

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?

2. How will school staff support my child?

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

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

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

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

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

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?

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

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?

Our School Offer is part of Hertfordshire Special Educational Needs and Disabilities (SEND). All Hertfordshire Schools are using a similar approach. We hope you find the information 'easily accessible' and that it is 'set out in clear, straightforward language'. This School Offer meets the requirements of both Hertfordshire parent/carers as well as the SEND Code of Practice 0-25 years, January 2015.

12. Who can I contact for further information?

11. How accessible is the school environment?

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

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

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



# 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?



Teachers continually assess children through half-termly pupil progress meetings with the school's Senior Leadership Team. When progress and attainment are significantly below age related expectations, further assessment or referrals to outside agencies (such as Educational Psychology, Speech and Language Therapy and Specific Learning Difficulties Base) may be necessary.

If you think your child may have SEND, arrange to meet the class teacher to discuss your concerns in the first instance. Sometimes it might be necessary for the school's Special Educational Needs Coordinator to also be involved at this point. We make reference to the Special Educational Needs and Disabilities (SEND) Code of Practice (January 2015), section 6.14 to 6.27.



Formal/informal meetings/phone calls/emails.



Sharing concerns – conversations between parents and teachers where the best interests of the learner are at the heart of discussions.



Teacher assessments- teachers knowing children's progress and attainment well (including their 'Next Steps' targets)



Baseline assessments are carried out in Reception



Information is received from other settings or external agencies



# How will school staff support my child?



Class teachers through Quality First teaching



Small group teaching with either the class teacher or LSA (Learning Support assistant)



Specialist outside support such as School Nurse, Speech and Language, Autism Advisory Team



Governors



Close working relationships with parents with the best interests of the learner at the heart of conversations



Use of supportive equipment as needed eg laptops, coloured overlays



Risk Assessments as appropriate



Enrichment days and weeks to develop children's learning in creative and inspirational ways



The class teacher is responsible for all the children in their class, including those with SEND. It may be necessary for your child to receive extra support in small groups or on a 1:1 basis. The SENDCo may suggest the involvement of outside specialists to best meet the needs of the learner. Parents will be fully involved at every stage of the process.



Back to Main Menu

# How will I know how my child is doing?



Parents evening



End of year reports



Communication further to parents evening



Education Support Plan (ESP) for children who need additional support to what can be offered through Quality First Teaching. These are reviewed termly and involve the views of the learner.



Assess, Plan, Do, Review cycle followed and shared between teacher, parents and learning (and SENDCO where appropriate)



Informal discussions between class teacher and parents



Open morning



Home/School books as appropriate for individual needs



Reading Record Books



In EYFS, communication through Tapestry



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



Good Quality teaching from the class teacher



Careful planning- differentiation according to your child's needs



Reasonable adjustments where necessary



Regular assessment and meetings with senior leaders to monitor progress and attainment



Suitable support resources



Regular meetings and discussion with children about their learning and progress where appropriate



Small group or 1:1 support where appropriate



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



School Council



Worship/SMSC



Pupil voice – obtaining the views of the learner



Extra curricular activities



Positive relationships- between parents, school and learner



Learning Support Assistant supporting the children



Refer to [School Behaviour Policy](#)



If your child has a medical condition please see our Medicines and Medical policy



Pupil Conferencing – 1:1 feedback between teacher and learner about learning and progress



Buddy system in place on the school playground



Nurture Group if appropriate



Back to Main Menu

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



SENDCO has the National Award for SENCo Coordination



In-school training on a range of SEND needs eg Autism, Speech and Language



Relevant courses and training



Ongoing SEND updates



Ongoing advice from outside specialists



Training and advice from Specific Learning Difficulty Base (SpLD)



SENDCo attends regular briefings and updates, recommendations and strategies are implemented to support children's learning



Back to Main Menu

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



Good quality teaching



Tier 1 (whole staff) and Tier 2 (SENDCo) Autism Education Trust training



CPD courses provided by Herts for Learning and the school's DSPL cluster



SENDCO and other expertise from within school



Educational Psychologist, SPLD base, Autism Advisory Service, Woolgrove Outreach service



Speech and Language Advisory Service, CAMHS (Childhood, Adolescent Mental Health Service)

A large red arrow pointing to the left, with the text 'Back to Main Menu' centered inside it.

Back to Main Menu



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



End of year report



Home/School Communication books as required



Links from school website



Parent workshops and evening events (e.g maths evening)



Parenting courses can be accessed through DSPL2 (regularly sent out via Parentmail)



SENDCo signposts parents to enable them to access outside advice and support (eg helplines, websites)



Pupil conferencing



Education Support Plan reviews



Assess, Plan, Do, Review cycle



Special Educational Needs and Disabilities Co-ordinator available for meetings at parent's request



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



All parents are encouraged to participate fully in their child's education



Education Support Plans- monitoring progress



Parent consultations evenings (twice a year)



Open morning (once a year)



Education, Health and Care Plan (EHCP) for a minority of children



Risk Assessments for individual children where necessary



The Special Educational Needs and Disability Policy was written with both the Special Educational Needs and Disability Governor and Parental input



Special Educational Needs and Disabilities Co-ordinator available for meetings at parent's request



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



Risk assessments carried out as appropriate (in consultation with parents)



Reasonable arrangements can be made based on your child's needs.



Discussion and planning for activities with parental involvement



Requisition visit for residential /day trips made by staff



# How accessible is the school environment?



All Hertfordshire schools will comply to The Equality Act 2010 and will make reasonable adjustments



Risk Assessments are in place as appropriate



The School has wide doors and ramps



Home Visits are carried out for all our Reception children



Welcome notices in a variety of languages



# Who can I contact for further information?



Class teacher



SENDCo (Mrs Dean)/Deputy Head (Mrs Branagan)/ Headteacher (Mrs Winwood)



SENDCo Governor



County SEND Officer



Various websites related to SEND



Whilst we would hope that problems may be overcome in school you can ask for a copy of our [Complaints Procedure and Policy](#)



Back to Main Menu

# 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?



Transition support/ plans- additional visits to secondary schools



Additional visits to new classroom for children as appropriate



Additional meetings with parents as appropriate



Home Visits for children joining Reception



Transition Day



Internal transition meetings



Crucial Crew (Yr 6)- protective behaviour



Meet with secondary staff



Records are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000. Both electronic and paper are transferred and discussed.



Close links with local secondary school who run workshops for upper key stage 2 children to attend



Our school works closely with all settings at the time of transition. Extra visits can be arranged for pupils with SEND. We work closely with secondary schools to ensure a smooth transition.



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



School budget decided by head and governors for SEND



In exceptional circumstances for individuals, additional funding can be applied for.



Within the budgetary constraints, support is allocated according to the level of need.



Resources are carefully matched to a child's needs through careful ongoing monitoring and assessment of progress and attainment.



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



Careful monitoring and evaluation of support to ensure development of the child's independence. It is important children do not become over reliant on additional support.



In consultation with class teacher, parents, SENDCo and Head teacher to discuss what is appropriate



Regular review meetings with professionals and parents, that include the child where appropriate



When possible, we aim to support children with SEND inside the classroom (although intervention groups/ 1:1 Speech and Language work will often take place outside the classroom)



Interventions are tailored to the child's Education Support/Speech and Language Targets and are carried out at times which do not impact the learning in other subjects (e.g as far as possible, a child with maths needs will do 1:1 maths work whilst whole-class maths teaching is taking place)





# 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?



Information about the Hertfordshire Local authority offer can be found here:



Our School's Quality SEND offer can be found [here](#). This will be reviewed yearly



For further information please contact the SENDCo, Mrs Dean



Thank you to all the parents involved in helping to prepare this document.

Last reviewed: June 2023



Back to Main Menu