:

- Monitoring the progress of children receiving additional support through actions such as pupil voice, a rigorous monitoring programme e.g. intervention observation, book scrutinies, parent feedback and analysis of a child's attainment and progress.
- Keeping pertinent records for children receiving additional teaching.
- Regular meetings between the Inclusion Leader and teachers to discuss the progress of children with a SEND
- Sharing anonymised SEND information with governors via School Improvement Committee meetings and liaison with SEND Link Governor.
- Sharing SEND information with OFSTED when a visit takes place.
- Half-termly meetings (between teachers and parent/carers and their child) for children on Personalised Learning Plans (PLPs) to review the impact of the support and discuss the next steps for the Assess, Plan, Do and Review Action Plan. The outcomes of these meetings will be shared with all appropriate school staff.

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

All parents/carers are invited to consultations in the autumn and spring terms and are given a written report in the summer term. Parents/carers of children who have a significantly greater difficulty with their learning will have additional meetings with teachers, including the child where appropriate, to discuss expected outcomes and plan the next steps in the form of a Personalised Learning Plan (PLP). This is reviewed half termly with

parents/carers and children. A copy of the plan will be given to parent/carers. We encourage parent/carers to communicate freely with teachers and the Inclusion Leader, either formally or informally. If parent/carers have further concerns they can arrange to meet the Inclusion Leader, Head Teacher or the Deputy. Some children may have a Team around the Family (TAF) which will meet as necessary.

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

Every child is an individual and will be monitored individually. The teacher and teaching assistant, and possibly a learning support assistant, will use the information from parents/carers, the child, other professionals and in-house assessment to determine the learning and development priorities for each child with special educational needs. As appropriate, children are consulted through the whole process and are key in decision making. Children will be offered challenge in lessons, with appropriate differentiation of learning in all subjects. Where appropriate, additional staffing will be allocated to enable them to deliver appropriate and tailored support. This may take the form of intervention groups for subjects such as phonics, reading, spelling and maths or may focus on strategies to support an individual child's needs e.g. specialist staff training for children with ASC. Teaching approaches will be changed and adapted to suit individual pupils. Additional materials such as computer programs, hands on resources and personalised learning programmes will be made available.

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

We see a child's wellbeing as crucial to their progress in learning. Therefore, all children receive education tailored to their personal, social and health requirements/needs. Internally the school provides all children with pastoral support. The school has access to specialist services which are accessed through a referral system and used for a small number of children with specific additional needs. We also provide:

- A school council and an Eco-Committee, both of which are responsive to children's ideas.
- Activities, clubs and interventions that encourage each child's physical fitness, core stability and gross and fine motor skills, and an understanding of a healthy diet and lifestyle.
- Daily assemblies in which we encourage a range of skills such as reflection, self-worth, spiritual growth and empathy
- A consistent behaviour policy in operation and can be viewed on the school's website
- Groups run by specialised and trained staff to address social, emotional and mental health needs, Social Skills Groups, Emotional Literacy Groups and a group dealing with transitional issues.
- Visits from people from our local community such as the Police, School Nurse, and people to share experiences of vocational/practical jobs in

the community. Visits from members of different faiths and cultures, and visitors from other cultures, charities and countries.

- A medical conditions policy aimed at supporting children with medical conditions in school (see our guidance on medical provision). Some staff are trained in First Aid. One of our staff is responsible for all medication and checks arrangements at least half-termly. Four members of staff have undergone full paediatric first aid training.
- Behaviour and risk management plans for some children, which identify possible triggers for negative behaviours and strategies to support that child.

Our school is committed to reducing and eradicating bullying issues wherever possible. Any instance is logged and taken seriously. The PSHE syllabus underpins the behaviour policy which is embedded across the school. The external agencies that support children's wellbeing are LINKS, the school nurse, the Communications and Autism team and Children and Adolescent Mental Health Service (CAMHS).

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

The school has an experienced Inclusion Leader who works with our class teachers and support staff to develop skills that address children's special educational needs. At times the school will access external support services including:

- Educational Psychologist who provides support for specific children.
- Specific Learning Difficulties Base who provide strategies and targets for specific children.
- Visits from the School Nurse
- Support from the Harpenden Parent Plus Team
- LINKS and Primary Support Base (PSB) for behaviour support.
- Traveller Support
- Multi Agency Team who provide support for children with identified Autism Spectrum Condition or more severe Language and Communication problems.
- Down Syndrome Advisory Team.
- Speech and Language Therapists who works with referred children. Two members of staff are currently undertaking Elklan training which will support us in our work with children with Speech and language Difficulties
- Low Incidence Team provide support for children with Physical and Neurological Impairment, Visual Impairment Team and Hearing Impairment
- Virtual School for Looked After Children.
- BME (Black Minority Ethnic) Achievement Team
- English as an Additional Language Support
- Attention Deficit Disorder Support. Specialist nurse
- Occupational Therapy advice for specific children.
- Physiotherapist advice specific children.
- Specialist advice from Children and Adolescent Mental Health Service

(CAMHS) for children experiencing specific trauma.

- GOSH for specific medical problems.

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

Staff are regularly updated on national and local developments e.g. the code of practice for SEND. If any child is receiving support and/or advice from an external agency, staff will be given the necessary training by the relevant agency to ensure that support is effective. This can include: -

- Opportunities are sought to ensure staff have up to date working knowledge of SEND issues and current legislation
- Training in the use of manipulatives for maths
- Training to support children with social, emotional, mental health and behavioural needs
- Writing and Spelling training to support those children who have targets from Specific Learning Difficulties Base (Specific Learning Difficulties base)
- Speech and Language training to support those who have targets from the Speech and Language clinic
- Language and Communication difficulties training to support those who have targets from the Multi-Agency Team
- Training from Occupational Therapists to support those children with spatial, Sensory, core stability and Gross Motor skills issues
- Training from Physiotherapist to support those children with physical impairments.
- Dyslexia Awareness training.
- Training in how to support pupils with Down Syndrome.
- Training in how to support pupils with Autism
- Training in how to support pupils who are Hearing Impaired
- Training on iPad/computer apps to support children with a SEND
- Precision Monitoring Intervention training

There is staff training to ensure that all staff are fully aware and up to date with first aid and paediatric first aid, epipen training and safeguarding

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

As a school we recognise the importance of working in partnership with parent/carers to support their children. We provide all parents/carers with support through:

- Weekly home learning for the child to undertake with an adult, to support the learning themes at school.
- Two formal parent/carer's evenings a year for discussion of progress and support.

- An end of year report to provide information for parent/carers on their child's progress.
- Curriculum evenings and information evenings held to inform parent/carers of how to support their children's learning.
- Meetings with specific parent/carers to ensure that both the school and home use the same approaches to learning and behaviour issues.
- Liaison with the Inclusion Leader and teachers and parent/carers about particular interventions or issues to learning, and how it can be supported at home.
- A Personalised Learning Plan (PLP) for some children, where necessary, to provide additional support will be provided through this cycle. These are written by staff together with the child and parent/carers, where they decide on targets to Assess, Plan, Do and Review. These will support learning, wellbeing and mental health concerns.
- A home-school book for good news and sharing of news between staff and parent/carers for specific children.
- Coffee mornings for parents/carers of children with Autism (or traits of), the Specialist Teacher attends
- Coffee mornings for parents/carers of children with other needs
- Family Support workers where necessary who have access to a wide range of local agencies and services and are able to signpost parent/carers effectively
- External Agency advice. If it is thought that further intervention is required for that child, the parent/carer's permission and the views of the child is sought to refer the child to an external agency. Most external agencies will visit the child in school.
- EHCP assessment requests. If a child has very complex needs, we may seek to apply for an Education and Health Care Plan (EHC). The school will submit a range of evidence including parent/carer and pupil view to the Local Education Authority who will then assess whether the child should have an EHC plan. This will identify how much extra support that child may need, and how it is put into place.

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

Teachers and the Inclusion leader will liaise with parents and carers as part of a cycle of providing effective provisioning for a child with a SEND.

In ensuring effective provision for children with SEND the school operates a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The views of parents/carers, the pupil's own views and if relevant the advice of external support services are essential in this process. The desired outcomes, including the expected progress and attainment will also be taken into consideration

The four-part cycle comprises:

- Assess

- Plan
- Do
- Review

This process may include:

- Informal meetings between teachers and parent/carers, and pupils if appropriate.
- Meetings between the Inclusion Leader and parents/carers
- Twice yearly formal parent/carer's evenings.
- Curriculum and information meetings to inform parent/carers of learning opportunities and to give them an opportunity to questions.
- Half-termly meetings for specific children between staff, children and parent/carers to discuss a tailored target plan (Assess, Plan, Do, Review).
- Team around the family (TAF) meetings for some children.
- Education and Health Care Plan (EHC) provision.

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

We are a fully inclusive school and no child is excluded from any activity when a reasonable adjustment will mean that they can be included. The school has a safe outdoor environment, in which all children have the opportunity to learn and play. When offsite visits are planned a full risk assessment is undertaken and the needs of all children are taken into account and necessary adaptations made. Staffing ratios are considered for all off-site visits and when appropriate, additional staff accompany visits.

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

The school was built in 1939 and there are a variety of levels within the building. Adaptations have been made to address the challenges this brings including:

- An internal stair lift.
- Ramps are fitted to the 2 additional buildings to enable access to these classrooms.
- We have a disabled toilet available.
- Each classroom has a Soundfield system fitted to support the needs of partially hearing pupils
- Teaching includes a variety of strategies including auditory, visual and kinaesthetic
- All classrooms are dyslexia friendly
- All classrooms have visual timetables
- Workstations for specific pupils where appropriate

### **12. Who can I contact for further information or if I want to discuss a matter?**

- The Head Teacher
- Deputy Head Teacher.
- Inclusion Leader

- School Website.
- The Special Educational Needs Officer at County level.
- Herts grid for learning website.
- Ofsted website.
- Our school office on 01582 713452.

**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?**

The school has good working relationships with local pre-schools and nurseries. We liaise with them in advance of a child joining our school. Where children have additional learning needs further measures are put in place to ensure the transition is as smooth as possible. A meeting will be held for new parent/carers to discuss our expectations, procedures and policies. We run 'meet the teacher' meetings and provide opportunities for parents/carers to meet staff to learn about the expectations and curriculum of the school year for the particular year group.

If your child was to transfer to our school during the school year we would, if possible, arrange a visit to the school and we would, if possible, contact the previous setting to discuss any SEND needs ready for transition into our setting. We would contact any relevant professionals.

In transferring to secondary school children with SEND often make additional visits and again close liaison between the two schools is a priority.

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

We are a well-resourced school and many resources are provided both inside and outside the classroom. The needs of each child with special educational needs are assessed on a regular basis and adapted as necessary.

If a child's needs are additional to those that we already provide then we will:

- Use the SEND budget, where possible, to provide a specific resource for individual children. Resources come in many forms including specific 1:1 and small group support from Learning Support Assistants, computer programs, adapted furniture, pupil specific material and such like.
- The main resource needed may be adult support and we will deploy some of our budget to fund support, if appropriate.
- We may wish to apply for exceptional needs funding to provide specific support. This is done on a termly basis through a local school's cluster which makes recommendations relating to SEND funding.

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

In deciding how we will allocate support we take into account external reports, in-house assessments and the particular needs of any child. Our aim is to provide the resources which will enable a child to do as well as they can whilst developing independence. We do this through a detailed analysis of a child's

needs, their barriers to learning, stage of development, parent/carer views, their own views and consultation with their class teacher. If a child receives ENF (Exceptional Needs Funding), that will be used to support the child. If a child does not receive ENF then the school will identify the provision needed and endeavour to address it within the school's budget. If a child has specific targets from external advisors and professionals the school take this into account when determining how the budget will be spent.

**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?**

You can access the LEA Local Offer at <https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page> for more information on what the local authority can provide.