



Lodge Farm Primary School

SEN Informational Report

All schools are required to develop and publish an SEN Information Report (paragraph 6.79 of the SEN Code of Practice) which details how we ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Question	People	Summary of responsibility
<p>Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs / Disability (SEND)? How can I talk to them about my child if I need to?</p>	<p>Class Teacher Contact by telephone on: 01438 236600 Email: admin@lodgefarm.herts.sch.uk Contact the class teacher through the school office.</p> <p>Special Educational Needs and Disability Coordinator (SENDCo) Key Stage One Angie Smith Contact by telephone on: 01438 236600 Email: ks1senco@lodgefarm.herts.sch.uk Contact through the school office.</p> <p>Key Stage Two</p>	<p>Class teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's needs (also known as differentiation). • Tracking the progress of your child and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support, adapting resources etc) and discussing amendments with the SENDCo as necessary. • Writing Individual Learning Plans (ILPs), for children on the SEN (Special Educational Needs) register and sharing/reviewing these with parents at least once a term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>SENDCo's are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities (SEND) and developing the school's SEND policy to make sure all children have a consistent, high quality response to meeting their needs in school. • Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language



	<p>Governor: Mrs Ruth Davies Contact through the school office.</p>	<ul style="list-style-type: none"> ○ assistance in completing paperwork and forms e.g. housing, special educational needs, school places and benefits. ○ attendance and support at school and other agency meetings. ○ advice and support in promoting positive behaviour at home. ○ guidance with career and personal development and access to training and workshops. <ul style="list-style-type: none"> ● Liaising with parents, outside agencies and SENDCos. ● Working with staff to promote an inclusive curriculum and ethos within school. ● Supporting SENDCos and class teachers to gather evidence and complete necessary paperwork. <p>The Governor for SENDCo is responsible for:</p> <ul style="list-style-type: none"> ● Ensuring clarity of vision, ethos and strategic direction. ● To hold the head teacher and SENDCOs to account for the educational performance of the school and its SEND pupils. ● To oversee the SEND financial performance of the school and make sure its money is well spent. ● If you have raised concerns with the class teacher, SENDCo and head but feel that you need to discuss this further, please contact the SEND governor.
Question	What will Lodge Farm do?	What might this look like?
<p>How does the school know if children need extra help?</p>	<p>Children's progress is monitored continually at school through: observations, feedback and marking, moderation, assessment, data analysis, information shared from parents, others settings and outside agencies. We also use termly data to track pupils which is analysed in half-termly pupil progress meetings with the senior leadership team and class teachers.</p> <p>When concerns are raised, the SENDCo may use detailed assessments to analyse a child's difficulties and will then advise staff on appropriate support strategies.</p>	<ul style="list-style-type: none"> ● Focussed marking with clear targets and feedback from pupils ● Daily marking of books and learning completed ● On-going assessment for learning ● Pupil voice interview/questionnaires ● Formative assessment tasks ● Half-termly pupil progress meetings between teachers and senior leaders ● Open door policy for meetings and advice with teachers ● Support for assessment with SENDCo ● Advice may be sought from external professionals ● WELLCOMM assessments in EYFS



	<p>We use pupil voice to listen to the views of our learners about how they are doing and how they like to be supported in school.</p>	
<p>What should I do if I think my child may have special educational needs?</p>	<p>Parents are encouraged to speak to the class teacher or SENDCo about any concerns they have.</p> <p>If you have concerns about your child's progress, you should speak to your child's teacher initially as they work with your child on a daily basis. You can do this at any time and shouldn't wait for parent/ teacher evenings to express your worries. Your concerns will then be passed to the SENDCo.</p> <p>The SENDCo operates an open door policy so that you can speak to them about your concerns and obtain a prompt response (contact details above in section 1).</p> <p>If you are not happy with the support and progress of your child, please do not hesitate to bring your concerns to the attention of the SENDCo or head teacher or if your concerns have not been resolved you can speak to the school SEND Governor (See section 1 for details).</p>	<ul style="list-style-type: none"> • Class Teachers are available to speak to daily at the end of the day • SENDCo operates an open door policy • SENDCo and head teacher available every day • Parent evenings • Termly SEND meetings
<p>How will school staff support my child?</p>	<p>Having assessed and identified needs, we seek to match provision to need. In the first instance, class teachers plan their lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted or differentiated in order to enable your child to access their learning as independently as possible.</p> <p>In more extreme cases, children may require additional SEN support. External agency advice may be sought and an Individual Learning Plan (ILP) may be created to address specific learning needs. For more complex needs, an Education, Health and Care Plan (EHCP) may be requested from the local authority.</p> <p>In all instances, we define the expected outcomes of intervention and then monitor the impact through regular meeting and tracking of pupil progress. Our SENDCo leads on this aspect and the head teacher shares the information with governors.</p>	<p>Graduated response to SEN</p> <ul style="list-style-type: none"> • Quality first teaching – good or better, delivered daily in the classroom • High aspirations for all children • Appropriate differentiation of tasks • Grouped support/Individual support for learning • Intervention programmes to supplement classroom learning • Adapted/additional resources • Use of alternative recording • Use/access to ICT to support learning • Individual timetables • Pastoral support programmes • External agency support/advice • ILPs following the process of assess, plan, do across each term. • EHCP process and reviews • Monitoring of intervention impact • Tracking of pupil progress



<p>How will I know how my child is doing?</p>	<p>Your child's progress is continually monitored and celebrated by his/her class teacher who will have high aspirations for all children within their care. His/her progress is reviewed formally every term and is recorded in central data tracking systems and then discussed at pupil progress meetings with the senior leadership team.</p> <p>Parent/teacher consultation evenings are held in the autumn and spring term whereby your child's progress will be shared with you. In the summer term, a written report is sent home detailing progress and next step targets.</p> <p>We run termly SEND meetings in which all parents are invited to discuss their children's progress or needs in an open forum with the SENDCos/other trained professionals and other parents from our community.</p> <p>Children with identified additional needs may have an ILP which will be shared and reviewed with you on a termly basis and the plan for the next term made. Parents/carers are invited to attend these one-to-one meetings with the class teacher so that their views can be included regarding how their child should be supported. In addition, where appropriate, we will seek the views of the child/young person as a central part of the support process.</p> <p>The progress of children with an EHCP is formally reviewed at an annual review which is attended by all adults involved with the child's education.</p>	<ul style="list-style-type: none"> • Parent/teacher consultations • Annual written report • Home school books (when needed) • Letters/messages sent home • Pupil voice questionnaires • Parental feedback questionnaires • ILP planning and review meetings • Annual reviews of EHC plans • Additional meetings as required • Termly open-to-all SEND meetings for parents
<p>How will the learning and development provision be matched to my child's needs?</p>	<p>Differentiation is embedded in our curriculum and practice. All staff plan lessons which are adjusted or differentiated according to the needs of the children in their class. Such differentiation may involve changes to the task or the outcome required, use of different equipment and resources or alternatives methods of recording answers etc. Differentiation is designed to allow pupils to access tasks at a level which is appropriate for them whilst still maintaining independence. A child's needs are carefully assessed and then appropriate adjustments are planned to ensure the needs of the child are addressed and that the task is accessible to them. The success of the adjustments are then reviewed on a regular basis and changed as required.</p>	<ul style="list-style-type: none"> • Appropriate differentiation of tasks in terms of what is required or by outcome • Adapted environment • Use of sensory resources/The Den • Use of writing/speaking frames • Adapted/additional resources • Coloured overlays • Symbols to access written text • Use of alternative recording • Use/access to ICT to support learning • Individual timetables



	<p>In some cases, when children have more complex needs, we will develop an individual or personalised curriculum which meets the needs of the child more effectively. This is created through discussion with parents/carers and external agencies, to ensure that the provision is appropriate.</p>	<ul style="list-style-type: none"> • Intervention programmes to supplement classroom learning • Pastoral support programmes • External agency support/advice • Grouped support/individual support for learning
<p>What support will there be for my child's wellbeing?</p>	<p>All of our staff are trained to provide a high standard of pastoral support. We also have a skilled family support worker who is able to provide Protective Behaviours and support programmes which help to raise self-esteem and confidence.</p> <p>At Lodge Farm we have a designated sensory room, The Den, which all children have access to. The Den has a wide range of resources designed to meet sensory processing needs. It also has designated 'chill out' areas which are available. It is staffed by our Family Support Worker.</p> <p>At Lodge Farm, we have two teaching assistants, who are deployed across the school as necessary, to support individual and groups of children with both their well-being and behaviour for learning within the classroom.</p> <p>In addition, the school buys in a number of external agencies such as counsellors, art therapists and music therapists who are able to work with children in groups or individually.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive training e.g. Epi-Pen training. We have a medical policy in place and follow health care plans which are created by medical professionals who are working with a child and their family.</p> <p>Our behaviour policy, which includes guidance on expectations, rewards and consequences is fully understood and adhered to by all staff.</p> <p>The head teacher regularly monitors attendance with the family support worker and takes the necessary actions to prevent prolonged unauthorised absence and to improve punctuality.</p>	<ul style="list-style-type: none"> • Whole school training in safeguarding and first aid • Trained Family Support Worker • The Den • Health Care plans in place where appropriate • Behaviour policy in place, monitored and updated regularly. • Absences monitored and actions taken. • Designated teaching assistants to support well-being and behaviour for learning.



<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with a range of professionals in health, education and social care. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of intervention in terms of effectiveness.</p> <p>We have a sensory processing room, The Den, which is staffed by our family support worker who is fully trained in supporting children with both sensory processing needs and pastoral care.</p>	<p>Directly Funded by school:</p> <ul style="list-style-type: none"> • Speech and language therapy specialist teaching assistants who carry out a range of speech and language interventions including Lego Therapy. • Online one-to-one speech and language therapy sessions through MABLE. • A family support worker who works with small groups or 1:1 with children to develop self-esteem, confidence and positive behaviour and attitudes to learning. Our family support worker also provides support, advice and information to families within Lodge Farm. • The Den, a sensory processing room in which we have a large range of activities and resources to meet a wide range of sensory needs. • Art-therapy/play-therapy. <p>Funded by the Local Authority but delivered in school</p> <ul style="list-style-type: none"> • Educational Psychology service -EP • Specialist advisory teacher service • Primary support base extended roll/respite • Education Support Centre (ESC) outreach • Specific Learning Difficulties (SPLD) base support • Outreach from Woolgrove Academy for cognition and learning difficulties • Speech and language therapists • Parent partnership service (to support families through the SEN processes and procedures) • Professional training for school staff to deliver medical interventions <p>Health and Medical</p> <ul style="list-style-type: none"> • School nurse • Speech therapist • Child and Adolescent Mental Health Services (CAMHS) • Occupational therapy • Physiotherapy
<p>What training have the staff who are supporting children with SEND had or are having?</p>	<p>Our Special Needs and disability Coordinators (SENDCo) are qualified teachers who fulfil the requirements laid out in the SEN and Disability Code of practice 0 to 25 (September 2014). They regularly attend training courses to ensure that their knowledge is current and up to date. They have both achieved the National Award for SENDCo.</p>	<p>Training to implement specific intervention programmes</p> <ul style="list-style-type: none"> • Eiklan and WELLCOMM (speech and Language training) • Autistic Spectrum Disorder (ASD) training • Makaton signing • Communicate in Print training • Visual and hearing impairment training



	<p>Part of the SENDCo's job is to support the class teacher in planning for children with SEN and as part of this role they organise, and on occasions, deliver whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</p> <p>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 ASD advisory service, or medical /health training to support staff in implementing health care plans.</p>	<ul style="list-style-type: none"> • Medical training for Epipen • Dyslexia friendly classrooms • Herts steps behaviour management • Emotional regulation
<p>How will you help me to support my child's learning?</p>	<p>We actively encourage you to talk to your child's class teacher regularly so we know how they are doing at home and we can tell you about what we are doing in school. If necessary, a home/school contact book may be used to support communication with you. Additional support will be discussed with you and we will give you resources and ideas which could be used to support learning at home.</p>	<ul style="list-style-type: none"> • Home/school agreement • Home/school book (when agreed) • Access to Mathletics, Purplemash and Times Table Rockstars • Resources to use at home • Individualised/differentiated homework
<p>How will I be involved in discussions about planning for my child's education?</p>	<p>The class teacher, SENDCo or head teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have. If additional SEN support is believed to be necessary to support your child's learning, we will invite you into school for an initial meeting where we can gain your views and opinions about how your child should be supported at school.</p> <p>If your child has an ILP, you will be invited into school at least termly to discuss progress, provision and support. When external agencies are involved, you will be invited to meet them so that you can be part of the discussions regarding support. The SENDCo/ inclusion team will then go through the written</p>	<ul style="list-style-type: none"> • SENDCo open door policy • Regular access to class teacher • Meetings at least termly to discuss support and to set/review ILP targets • Parent/teacher consultation evenings • Meetings with external professionals • Signposting to relevant services and agencies • Parent partnership service



	<p>professional reports with you if required to ensure that you fully understand the contents.</p> <p>The school may suggest the Parent Partnership organisation to help support you through the SEN processes and procedures.</p>	
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>As an inclusive school, we promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration are given to ensure needs are met; this may include meeting with parents/carers to complete individual risk assessments. There is always a high adult to pupil ratio made up from familiar, trained school staff and pupils may be given one-to-one support if this is appropriate.</p> <p>We regularly audit our extra-curricular clubs to ensure participation and we actively encourage children to attend through positive promotion of activities.</p>	<ul style="list-style-type: none"> • Regular opportunities to attend a wide range of school clubs covering a variety of interests • Audit of school clubs to ensure participation • Regular school trips • Individual risk assessment planning • High adult to pupil ratio • 1:1 support if required • Pre-trip visits by school to check access arrangements and to discuss needs with staff at the venue
<p>How accessible is the school environment?</p>	<p>We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</p> <p>The school is a single storey building with ramp access to most classrooms (stairs only to access years 5/6 and year 1). It has wide doorways and corridors and so is mostly accessible for wheelchair users and/or users with physical disabilities. There are disabled toilet facilities on site and a disabled parking space in the school car park.</p> <p>The school is able to source translation/interpreter services for families who have English as an additional language (EAL), if required.</p>	<ul style="list-style-type: none"> • Mostly wheelchair accessibility • Flexible in its approach of assigning classes to classrooms depending on the needs of a class in terms of access. • Use of symbols to create a communication friendly environment
<p>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?</p>	<p>We have robust transition arrangements in place when welcoming new learners with additional needs to our setting. We always ensure that we meet with parents/carers to discuss the child/young person's needs and how we can best support them. A phased integration programme may be put in place to ease transition arrangements and anxieties.</p>	<ul style="list-style-type: none"> • Meetings with new parents • Taster sessions within school • Liaison with feeder settings or staff from previous school • Observation at feeder/previous setting • School staff attend Early support meetings/TAF meetings/ professional consultations to ensure smooth transition • Individual transition plans including additional school visits as needed • Transition books



	<p>We have very good relationships with all our feeder settings and we visit children within these settings so that we can plan for their needs before arrival.</p> <p>When our students move on to new settings, staff pass on extensive information and are always available to speak with the new SENDCo to give further information.</p>	<ul style="list-style-type: none"> • Pen portraits • Sharing of information when appropriate • Phased integration if appropriate • Personalised transition programmes for pupils who need additional support.
<p>How are the school's resources allocated and matched to children's special educational needs and disabilities?</p>	<p>The school budget includes money for supporting children with SEND. The head teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The head teacher and the SENDCo discuss all the information they have about SEN in the school, including the children getting extra support already; the children needing extra support; the children who have been identified as not making good plus progress as would be expected. The school leadership team then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed. Budgets are closely monitored and aligned to the school improvement plan.</p> <p>If a child has an EHCP (Educational Health Care Plan), the Local Authority will use the EHCP to identify what funding is needed for the school to be able to deliver the specified provision in the EHCP. Please note that not all EHCPs are allocated funding. The school must be very clear about how such funding will be used.</p> <p>If a child's needs are very complex or unusual, an application may be made for High Needs Funding (HNF). The school must be very clear about how such funding will be used. An application does not guarantee funding as the application is subject to local panel approval.</p>	<ul style="list-style-type: none"> • Budgets aligned to school development priorities • Budget for SEN set by head teacher and approved by governors in relation to current needs and an understanding of where additional support is required. • Applications for High Needs funding when appropriate • Application for personalised commissioning as part of TAF process.



<p>How is the decision made about how much support my child will receive?</p>	<p>Working with the learner, their families and other staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action. This action follows the cycle of assess, plan, do, review to ensure that support meets the needs of the learner and progress is made.</p>	<ul style="list-style-type: none"> • Assess, plan, do, review process employed to ensure appropriate provision • Support reviewed regularly with school staff, parents, child and external professionals and changed if required. • Impact assessment of all interventions to ensure they are working appropriately
<p>How can I find information about the local authority's Local Offer of services and provision for children with special educational needs and disabilities?</p>	<p>As part of the SEN and Disability Code of practice 0 to 25 (September 2014) the Local Authority is required to produce their local offer detailing what support is available for children and young people with SEND and what services can be accessed across the county.</p>	<p>Hertfordshire's local offer can be accessed via</p> <p>www.hertsdirect.org/localoffer</p>