

School Offer (SEND Information Report)

Parkgate Infants and Nursery School

Last Reviewed: March 2022



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School Offer (SEND Information Report)

The Children and Families Act of 2014 stated that all maintained schools should publish information on the implementation their policy for children with Special Educational Needs and Disabilities (SEND) and the outcomes for these children. This report should be updated annually, and changes made throughout the year should also be updated regularly.

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person of compulsory school age is said to have SEND if they:

Have a significantly greater difficulty in learning than the majority of others of the same age.

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has SEND if they fall within the definitions above or would do if special educational provision was not made for them.

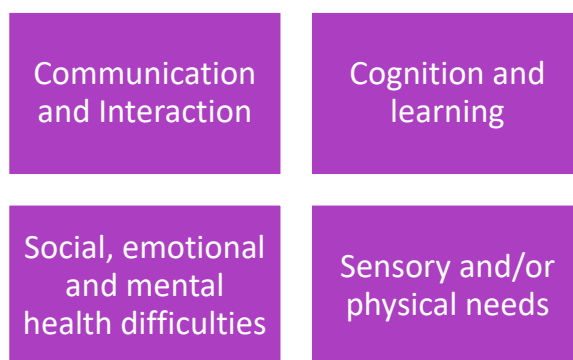
Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Further information can also be found in the following policies –

- SEND Policy
- Behaviour Policy
- Supporting pupils with medical conditions policy
- Intimate Care policy
- Medicines policy
- Child Protection policy
- Marking and Feedback policy

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



Parkgate Infants and Nursery School Special Educational Needs Co-ordinator and Governors.

The School Special Educational Needs Co-ordinator is Mrs Emma McCarthy who can be contacted on emccarthy@parkgateinfants.herts.sch.uk

The Special Educational Needs Governors is Mr Aaron McGovern. He can be contacted at amcgovern@parkgateinfants.herts.sch.uk

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 and Disability (SEND). 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 SEND (slow progress and low attainment do not necessarily mean that a child has SEND). We take a graduated approach to the identification and assessment of children. When a child has been identified as needing SEND 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 SEND 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. This provision could consist of 1-1 teaching, small group work with a TA, resources matched to the child's needs, specific interventions or any advice that has been received from outside professionals.

This provision will be noted on the child's provision map and will be overseen and monitored by the class teacher. The SENCo will also monitor these maps monthly. They will be discussed in monthly Pupil Progress meetings with the Senior Leadership Team.

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 SEND 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 discuss what is being planned, this will be added on the Provision Map for the child. 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, 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 SEND support are reviewed regularly and parents will be invited into school to discuss the previous targets and set new targets for the child.

All targets will be SMART targets.

Specific

Targets must be expressed using clear language describing exactly what a child will be able to do or say successfully.

Measurable

We need to show that children are making progress and that identified targets are achieved. This can be shown through the number of times you want the child to respond successfully or by including a time or frequency factor.

Attainable

Targets must be realistic and within the child's ability as identified in ongoing assessments

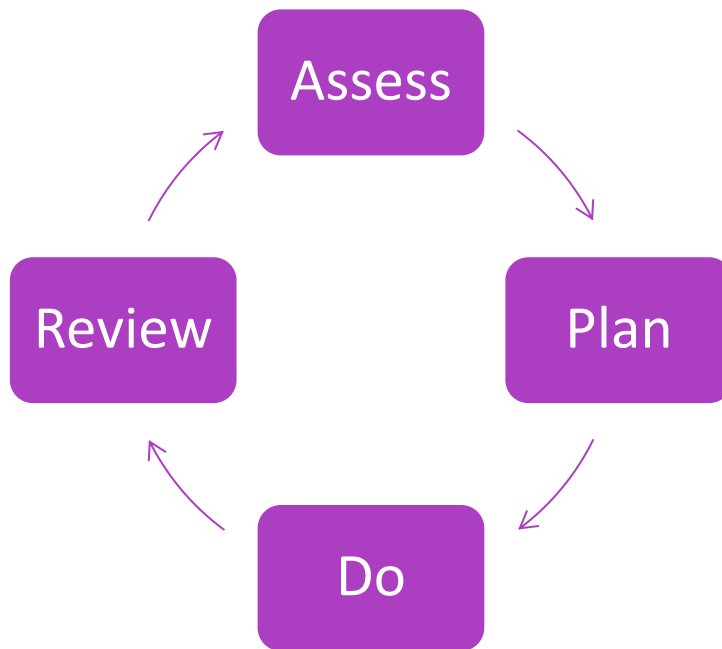
Relevant

Targets must be tailored to the child's individual needs. The targets should be linked to the child's outcomes.

Timely

SMART targets or outcomes must always have a specified date by which it is hoped the child will have successfully achieved them and at this point the targets should be reviewed to assess progress

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 the Class Provision Map. If after this, we feel that the child needs to be placed on the SEND register this will be discussed with the parents. The child's targets will continue to be recorded on the Class Provision Map. If a child needs support with their behaviour then the support they require will be recorded on the Hertfordshire Steps Therapeutic Approach to behaviour Toolkit starting with the Early Prognosis tool and ending with a 'Risk Management Plan', in line with Hertfordshire Steps which is explained in more detail in our Behaviour Policy.



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

Strategies/support to develop independent learning

- Use of visual timetables
- Now and Next board.
- Pre teaching of vocabulary and concepts
- Access to ICT
- Give one or two step instructions
- Use of individualised success criteria
- Resources easily accessible by the children
- Conferencing where misconceptions and next steps are identified and discussed with the child

Provision to facilitate/support access to the curriculum

- Small group work with the classroom Teaching Assistant
- One to one support
- Specialist equipment or reasonable adaptations to the environment
- Differentiated curriculum
- Assessments to identify barriers to learning
- Advice from outside professionals

Strategies to support/develop Literacy

- Same day intervention
- Conferencing where misconceptions and next steps are identified and discussed with the child
- Small group work with the classroom Teaching Assistant or Teacher
- Phonic project Intervention
- Secure start intervention
- Write from the start Intervention

- Advice from outside professionals
- Opportunities for extra reading

Strategies to support/develop numeracy

- Same day intervention
- Conferencing where misconceptions and next steps are identified and discussed with the child
- Small group work with the classroom Teaching Assistant or Teacher
- Advice from outside professionals

Mentoring activities

- Steps Therapeutic Approach to Behaviour - Anxiety Mapping and Roots and Fruits
- Jigsaw – PSHE curriculum
- Lego Therapy
- Buddy system
- Talk Partners

Some children will benefit from extra support with emotional and behavioural difficulties, which may include:

- Social Skills programmes
- Social Stories
- Play Therapy provided by an external professional.
- Access to Owl room and sensory equipment
- 1:1 support from a teaching assistant,
- Regular Sensory and snack breaks
- **Thrive Intervention**
- Advice from external professionals.
- Steps Therapeutic Approach to Behaviour - Anxiety Mapping and Roots and Fruits and Risk Reduction Plan

Strategies to support behaviour

- Behaviour Policy
- **Hertfordshire Steps Therapeutic approach to behaviour toolkit**
- Social groups
- Access to Owl Room
- Advice from Chessbrook Educational Support Centre and The Acorn Centre
- Advice and/or support from external agencies such as Chessbrook ESC or

Interventions from a Speech and Language Therapist

- Regular delivery of a planned Speech and Language programme by a teaching assistant
- Support from a member of staff trained in speech and language strategies Modelling of the correct language – Elklan
- Wellcomm Intervention
- NELI – Nuffield Early Language Intervention

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Visual timetables, pre-warning of changes to timetable
- Thrive Intervention
- Access to school counsellor
- School Family Worker
- Referral to Chessbrook Outreach Support Service
- Step 2 - CAMHs
- Steps Therapeutic Approach to Behaviour - Anxiety Mapping and Roots and Fruits and Risk Reduction Plan
- Support from PALMS (Positive behaviour, Autism, Learning disability and Mental health 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.

All staff are trained on Tier 1 of the Autism Education Trust training.

Relevant staff are trained on Tier 2 of the Autism Education Trust training.

Staff have also been trained on Neurodiversity.

All staff have annually safeguarding training and are trained in the Prevent strategy.

All staff have been internally trained on the Herts Steps Therapeutic approach to behaviour management and two members of staff have been trained externally as trainers.

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

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

If your child has SEND 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?

We have an open door policy and parents can request to meet with their child's class teacher and SENCO at a time mutually agreeable if they have any concerns. When identifying whether a child has SEND, 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 Special Educational Needs 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. This will be identified through a risk assessment and will be individual to the child's needs. We will discuss trips and the plans put into place with parents.

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.

You can also contact your child's class teacher for more information.

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 SEND provision. This funding is used for the employment of support staff to assist children with SEND and to provide additional resources such as books, interventions, and any specialist equipment suggested by outside professionals 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 **Local Higher Needs Funding (LHNF)** for those pupils with complex SEND. Children with an **Education Health and Care plan (EHCP)** will automatically be assessed for funding when their EHCP is finalised and will be reviewed yearly during the **Annual review.**

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 school's 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 reviewed regularly.

Where the school is unable to supply the level of support needed by a child, an application for **Local High Needs Funding (LHNF) 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.

Updated March 2022