

Lodge Farm School

SEND Information Report

This is our initial SEND Information Report, it is a working document and we would welcome your comments and views to help us improve this over the coming year.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will usually be identified through pupil progress meetings during the year. Those children will be highlighted to all adults working with them and the Special Educational Needs and Disability Co-ordinator (SENDCO). Additional support will be put in place after discussions with the Senior Leadership Team and class based teaching team. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of this at Parent consultations or earlier if necessary. If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs will take place. This will be supported by the SEND team and includes views of the parents and where appropriate the child concerned. If there is an indicator of a range of learning difficulties then the child will be recorded as having special educational needs support. Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEND issues should in the first case talk to their child's class teacher.

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. This will usually take place within the classroom as part of the lesson to maximize the impact. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention (Closing the Gap). This support could be extra group or individual support led by a trained teaching assistant. Different teaching resources will be sourced and created to meet the individual's needs. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENDCO provides advice, monitoring, and links with outside agencies. The SEND team will also monitor the impact of the Closing the Gap interventions using work scrutinies and pupil voice. There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

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

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires individual additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENDCO and regularly modified. Progress is reported back to parents at parent consultations or more regularly if needed.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Through pupil voice children are consulted during the process and are key to decisions about what support is needed and will yield most impact.

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

All staff are trained in Protective Behaviours. A counsellor is bought in by the school to provide support for children's social, emotional and mental health needs. The school employs and advocate who liaises with both children and parents to provide day to day support for social, emotional and mental health needs. Children have regular opportunities to speak to all the teaching assistants, nursery nurses and higher level teaching assistants when they need advice, guidance or support. Currently the school runs a termly Silver Set programme which promotes self - confidence, self - esteem and independence. The school has a consistent behaviour policy throughout the school. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual Speech & Language programmes set by Speech & Language therapist will be implemented by our Eklan trained staff. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. In some instances where it requires for a child to be referred to a specialist support service the school sign posts parents appropriately or will refer directly.

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

All SEND and school support staff have undergone training in different areas of SEND to develop specialisms to ensure that there is a wide range of skills and expertise in

all areas of SEND. Specialisms include behaviour support, Autism, Specific Learning Difficulties e.g. dyslexia, dyscalculia, literacy and maths interventions, reading intervention, gross and fine motor skills difficulties e.g. dyspraxia and Speech and Language. The school has a link Educational Psychologist, Speech Therapist, Counsellor and school nurse to whom they can directly refer to. The school will signpost the parents to different health services such as Child Development Centre, Child Development Assessment Centre, Audiology and Opticians. The school can also access outreach services such as Leys Base SPLd, Woolgrove School, Educational Support Centre and Autism Advisory Team.

7. What training have the staff, supporting children with SEND, had or are having?

All staff are trained in First Aid and Safeguarding. There is a specially trained paediatric first aider for each phase of the school and three designated staff (DSPs) for safeguarding concerns. Early Years staff have been trained so that an accurate assessment of a child's language needs is done on entry to school (Wellcomm) and appropriate provision implemented. Other staff have been trained in Speech and Language Support, Autism, dyslexia, dyscalculia, literacy and maths interventions, reading intervention, behaviour strategies, gross and fine motor skills difficulties e.g. dyspraxia and communication in print. All support staff are appropriately trained. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

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

Parent's Consultations are held in Autumn and Spring term to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term. Parents are involved in reviews where extra individual support has been put in place and their views are sought at each opportunity to help support their child's learning. In line with our homework policy children are set homework regularly.

Termly news letters are sent out so that parents are informed which topics will be covered and a meeting and informal picnic is held for all parents in the Summer Term so that they can meet their child's new class teacher and support staff. Information evenings for parents are held on all aspects of their child's education throughout the school life. The school buys in a Family Support Worker who has access to a wide range of support from local agencies and services and is able to signpost parents effectively.

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

There are formal occasions such as Parent's consultations where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a

longer discussion may be needed. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also a very active PTA in school. Parents of children with SEND are regularly involved in discussions through reviews.

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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. This allows the children to access relevant areas. The building has disabled toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

The school has a SENDCO and an Inclusion Manager who can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child. The school policy is to speak to your child's teacher with any initial queries. If you wish to make a complaint the school has a complaints procedure which is available from the school office.

13. 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?

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or 'moving on' please contact the class teacher.

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

The school has an amount identified within its overall budget called the notional SEND budget. This is used for resources to support the progress of children with SEND. This is used to employ Teaching Assistants to meet the needs of children with SEND, buy specialist equipment, books or stationary or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority. (Exceptional Needs Funding).

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views where appropriate, their own views where appropriate and consultation with their class teacher. This support is reviewed regularly with amendments being made to the programme of support. The emphasis of our interventions are early identification and targeted effective support to minimise any long term need for additional support.

16. 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?

The authority's local offer of services and provision for children and young people with SEN can be accessed at www.hertsdirect.org/localoffer