



Parkgate Infants and Nursery School

School Offer (SEND Information Report)

Children's SEND is generally thought of in four broad areas of need.

Communication
and Interaction

Cognition and
learning

Social, emotional
and mental
health difficulties

Sensory and/or
physical needs

How does Parkgate Infants know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Parkgate Infant and Nursery school all teaching staff assess children continuously through a combination of informal and formal methods. The progress of all our children is tracked carefully and we hold regular discussions regarding individual progress of our children. When a concern about a child's progress is raised, it is discussed with all staff that work with that child. We will then make a decision about what support we will offer the child to enable them to meet age related expectations. Some children may require extra support through an intervention. This does not necessarily mean they have a Special Educational Need (SEN). Parents will be informed of this and offered the opportunity to share their thoughts and ideas about their child's progress.

If after this support a child's progress continues to be less than expected, then the class teacher along with the Special Educational Needs Co-ordinator (SENCo) will need to investigate further to assess what the barrier to learning could be and whether the child has SEN (slow progress and low attainment do not necessarily mean that a child has SEN). We take a graduated approach to the identification and assessment of children. When a child has been identified as needing SEN support, the class teacher

and SENCo will involve parents and the child in order to gather information and build a profile of the child. At this stage it may be necessary to involve outside agencies for further investigation and support.

If you think that your child may have a special educational need then you should firstly speak to the class teacher who will make an appointment with you at a convenient time. You can also make an appointment to speak to the schools SENCo if your concerns continue after discussions with the class teacher.

How will school staff support my child?

If concerns are raised about a child's progress we will firstly look at what we can provide in the classroom through quality first teaching to identify if there is further provision that can be put into place.

If it is decided that a child needs SEN support then we will work with the parents and child to discuss targets and the interventions that are appropriate. When a child is taking part in an intervention we will make clear who is planning the intervention and who will deliver the content of it. We will review these targets and interventions regularly and discuss the child's progress. Provision for each child will be matched to their individual needs.

How will I know how my child is doing?

Parkgate Infant and Nursery School has an open door policy.

Parents are able to approach their Child's teacher and arrange a mutually convenient meeting if they wish to talk about their child.

Throughout the year there are opportunities for parents to find out about their child's progress at Parent Consultation meetings and by receiving the end of year report. If your child is on SEN support then there will be termly meetings to review targets. These meetings will discuss what is working for the child and what needs to be put into place to support them

further. At this meeting all involved will jointly write the child's Individual Provision Plan. In some cases Parents may be provided with a Home and School link book to aid communication.

If outside agencies are involved with a child then parents will be invited into school to discuss any assessments that have taken place.

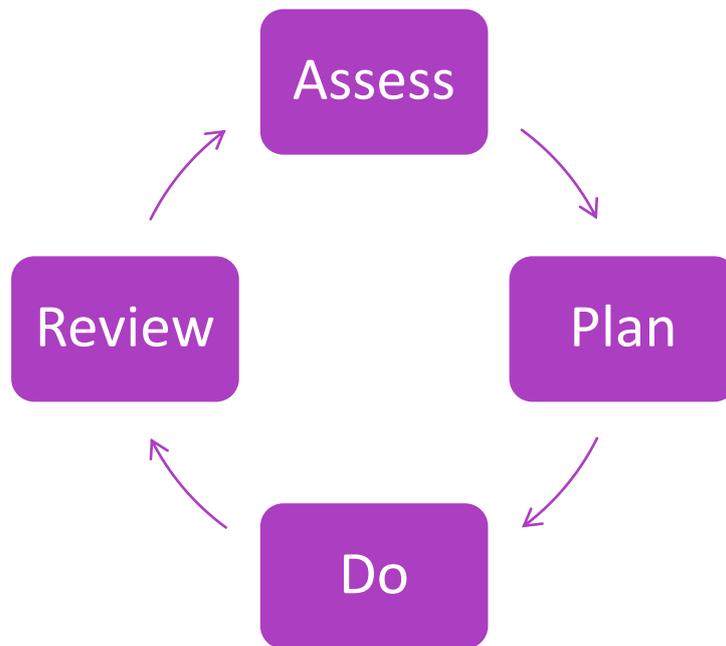
How will the learning and development provision be matched to a child's needs?

Teachers have high expectations of all children and plan for these children taking into account their previous experiences and knowledge. Through good quality teaching the children's needs are identified and addressed. When planning teachers will provide differentiated activities matched to the child's ability, either looking at the lower or higher age expected targets and adapting work to meet the child's needs.

Teachers review children's progress regularly through assessments and pupil progress meetings and plan provision that is needed. The intervention that the child may need will be planned, carried forward and reviewed at the end to measure the impact. This is in line with the Code of Practice model of intervention of 'Assess, Plan, Do and Review'. If a child needs extra provision this will be discussed with the parents and targets will be set and matched to the needs of the child.

The targets of children on SEN support are reviewed regularly and parents will be invited in to school to discuss the previous targets and set new targets for the child.

If we have concerns about a child we will meet with the parent and record the difficulties they are experiencing and the support we are providing on a 'Record of Discussion'. If after this we feel that the child needs to be placed on the SEN register their targets will be recorded on an 'Individual Provision Plan'.



Assess - Information is gathered together from the teacher, child, parents, teaching assistants and assessments. We identify the child's barrier to learning.

Plan - This is where we decide what additional support will be provided to overcome the barriers. This will be recorded on the child's individual provision plan.

Do - **This** is when the work is carried out with the child as detailed on their provision plan.

Review - This is when we measure the impact of the support provided. Once again the teacher, child, parents and teaching assistants are involved and changes are made to the plan if needed.

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

Some children may have social and emotional difficulties which may form barriers to learning and affect their confidence. This may also impact on attendance. Individual support sessions are used as opportunities to

explore these areas and discuss the child's concerns. 'Social Stories' may be used to help support this.

Throughout the school, success in achieving learning goals is celebrated and used to enhance self-esteem. We have weekly sharing assemblies where children share work they have completed in class. We also have 'Star of the week' which celebrates children's achievements.

We also use external agencies such as the Counselling in School service if necessary.

We may refer children to CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes and gain support in understanding a child's mental health needs.

We also work with School Based Family Support Workers from the South West Herts Partnership as well as Parent Partnership.

When multiple agencies are involved with a child and their family, the use of an EHM - Families First Early Help Module as an early intervention single assessment tool is set up. It brings together different agencies and services to share information and work together in a co-ordinated way. It is a voluntary process that is designed to support the whole family in managing a child's needs.

Children with medical or physical needs will be supported appropriately to ensure any barriers to learning are minimised.

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

There are a range of services and expertise that are available for the school to access if, after school support and interventions, a child is making less progress than expected. These include:

Advisory Teachers for Physical Impairment	Advisory Teachers for Hearing / Visual Impairment.	CAMHs - Child and Adolescent Mental Health Service	Chessbrook Education Support Centre
Colnbrook Education Support Centre	Communication Disorders Team	Educational Psychologist	Family Support Worker
Occupational Therapist	School Nurse	Speech and Language Therapist	Laurance Haines Specific Learning Difficulties Outreach Service

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

As a school we are committed to the ongoing professional development of all staff.

All staff have access to courses run by the Local Authority. We also provide training in school.

Relevant staff are First Aid trained.

The SENCO has completed the National Association for SEN Co-ordination Award.

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

If your child has SEN support then you will be invited to a meeting each term to discuss their progress, review the support provided and the impact of this. This will allow parents to discuss their thoughts on how they feel the support is impacting their child. During these meetings discussions will take place on how parents can support their child at home. If external

professionals are working with your child, they will offer ideas for how your child can be supported. It is sometimes the case that external professionals work alongside the parents and the class teacher in developing strategies for joint support.

Parents will also attend parent consultation meetings where teachers will give suggestions of how you can support your child at home. Annual reports to parents will also provide targets for development that a child can work towards.

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

When identifying whether a child has SEN we will involve parents throughout the process. After our initial discussions on identifying a child who requires further support, we will work with parents to build a profile of their child's needs and how those needs can be supported. We will discuss the, adjustments interventions and support that will be put into place ensuring that parents are involved in the process. We will hold regular reviews to discuss the impact of these interventions and identify what steps we need to take next.

If outside agencies are involved, parents will be informed about when the professionals are working with their child and any outcomes of their involvement.

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

We ensure that children with SEN and Disability are able to participate in all aspects of the school life. All pupils are included in school trips and after school clubs. Where it is appropriate or necessary we will make appropriate adjustments to aid children in these activities.

How accessible is the school environment?

All schools have duties under the Equality Act 2010. We do our best to meet the needs of all learners. The school is open plan and on one level with flat access throughout the building. External doors have ramping for wheelchair access and we have one wheelchair accessible toilet. We also have a disabled parking bay in the car park.

Who can I contact for further information?

Mrs McCarthy is the SENCo. She can be contacted by telephoning the school office on 01923 221984 or by emailing emccarthy@parkgateinfants.herts.sch.uk.

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 Nursery staff conduct home visits as part of the child's induction process.

Children who join our school through 'In Year' admissions have their records transferred from their previous setting. After reading these records teachers can contact the previous setting if more information is required.

When children are moving to the next year group, children are given the opportunity to meet their new teacher and other staff who will be working in their classroom. They will also have the opportunity to spend time with the staff in their new classroom. At times, if required, social stories will be provided to aid children. Teachers will also take part in Transition meetings to pass on relevant information.

When children are moving to the Junior school they will also be given the opportunity to spend time with their new teacher in their new classroom. Records are passed to the Junior school and staff meet to pass on relevant information. Once again if necessary a Social story will be provided if required.

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

The school receives a budget for SEN provision. This funding is used for the employment of support staff to assist children with SEN and to provide additional resources that may be required to aid their learning beyond the resources commonly used by most other children.

The school provides support for all pupils with SEND as the need arises. The school is able to apply for additional funding called Exceptional Needs Funding (ENF) for those pupils with complex SEND or for children with an Education Health and Care plan (EHCP).

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

The level of support will vary depending on the child's needs and the schools resources. If it is felt by the parents and teachers of a child that they need further support, after discussions, a plan will be put into place and will be regularly reviewed.

Where the school is unable to supply the level of support needed by a child, an application for Exceptional Needs Funding (ENF) will be made.

In more severe cases this may form part of an Education Health and Care Plan (EHCP).

How can I find information about the local authority's Local Offer or services and provision for children and young people with special educational needs and disability?

You can find out about the Local Authorities local offer at www.hertsdirect.org/localoffer.

What do I do if I have a complaint?

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a Class Teacher in the first instance after school. Anyone who feels unable to talk to the Teacher, or is not satisfied with the Teacher's comments, should make an appointment via the school office to speak to the SENCo.

If you are still not satisfied then you should arrange an appointment with the Headteacher.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy.

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