



How We Provide for Children with Special Educational Needs & Disabilities

We are working to create a whole school community where everyone feels valued, accepted and able to contribute. This is based in an atmosphere of mutual respect and tolerance, supported by our positive behaviour policy and equal opportunities policies.

We believe children learn best when they feel happy, secure and confident. At Tudor we place a strong emphasis on the right of all children to a broad and balanced curriculum, which meets their individual needs.

Fundamental to our educational philosophy is the belief that every child is entitled to full curriculum access and to an education which meets their individual needs, interests and abilities. Consequently we aim to cater for every pupil within the general fabric of the whole school. We ensure equal opportunities in terms of access to the curriculum and carefully monitor resources, opportunities and stimuli.

1. How does our School know if children need extra help?

We know pupils need help if:

- ✓ Concerns are raised by parents/carers, teachers or the child.
- ✓ Limited progress is being made.
- ✓ There is a change in the pupil's behaviour or progress.

2. What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact responding to parental concerns.

3. How will school staff support my child?

When children join the nursery or reception class they are assessed in each area of learning. Throughout their time with us we will continue to monitor and discuss your child's progress with you.

- ✓ Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- ✓ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy or literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. It will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map. If you have any queries related to the interventions, please do not hesitate to contact the class teacher.
- ✓ Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ✓ Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech and Language team etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

- ✓ Our governing body has a responsibility to monitor the school's provision for children with special needs. Their nominated SEND governor regularly meets with the headteacher and/or the SENCo to review the impact that our interventions are having.

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

- ✓ You will be able to discuss your child's progress at Parent's Evenings twice each year.
- ✓ Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher by visiting the school office.
- ✓ On occasion, a home school book is also set up to keep parents up to date on their child's achievements each day.
- ✓ Parents of children who have an IEP will have meetings at least once per term, to discuss progress made towards their targets.

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

All children at Tudor, whatever their ability, are taught at a level that is both challenging and realistic for each individual child. Children with special educational needs are supported while our higher attainers are given more demanding work. Generally, this takes place within the usual working environment and children are not segregated according to needs.

However:

- ✓ When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ✓ Teaching Assistants (TAs) may be allocated to work with the pupil on a 1:1 or small focus group to target more specific needs.
- ✓ If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher and discussed with parents on a regular basis – usually each term. Parents will receive a copy of their child's IEP.
- ✓ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions or pen/pencil grips.

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

At Tudor School we place great value on the all round development of each individual child and we recognise that we need to encourage in the children such skills as assertiveness, co-operation, tolerance and empathy. Using our school committee, the Tudor Owls, circle time, assemblies, role-play and drama sessions we seek to develop these qualities in our children, encouraging them to be good citizens. We hope that our policies on behaviour, equal opportunities, race relations and special educational needs all contribute to a climate where children feel happy, successful and valued.

Pupils with medical needs

- ✓ Staff receive epipen training delivered by the school nurse.
- ✓ All staff have basic first aid training.
- ✓ Foundation stage staff have paediatric first aid training.
- ✓ Appropriate staff have diabetes training.
- ✓ Depending on an individual's needs, appropriate training is carried out by staff involved with that particular child

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Communication Disorders Team
- Child Protection School Liaison Officer
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- AIO (Attendance Improvement Officer)
- Social Services
- Speech and Language Therapy
- Occupational Therapy
- School Nurse
- Family Support Worker

- DESC (Dacorum Education Support Centre)
- Play therapist
- ADHD nurse (Attention Deficit Hyperactivity Disorder)
- SpLD base (Specific Learning Difficulties base)

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

Different members of staff have received training relating to SEND. These have included sessions on:

- ✓ How to support pupils on the autistic spectrum.
- ✓ How to support pupils with social and emotional needs.
- ✓ How to support pupils with speech and language difficulties.
- ✓ How to support pupils with ADHD.
- ✓ How to support pupils with dyslexia.

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

- ✓ The class teacher may suggest ways of how you can support your child.
- ✓ Parent training courses are regularly advertised in our school newsletter.
- ✓ Parent ambassador training has enabled support staff to liaise with you as needed.
- ✓ Foundation stage staff offer welcome meetings that direct you in the support you can offer your child in their reading, writing, maths and social development.
- ✓ Parents are invited to attend a transition meeting just before their children progress to Y1
- ✓ Key Stage 1 staff provide parents with a booklet to support literacy and maths learning at home.

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

All parents are encouraged to contribute to their child's education. This may be through:

- ✓ Discussions with the class teacher.
- ✓ During parents evenings.
- ✓ During discussion with other professionals.
- ✓ Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

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

Activities and school trips are available to all.

- ✓ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ✓ However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

12. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. Facilities we have at present include:

- ✓ Ramps into school to make the buildings accessible to all.
- ✓ Three toilets adapted for users with disabilities.
- ✓ Stair lift in the main school building giving access to the hall.

13. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the class teacher. Following this, a meeting can be arranged with the SENCo.

14. 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?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- ✓ Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- ✓ Children attend a transition session in July where they spend time with their new class teacher.
- ✓ Additional visits are also arranged for pupils who need extra time in their new school.
- ✓ Secondary school staff visit pupils prior to them joining their new school.
- ✓ Our school SENCo liaises with the SENCo from the secondary schools to pass on information regarding SEND pupils.
- ✓ Where a pupil may have more specialised needs, a separate meeting may be arranged with the school SENCo, the secondary school SENCo, the parents/carers and where appropriate the pupil.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

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

- ✓ These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- ✓ During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.

17. 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 Hertfordshire's Local Offer is available at

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>