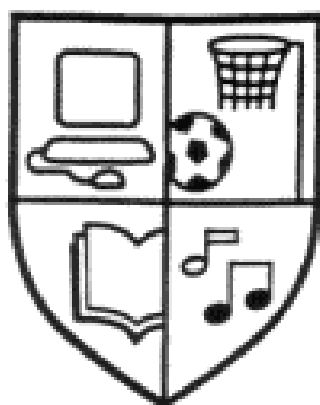


Manland Primary School

SEND Information Report



Last Review by School	March 2025
Next Review by School	March 2026

Introduction

Welcome to Manland Primary School's SEND Information Report. This Information Report explains our approach to supporting students with SEND and the additional support and advice available to our pupils.

Manland Primary School is an inclusive school that recognises and embraces the individuality of every child and therefore provides a diverse range of support strategies to enable all our children to achieve their full potential.

Manland Primary is a one form entry primary school in a popular Hertfordshire town. Children come from a more varied range of socio-economic backgrounds than might be anticipated by its position in the town. Most pupils are of 'White British' heritage and the proportion from minority ethnic groups is small, but growing. A number of pupils speak English as an additional language. The number of pupils who leave or join the school at other than the usual times is similar to that found nationally. A minority of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs is below the national average, as is the number of pupils with a statement of special educational needs. The number of children said to belong to 'vulnerable groups' is small and it is important that the progress of these children is closely tracked and their individual needs addressed. As is appropriate, additional funding such as the pupil premium and specific SEND funding is allocated to target the progress of these children.

We work alongside parents and carers when developing our SEND provision and 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 have any questions on our provision, or would like to give feedback, please contact Mrs Kemp (Inclusion Leader) at inco@manland.herts.sch.uk

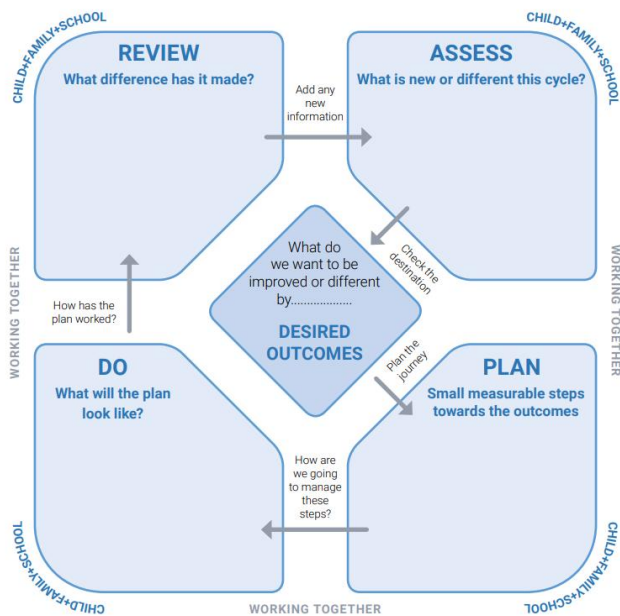
Please note this report is different from the Local Offer, which is written by the Local Authority and outlines Hertfordshire County Council's offer for children with a SEND. Please click [Local Offer](https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx) <https://beta.hertfordshire.gov.uk/microsites/local-offer/the-hertfor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

Below is a Contents page, containing information that parents/carers may need to know when making informed choices about the school. A glossary can be found in Appendix 1.

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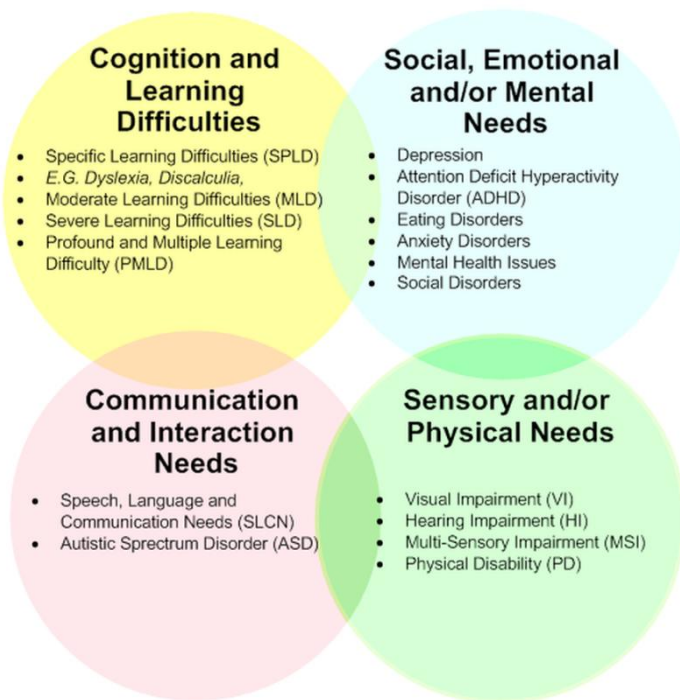
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1	How does the school know if the children/young people need extra help? What should I do if I think my child may have special educational needs?								
<p>At Manland we recognise that children develop at different rates and learn in different ways. Children may find some aspects of their learning trickier than others and there will be times when children move more quickly or slowly through our intended curriculum. We will not rush to judgement about SEN, but will take a graduated approach to identifying SEN, and this will always be a collaborative process, involving parents and, where needed, external professionals.</p> <p>Alongside your child's class teacher, the following people may be important points of contact to discuss any concerns you have regarding your child:</p> <table border="1"> <thead> <tr> <th>Name</th><th>Role</th></tr> </thead> <tbody> <tr> <td>Mrs Wicks</td><td>Headteacher</td></tr> <tr> <td>Mr Comer</td><td>Deputy Headteacher</td></tr> <tr> <td>Mrs Kemp</td><td>INCo</td></tr> </tbody> </table> <p>Families are encouraged to talk to their child's class teacher, SENCo or another member of the Leadership team if they are concerned about their child – we have an open door approach and we always want to hear about a child's experience of school.</p> <p>In school, as part of everyday practice, teachers constantly assess how children are progressing in their learning. Alongside this, the Senior Leadership Team regularly monitor the progress of all children.</p> <p>If a member of the school team feels that a child is struggling with one or several aspects of their learning over a sustained period of time, they may initiate any of the following:</p> <ul style="list-style-type: none"> • Changes to their approach to teaching • Exploratory discussions with parents/carers • Liaison with Senior Leaders in the school • Discussions with the SENCo • Discussions with other teachers and colleagues <p>If appropriate, and in collaboration with parents and colleagues, we may initiate an Assess, Plan, Do, Review Cycle of support, which makes any supports and assessments slightly more formal and allows us to better evaluate the types of support that work for a particular child and enables us to identify things that have or haven't been successful. This may last for a school term or longer, depending on the individual circumstance. Throughout this process, the views and experiences of parents and the child are gathered through regular, scheduled meetings.</p>		Name	Role	Mrs Wicks	Headteacher	Mr Comer	Deputy Headteacher	Mrs Kemp	INCo
Name	Role								
Mrs Wicks	Headteacher								
Mr Comer	Deputy Headteacher								
Mrs Kemp	INCo								



Following this process, if there are still concerns about how a child is progressing, the school and family may decide to add the child to the SEND register, which indicates that the child may need some more formal, structured adaptations or supports to aid their learning.

There are 4 broad areas that we use to think about a child who may have SEN:



Depending on the area(s) identified, the support a child needs might be very different. The SENCo will work closely with families of children who may have SEN to ensure that the appropriate supports are in place and to help their child thrive.

2 How will the school support my child?

Everyone at Manland works to support children with SEND. Each member of the team has a different role and level of responsibility. To give some idea of how each member of the team works to support your child, the table below outlines their main areas of responsibility

Name:	How they support children with SEND:
Mrs Wicks (Headteacher) and Mr Comer (Deputy Headteacher)	Responsible for: <ul style="list-style-type: none"> • All aspects of school life, including the strategic oversight of provision for children with SEND • Ensuring that your child's needs are met. Whilst responsibility is delegated to the SENCo and teachers, overall responsibility remains with the Headteacher. • Ensuring that the Governing Body is kept up to date on the SEND provision in school • Ensuring that all staff follow statutory guidance for all pupils, including children with special educational needs and/or with a disability
Mrs Kemp – Inclusion Leader	Responsible for: <ul style="list-style-type: none"> • Co-ordinating all support for children with SEND and developing the school's SEND Policy to make sure all children have access to high quality teaching and provision • Ensuring that you and your child are involved in supporting your child's learning and keeping you informed on the support your child is getting. • Monitoring impact of interventions & and in-class support. • Reviewing your child's progress, including the review of Education, Health & Care Plans, and planning ahead for their needs • Liaising with external agencies, arranging additional support where needed. • Acting as the main point of contact for children with SEND
Dr Bagga – SEND Governor	Responsible for: <ul style="list-style-type: none"> • monitoring the school's arrangements for SEND • Providing strategic oversight of SEND provision • Providing a 'critical friend' role for the school in the implementation of our SEND policy.
Class teachers	Responsible for: <ul style="list-style-type: none"> • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to the individual needs of all learners to create an inclusive welcoming classroom. • Reviewing the progress of all children in their class and identifying, planning and delivering any additional help that may be needed. Discussing amendments and progress with the SENCo and senior leaders, as necessary • Identifying clear interventions and reviewing the progress of children undertaking them in liaison with the SENCo and Teaching Assistants delivering them • Writing and reviewing provision maps on interventions in place for children identified as having gaps in their learning or SEND

	<ul style="list-style-type: none"> Ensuring that all relevant members of staff working within school are aware of individual needs within their class, and the specific adjustments that need to be made to enable all pupils to be included and make progress Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND
Support staff	Responsible for: <ul style="list-style-type: none"> Supporting the class teacher in the classroom to adapt learning Supporting individual children with SEND Ensuring the welfare and wellbeing of children in their care Delivering individual or small group interventions

The Headteacher, Senior Leadership Team and the Governing Body work together to oversee the effectiveness of the provision for children with SEND. They do this through a variety of ways:

- Monitoring the progress of individual and groups of pupils
- Ensuring regular meetings between parents, teachers the SENCo and other relevant professionals.
- Ensuring regular evaluation of SEND provision in the school.

Parents and carers of children on the SEND register are regularly consulted regarding the provision for their child (see section 3 for full details).

3	How will I know how my child is doing?
<p>Parents are regularly updated about the progress of and wellbeing of any children on the SEND register.</p> <p>Pupil progress and SEND provision meetings take place termly between teachers and senior leaders and provisions are reviewed, adapted and changed during these meetings. Teachers use all the information gained from these activities to inform their assessment of how well a child is doing. The school has a rigorous internal monitoring programme in place, with data drops and reviews by senior leaders scheduled evenly throughout the academic year.</p> <p>Teachers pass progress and attainment information to parents/carers via parent/teacher consultations in the autumn and spring term and a written report in the summer term. KS2 children are able to take part in parent/teacher consultations to review their progress. Parents/carers of pupils who have a significantly greater difficulty with their learning or development will have additional meetings with teachers, including the pupil where appropriate, to discuss expected outcomes and plan the next steps in the form of an Assess, Plan, Do, Review/graduated approach.</p> <p>This is reviewed regularly with parents/carers and pupils. We encourage parent/carers to communicate freely with teachers and the Inclusion Leader, either formally or informally. Some pupils may have a home-school book for good news and sharing of news between staff and parent/carers. If parent/carers have further concerns they can arrange to meet the Inclusion Leader, Deputy or the Headteacher.</p>	

4	How will the school's approach to teaching and learning be matched to my child's needs?
<p>Teachers providing high quality teaching, adapting learning to meet the needs of all pupils. Teachers and senior leaders have regular pupil progress meetings to ensure planned provisions and interventions meet the needs of all learners.</p> <p>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 pupil's needs e.g. specialist staff training for children with ASD. Teaching approaches are changed and adapted to suit individual pupils. Additional materials such as computer programs, hands on resources and personalised learning programmes will be made available.</p> <p>Our Assess, Plan, Do and Review cycle supports the learning, wellbeing and mental health of pupils on the SEND register. The school collaborates with parents/carers and the pupil as part of this cycle. EHC Plans are put in place for children with high needs and these are annually reviewed with specialists and parents/carers. The views of the child are also considered as part of this process.</p> <p>For children with disabilities, the provision is personalised to the individual child and adaptations made, as appropriate. This is done in consultation between the class teacher and Inclusion Leader, and discussed with parents/carers, where required.</p> <p>School considers all recommendations from outside agencies for children with disabilities, based on the needs of the individual child. Where possible, these recommendations and adaptations are put in place for the child.</p> <p>Children with serious or long term medical conditions are identified and an individual healthcare plan is put in place for the child. The aim of this document is to ensure that staff are aware of what medical interventions to take, when required, and to consider all matters which may prevent a child with a medical condition or disability from participating in the school curriculum and in wider extra curricula activities.</p> <p>Children with SEND, disabilities or medical conditions are encouraged by school to participate in the whole school curriculum, including school trips and extra curricula activities. Adaptations are made, where possible, so that all children can participate.</p>	

5	What support will there be for my child's overall wellbeing
<p>We see a pupil's wellbeing as vital to their progress in learning. Therefore, pupils receive education tailored to their personal, social and health requirements/needs. The school has access to specialist services which are accessed through a referral system and used for a small number of pupils with specific additional needs. We also provide:</p> <ul style="list-style-type: none"> • Activities, clubs and interventions that encourage each pupil'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, with clear rewards and consequences, is in operation. The policy is available on the school's website and is regularly discussed in whole school assemblies. Behaviour policy posters are in all class rooms and in central places around school • Worry boxes are available in all classrooms • The importance of good attendance is regularly promoted in the schools newsletter and attendance statistics are included in every newsletter 	

- Attendance is reviewed by the safeguarding team on a two weekly basis and attendance support letters sent to parents/carers where appropriate
- Groups delivered to address social, emotional and mental health needs, Social Skills Groups, Emotional Literacy Groups and a group dealing with transitional issues
- A medical conditions policy aimed at supporting pupils with medical conditions in school. Required numbers of staff are trained in First Aid and administering medication. Medication can be provided to children, provided parent/carer consent has been received.
- Provision of intimate care which is agreed with parents/carers via an intimate care plan
- Relationship and sex education are taught through PHSE to teach pupils what a healthy relationship looks like
- “Healthy me” topics are taught through PSHE to teach pupils about emotional health alongside physical health
- Behaviour and risk management plans for some pupils, which identify possible triggers for negative behaviours and strategies to support that pupil, both in and outside of school
- Pupil voice / views of the pupils is obtained via our Pupil Parliament and House system.

Manland school is committed to reducing and eradicating bullying issues wherever possible. Any instance of bullying is logged on CPOMS and taken seriously. Appropriate action is taken, as determined by the class teacher or senior leader. Behaviour incidents are reported to the Full Governing Body.

The PSHE curriculum underpins the behaviour policy which is embedded across the school. The external agencies that support pupils’ wellbeing are LINKS, the school nurse, the Communications and Autism team and Children and Adolescent Mental Health Service (CAMHS).

The school’s mental health lead is Mrs Kemp: inco@manland.herts.sch.uk

6	What training have the staff, supporting children and young people with SEND, had or are having?
	<p>Staff are regularly updated on national and local developments e.g. the code of practice for SEND. If any pupil 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 includes: -</p> <ul style="list-style-type: none"> • Training to support pupils with social, emotional, mental health and behavioural needs • Writing and Spelling training to support those pupils 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 pupils with spatial, sensory, core stability and gross motor skills issues • Training from Physiotherapist to support those pupils 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 pupils with a SEND • Precision Monitoring Intervention training • Attachment and trauma training; zones of regulation • Training in supporting pupils with the return to school following Covid-19

- Training in ACEs (Adverse Childhood Experiences and Early Trauma)
- Training in 'We all have Mental Health'
- STEPS – Therapeutic Thinking training

There is staff training to ensure that identified staff are fully aware and up to date with first aid and paediatric first aid, asthma and autoimmune injector training.

Our SENCo achieved the national award for SEND coordination in September 2019.

7

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

The SENCo supports class teachers and support staff to develop skills to support children with a range of SEND needs. At times the school will access external support services including:

- Educational Psychologists
- School Nursing team
- Support from the Harpenden Parent Plus Team
- LINKS and Primary Support Base (PSB) for behaviour support.
- ISL (Integrated Services for Learning) who provide support for pupils with identified Autism Spectrum Condition or more severe Language and Communication problems.
- Down Syndrome Advisory Team
- Speech and Language Therapists
- Virtual School for Children Looked After, Previously Looked After and in Kinship Care
- Occupational Therapy
- Physiotherapists
- The Children and Adolescent Mental Health Service (CAMHS)
- Great Ormond Street Children's Hospital (GOSH)
- Colletts Outreach
- NESSie

Parents of children with SEND can obtain support from the SEND Information and Advice Support Service (SENDIASS):

Hertfordshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

info@hertssendiass.org.uk

Telephone: 01992 555847

Address: County Hall, Pegs Lane, Hertford, SG13 8DQ

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 homework for the pupil 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
- Subject intents published on our school website

- Class information on our school website including:
 - Reading spine
 - Homework grid
 - Year Intent
 - Meet the teacher information
- Meetings with specific parent/carers to ensure that both the school and home use the same approaches to learning and behaviour issues
- A range of parent/carer online workshops covering a variety of topics
- Regular parent/carer forums /SEND coffee mornings where parent/carer feedback on a range of issues is raised and discussed
- 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
- Assess, Plan, Do and Review documents to support learning, wellbeing and mental health concerns where required for pupils on the SEND register
- A home-school book for good news and sharing of news between staff and parent/carers for specific pupils
- 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 pupil, the parent/carer's permission and the views of the pupil is sought to refer the pupil to an external agency. Most external agencies will visit the pupil in school
- EHCP assessment requests. If a pupil 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 pupil should have an EHC plan. This will identify how much extra support that pupil may need, and how it is put into place.

9 How does the school enable constructive partnership working with families?

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

In ensuring effective provision for pupils 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
- Half-termly meetings for specific children between staff, pupils and parent/carers to discuss a tailored target plan (Assess, Plan, Do, Review)
- Team around the family (TAF) meetings for some pupils
- Education and Health Care Plan (EHC) provision

The school also uses SEND coffee mornings to consult with parents/carers of children with SEND on whole school issues, including developments of the school's SEND policy and practices. Children and young people are also consulted on whole school issues, either by the SENDO or class teacher.

Children with SEND are supported to take part in leadership roles within school, including Pupil Parliament, House Captains and the Play Leader scheme.

The school has a nominated SEND Governor on the full governing body. This Governor undertakes visits to ensure the SEND policy is being practised throughout school.

10

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

We are a fully inclusive school, and no pupil is excluded from any activity if they can, with reasonable adjustments, be included. The school has a safe outdoor environment, in which all pupils can learn and play, and ramps and other access arrangements are put in place, if required, dependent on the individual needs of all pupils. When offsite visits are planned a full risk assessment is undertaken and the needs of all pupils are considered, and necessary adaptations made. Staffing ratios are considered for all off-site visits and when appropriate, additional staff accompany visits. Individual risk assessment and additional support forms (OV5 forms) are prepared, reviewed and put in place by school staff, and adaptations made, where possible, to enable all children to fully participate in off site visits.

Relevant policies:

- SEND & Inclusion
- Supporting pupils with medical condition
- Equality information and objectives
- Offsite visits, including local area visits
- Accessibility Plan
- English as an additional language
- Food Allergies and Intolerances

11

How accessible is the school environment?

The school was built in 1939 and there is 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
- Ramps are installed for play areas, where required
- We have a disabled/inclusive toilet available
- Teaching includes a variety of strategies including auditory, visual and kinaesthetic
- Sound systems and noise diffusing equipment are installed in classrooms, where necessary
- To improve the delivery of classroom routines to all pupils, including the pupils who are disabled, all classrooms have visual timetables and this timetable is read out each day to children
- Workstations for specific pupils where appropriate
- Sensory Room

The physical environment of the school is considered regularly with the aim of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided by the school. Examples from the past few years include the provision of access ramps and

hand rails to new builds, the building of a sensory room and the introduction of hearing systems in classrooms.

Please see our Accessibility Plan on our website.

12 Who can I contact for further information?

- Class Teacher, via admin@manland.herts.sch.uk
- Inclusion Leader/SENCo, via inco@manland.herts.sch.uk
- The Headteacher
- Deputy Headteacher
- The Special Educational Needs Officer at County level
- Our school office on 01582 713452.

Who can I talk to if I am unhappy?

We always welcome feedback, whether positive or negative.

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, if the third party is able to demonstrate to the school that they have the appropriate consent to do so.

Concerns should be raised with either the Class Teacher and/or Key Stage Leader, then the Inclusion Leader. If the issue remains unresolved, the next step is to make a formal complaint.

Full details of Manland's Complaints procedures can be found on our website: :

<https://manland.herts.sch.uk/download/complaints-guidance/>, however an overview of the process is as follows:

Stage 1

Formal complaints must be made to the Headteacher in the first instance (unless the complaint is about the Headteacher) via the School office. If you are unable to submit your complaint in writing by email or letter or by using the formal complaint form (available from the Complaints Guidance on school website), the school will follow the steps set out on pages 2 and 3 of the Complaints policy and procedure, by offering to meet you and/or signposting you to a free and impartial Advocacy and Support Service, such as SENDIASS:

The Headteacher will investigate the complaint. Once the investigation has been concluded, the Headteacher will provide a formal written response within 10 school days from the date of receipt of the complaint.

Stage 2

If the complainant is dissatisfied with the outcome at Stage 1 and wishes to take the matter further, they can escalate the complaint to Stage 2 – where the complaint is heard by a panel of Governors. The panel is comprised of 3 impartial Governors, usually from the school's Governing Body. Stage 2 is the final stage of the school's complaints process.

Special Educational Needs provision complaints

If your complaint is about the way the school has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP.

If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints
Postal Point: CHO118
Resources Department
County Hall
Hertford
SG13 8DF
Email: cs.complaints@hertfordshire.gov.uk

Once in receipt of your complaint, the Complaints Manager for Children's Services will ensure that the Local Authority completes a Section F Provision Checklist. This process entails a Provision Checklist being drawn up directly from Section F of the EHCP. A Senior SEND Officer will then visit the school in order to work through the checklist point by point and complete it. The Senior SEND Officer will seek the comments of the Headteacher, Senior Leadership Team, SENCo and Governors as appropriate, as well as any other information or advice that they deem necessary.

Once the Provision Checklist has been completed, the Local Authority will notify the complainant of the outcome in writing, enclosing a copy of the checklist. A copy of the outcome letter and Checklist will also be sent to the School for its information and record keeping. This process will take up to 25 working days (of the Local Authority) to conclude.

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation. The contact details for the Secretary of State are set out below.

Online at www.education.gov.uk/contactus, by telephone on 0370 000 2288 or by writing to:

Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

Additional contacts:

You may wish to contact Shabree Staughn, Inclusion Officer, Children's Services at Shabree.Staughn1@hertfordshire.gov.uk or 01992 556918, who can provide advice. You may also find it useful to contact a source of free and impartial information, including:

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND <https://councilfordisabledchildren.org.uk/about-us-o/networks/information-advice-and-support-services-network>
- Coram's Child Law Advice service can be found through their website <https://childlawadvice.org.uk> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice, and support to help get

the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

We take seriously any concerns that may arise. Please direct any general feedback to your child's teacher or Inclusion Leader.

13

How will the school prepare and support my child to join the school, or transfer to a new school or the 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, using Hertfordshire's Supporting Smooth Transitions toolkit. Where children have additional learning needs, further measures are put in place to ensure the transition is as smooth as possible and where required, a personalised transition plan can be put in place. 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 contact the previous setting to discuss any SEND needs ready for transition into our setting. We would also contact any relevant professionals and have an initial meeting with parents/carers.

When transferring to a secondary school or new school, pupils with SEND often make additional visits and again close liaison between the two schools, including meetings with the Inclusion Leader and Heads of Year is a priority. All pupil information held by the school, including SEND information, will be transferred to the new school.

14

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

Notional SEND budget

The school has an amount identified within its overall budget called the notional SEND budget. A school's notional SEND budget is an amount of money delegated to it by the local authority as part of the whole school budget to meet the needs of all its pupils with SEND, at all but the most exceptional levels of need. It is not linked to individual pupils. The notional SEND budget is used for resources to support the progress of children with SEND. We are a well-resourced school and many resources are provided both inside and outside the classroom. The needs of each pupil with special educational needs are assessed on a regular basis and adapted as necessary.

The notional SEND budget may cover the following:

- 1:1 and small group support from Learning Support Assistants
- computer programs
- adapted furniture
- pupil specific material and such like
- The Sensory Room, which offers a quiet, safe space that pupils can access if necessary
- The Pluto Room, which offers a quiet, working space that pupils can access if necessary

The main resource needed may be adult support and we will deploy some of our budget to fund support, if appropriate.

High Needs Funding (HNF / LHNF):

HNF is Hertfordshire's system for top-up funding for pupils in mainstream schools in Hertfordshire. HNF is designed to enable the delivery of the educational provision in section F in an EHCP. The HNF system is designed to involve all stakeholders in the decision-making process. As HNF is for pupils with significant needs, the needs outlined in Education Health and Care plans (EHCPs) are used to determine the level of top-up funding. A set of Descriptors of Need and Provision are used to do this. There are seven levels which are aligned to the Hertfordshire Descriptors of Need and Provision and Graduated Response:

- Universal
- Universal Plus
- Targeted
- Targeted Plus
- Specialist
- Specialist Plus
- Exceptional (for certain areas of need)

Each level (except Exceptional) attracts a different amount of funding. Universal and Universal Plus are resourced through the school's allocated funding.

15	How are decisions made about the range of support my child will receive?
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In deciding how we will allocate support, we take into account external reports, internal assessments and the particular needs of any pupil. Our aim is to provide the resources and provision which will enable a pupil to do as well as they can whilst developing independence. We do this through a detailed analysis of a pupil's needs, their barriers to learning, stage of development, parent/carer views, their own views and consultation with their class teacher.

If a pupil receives Funding, that will be used to support the pupil. If a pupil does not receive Funding then the school will identify the provision needed and endeavour to address it within the school's budget. If a pupil has specific targets from external advisors and professionals, the school will consider this when determining how the budget will be spent.

16	Where can I find out about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?
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You can access the LEA Local Offer at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx> for more information on what the local authority can provide.

Appendix 1

Glossary:

ADD/AD(H)D - attention deficit disorder/attention deficit (hyperactivity) disorder, a term used for children or adults who have excessive difficulties with concentration sometimes with impulsiveness (hyperactivity)

Autism - a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them

Educational Psychologists - support families in partnership with schools to help children achieve their full potential

Education, Health and Care Plan (EHC Plan) - for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs

Five ways to wellbeing - a set of evidence-based actions which promote people's wellbeing-Connect, be active, learn, take notice and give

NASENCo (National SENCo Award) - all SENCos must have achieved this accreditation within three years of appointment to this post

Philosophy for Children (P4C) - an enquiry-based approach to open up children's learning through the exploration of ideas

Precision Teaching - a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills

SCERTS™ Model (Social Communication Emotional Regulation Transactional Support) - a research based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with Autism and related disabilities, and their families

SEND - special educational needs and disabilities

SEND Code of Practice (CoP) 2015 - statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

SENCo (Special Educational Needs and Disabilities Coordinator) - every school must have a SENCo who is also a qualified teacher and have achieved the NASENCo qualification.

SENDIAS (Hertfordshire Special Educational Needs and Disability Information, Advice and Support Service) - provides an impartial and confidential support service for parents and carers of children and young people up to the age of 25 with special educational needs and disabilities

Social communication difficulties - are characterised as difficulties with the use of verbal and nonverbal language for social purposes

Specific learning difficulties - refer to a difficulty with a particular aspect of learning e.g. reading, writing, spelling, maths, working memory

Speech and Language therapists - support and care for children with communication, eating or swallowing difficulties

Teaching Assistants (TAs) - support the teacher in managing the learning of the children in class and support the children where appropriate in accessing the learning