



Bromet Primary School Parents' Information

SEN information Report 2016

Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Our Vision

All children and young people at Bromet School with SEND have access to high quality educational and pastoral provision that meets their needs.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* (2014) requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- **This can be found:**
<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at Bromet Primary School offer you?

The Bromet School Offer can be found at <http://bromet.herts.sch.uk/publication/view/bromet-sen-offer>

1a How does the school know if children/young people need extra help

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

1b What should I do if I think my child may have special educational needs?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (INCo).
- The school SEN Governor can also be contacted for support.

2. How will school staff support my child?

Class teacher input (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the INCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run by a teacher or a teaching partner (TP).

Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the ASD Outreach Team
- Outside agencies such as the Education Psychology Service (EPS).

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

Your child's progress will be continually monitored by his/her class teacher and you will be involved and informed at regular intervals.

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

Class teachers plan lessons according to the specific needs of all groups of children in their class and will endeavor to ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

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

- Meet and greet session at start of the day by a teaching assistant in reception classes
- Liaison books between home and school
- Regular meetings for the parent/carer with the class teacher
- Social, Emotional Aspects of Learning (SEAL) taught throughout the school
- Short term support with a member of the pastoral team

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

The INCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Laurence Haines (Specific Learning Difficulties Base – SpLD)

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

Strategies to support/develop access to the curriculum include:

- Small group support in class with a teaching assistant
- Withdrawal in a small group for 'catch-up' English/phonics activities
- For more able pupils small group booster sessions
- Scaffolding of tasks
- Differentiated activities/personalised curriculum

Local Authority Provision that can be accessed by the school

- Autism Advisory Service
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- SPLD (Specific Learning Difficulties Outreach)
- MLD (Moderate Learning Difficulties Outreach)
- Behaviour Support Team

Health Provision that can be accessed by the school

- School Nurse
- Occupational Therapy
- Counselling Services
- CAMHS

8. How will you help me to support my child's learning and how will I be involved in discussions about and planning for my child's education?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets /IEPs/ Support Plans will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school link book may be used to support communication with you when this has been agreed to be useful for you and your child.

9. How accessible is the school environment?

- The school is fully compliant under the *Equality Act 2010*.
- There is a disabled toilet. .
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

10. Who can I contact for further information?

The Head teacher:

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the INCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The Inclusion Manager: Mrs L. Wambeek

Responsible for

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

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

Please see Pupil Premium information:

http://www.bromet.herts.sch.uk/statutory_info.html

- The school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the Senior Leadership Team discuss all the information they have about SEND in the school, including
 - the children getting extra support already,
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.