



Tonwell St Mary's C of E (VC) Primary School SEND Offer 2017-2018

All Hertfordshire schools maintain a similar approach to supporting children with Special Educational Needs and Disabilities (SEND). If you have any questions relating to this report please do not hesitate to contact the school's Special Educational Needs Coordinator (SENCO) Mrs Bridgman.

How does the school know if the children need extra help and what should I do if I think my child may have SEND?

- The progress of all pupils is monitored regularly by the class teacher, senior leadership team and SENCO.
- When a pupil is not making expected progress in a particular area of learning the school will quickly identify the need for additional support.
- The school will always inform parents if there are any concerns regarding their child's progress.
- The class teacher is your first port of call for any concerns regarding your child. Concerns can be raised at informal and formal meetings, parents evenings etc.
- The class teacher will then liaise with our SENCO as appropriate.
- We value your input as you know your child best so please share your concerns with us.

How will the school staff support my child?

- Class teachers plan lessons according to the specific needs of children in their class and deliver quality first teaching in all lessons.
- Specific strategies and resources will be used to support your child individually and in groups.
- Focused small group teaching and individual sessions will target children with particular areas of need. This will be delivered by a teacher or teaching assistant (T.A).
- The school SENCO coordinates all SEND support and will ensure that your child is appropriately supported in all areas of their school life. She is there to support all school staff by ensuring understanding of children with SEND and best ways to assist them.
- School Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive regular updates and a report on the progress of these pupils.
- Staff will ensure a close relationship with parents through regular communications, both formal and informal.

How will I know how my child is doing?

- Some children with SEND will have a Learning Plan. Targets will be set for your child in their specific areas of need and will be reviewed termly by the SENCO and class teacher
- You will be informed regularly of your child's progress through a variety of means which can range from termly parent's evenings, letters home, additional meetings, phone calls, e-mails, reports and home/school communication books.
- The progress of children with a statement of SEND/Education Healthcare (EHC) plan will be formally reviewed at an Annual Review.
- Some children with SEND will have a Common Assessment Framework (CAF) and TAF (team around the family) termly meetings for you and all professionals involved with your child. Targets will be set for you, your child and professionals working with your child to ensure that they are fully supported in every area of their life in school.

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

- All lessons are carefully planned and differentiated to ensure that all the needs of individual pupils are met.
- Suitable support resources are available to ensure that every child can access the curriculum at their level.
- Regular assessment of all children ensures that we can carefully monitor their progress and put support strategies into place if they are not making expected progress in any area.

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

- The well-being of every child is our primary concern at Tonwell St Mary's Primary school. Personal, Social and Health Education (PSHE) is integral to our curriculum, and each pupil's social and emotional development is always at the forefront of our mind.
- We value each child's input and pupil voice is at the heart of our school community. Opportunities for children to share ideas include school council meetings, and surveys.
- We also very much encourage participation in extra curricular activities to build self-esteem and social development.
- We are constantly working to ensure positive relationships between parents, school and children.
- We ensure that key adults are available for children to go to if they need to talk to someone during the school day.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood by all staff.

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

- We regularly invest time and money in training our staff to improve support for all pupils. This training is used to develop enhanced skills and knowledge to deliver group interventions and more specialised training to deliver 1:1 programmes for individual pupils
- We have good links with Thorley Hill Specific Learning Difficulties (SPLD) base and attend regular training on how to support children with specific difficulties in maths or English. Members of staff from the base work with our TAs and teachers to model activities and share resources.
- Our SENCO is a qualified and experienced teacher who receives ongoing SEN training in specific areas.
- The SENCO will regularly update all staff in relevant training relating to SEN and specific children in school.
- All staff also attend regular training courses in relevant areas of SEN.

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

- We cater for children's individual needs and receive relevant services and support to meet the needs of every child in our care.
- Expertise begins within our school staff (see point 6).
- Educational outside agencies involved with school include: Educational Psychologist (E.P) and SPLD base and speech and language therapist.
- Specialist health services are also accessed to support children in school, such as Speech and language therapy.

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

- You will be regularly provided with school information about how to help your child at home. At parent consultations, teachers will share targets for your child's learning.
- Parent workshops are also available to learn more about supporting your child's learning.

How will you support disabled children?

- We follow our admissions policy for all children, including those who are disabled. A copy of the policy is available on our website or from the school office.
- Our Anti-Bullying policy and Equality Statement set out steps we take as a school to prevent disabled children from being treated less favourably than other children.
- Facilities we have to support disabled children include: the school building being on one level, a ramp linking indoors to outdoors and a disabled toilet. We work with parents/carers and health professionals to make any other adjustments needed to support the inclusion of disabled children on an individual basis as best as possible.