

How does the staff at Anstey School know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Anstey First School all teachers assess children continuously through a combination of informal and formal methods. Work is differentiated to meet the needs of individual children who may need additional support in a subject or those who need additional challenge. Some children may occasionally require additional individual or small group support to enable them to remain on track with their peers. This in itself is good teaching practice and does not necessarily constitute a Special Educational Need. Strategies used for additional support are recorded on the School Provision Map which is reviewed by Staff at the beginning of each term.

If teachers feel that a child is not responding to interventions as anticipated this may be indicative of a deeper underlying barrier to learning requiring further investigation which may involve seeking advice from external professional bodies. This will only take place with the consent of parents following discussions between parents, teachers and the SENCo (Mrs Myers) and/or SENCo assistant (Mrs Tilbury).

Where severe or extreme needs are identified which are likely to continue throughout a child's education then it may be appropriate to consider assessment for an Education and Health Care Plan (EHCP). Parents need to consent to this process and are fully involved in each stage of the process.

If parents have their own concerns regarding their child's educational needs then they may make an appointment to discuss these with their child's teacher and /or the SENCo/SENCo Assistant at any time.

How will staff at Anstey School support my child?

Once a need is identified the school will discuss with parents the best way of making provision to address the need. This may involve prioritising some short term targets to meet a longer term goal. A plan will be developed identifying what level of support will be provided within and outside normal lessons and who will be responsible for delivery of the support and its frequency (teacher, teaching assistant etc.). If a decision is made to approach an external professional such as an educational psychologist or speech and language therapist then a request for such support will be made and parents will be involved with the feedback sessions from such support.

The SENCo and SENCo Assistant track all children receiving SEN support and review their progress at least once per term. The Head Teacher reports termly to governors on the level of SEN need and support being provided. The governor with responsibility for SEN visits the school regularly to meet with the SENCo and review the provision of SEN within the school.

How will I know how my child is doing?

At Anstey First School we hold two parent consultation evenings (Autumn and late Spring) where teachers discuss the progress of children. These meetings are also used to inform parents of the success of differentiation and/or intervention group work involving their child. Annual written reports are also provided for all children which will make reference to any SEN support provided.

For children receiving SEN Support additional meetings are held with the SENCo/SENCo Assistant (these may include the class teacher) to discuss progress against the child's individual targets and the agreeing of new targets. Recommendations from any external professional advice will also be considered.

In addition to the above, parents may always make an appointment to see their child's teacher or the SENCo. Short discussions may take place before school or at the end of the day regarding specific issues or events and /or through the use of the home/school diary. In EYFS and KS1 there is likely to be a greater extent of oral feedback each day on handover of the children.

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

Wherever possible children with SEN will participate in all lessons along with their peers and any support will be provided within the classroom. Teachers will differentiate work to allow for particular needs or difficulties. This may take the form of a slightly different task based on the same teaching input or different outcomes expected from children on SEN Support.

On occasion it may be necessary for a child with SEN to leave the class with a teacher or teaching assistant to undertake additional or different work aimed at closing a learning gap, pre-teaching of subject vocabulary/knowledge or consolidation of skills required for a future lesson. Additional or different homework tasks may be set to the remainder of the class. The provision provided and its success will be kept under constant review and adapted accordingly. The child's view of the support provided and its effectiveness will also be taken into consideration.

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. Individual and group support sessions are used as opportunities to explore these areas and discuss the child's concerns. Social stories may be used or 'Circle of Friends' when appropriate. Success in achieving learning goals is celebrated and used to enhance self-esteem. It may be appropriate to involve the use of external agencies such as CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes. Other options could include the use of a CAF (Common Assessment Framework) 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?

Each class has one teaching assistant present or available in class throughout the working day. All of our support staff attend professional development training to enable them to provide appropriate support for all children including those with needs. Training may include reading and writing strategies, supporting speech and language development, maths support and supporting children with autism. When a child has specific physical needs staff will receive appropriate training if this is a new need to the school. Currently we are focussing our training on pupils on the autistic spectrum.

If the school needs the support of outside professional advice in order to meet the needs of a child more effectively then, with parental approval, this will be requested. Anstey First School accesses:

Educational Psychologist

Speech and Language Therapist

Visual Impaired Team

Occupational Therapy

Physiotherapy

Early Years Support

Autism Specialist Teacher

Advice from Amwell View/Middleton School

Thorley Hill Speech and Language Base

Health Visitor

School Nurse

CAMHS

Rib Valley Family Support Service

The Rivers Educational Support Centre

Safe Spaces

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

Most support staff are trained in supporting phonics reading skills for phases 1-6 and can support children's reading from any point. Likewise all support staff receive training to enable them to effectively support writing development and mathematics. All our staff have received training

for supporting children with autism and have supported children with physical needs. Needs that arise that are new to the school trigger new training needs which are addressed at the earliest opportunity. Our SENCo has an accreditation in autism and has worked previously with pupils who exhibit challenging behaviour specifically with autistic needs. Our Senco Assistant is level 4 trained and is trained in teaching SEN in the Montessori classroom. Both are Herts Steps trainers

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

If your child is in receipt of SEN support then you will be invited to at least one focussed review meeting per term to discuss progress against targets and setting of new targets. In addition to these will be the normal termly parent consultations and the annual school report to parents. There may also be more frequent communication as required through the home/school diary, during handover at the gate or through additional meetings related to observation/consultation visits by external professionals.

Periodically we offer parent workshops focussed on supporting topics such as reading, maths homework, internet and e-safety and research projects.

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

Parents are involved at all stage of the SEN support process. Following initial discussions on identification of a need a support programme with targets will be set. Parents will be invited to regular planned discussions on progress and the future direction of the support.

If external professionals visit your child in school then you will be informed and either invited for a meeting or the professional will phone you direct to discuss their findings.

During termly reviews of progress the views of the child are always sought. All pupils can express their views on school issues through the School Council. Many children with SEN have been elected to serve on the School Council to represent their year group.

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

To date we have always been able to include all children, including those with SEN and disabilities in educational trips and sports activities including Bocce, athletics and Tag Rugby. Visits are carefully planned with all children in mind. The planning process normally involves pre-visits to the site where the needs of children with SEN and disabilities can be identified and discussed with site staff; the completion of a Risk Assessment and behaviour management plans for individual children as required.

It may be necessary for an adult to be assigned on a one-on-one basis to a child with SEN to assist them in obtaining the most out of an activity, assisting with understanding of instructions, working with others, managing equipment etc.

How accessible is the school environment?

We are able to provide for the needs of all our children currently and will always seek to do our best to provide an inclusive education. Anstey First School has a designated disabled

parking bay and have toilets designed to support assistance with toileting. We will seek support and advice from OT for appropriate aids to support children who may join us as is deemed necessary.

Who can I contact for further information?

The first point of contact for parents is always the class teacher. For children with SEN then it may be appropriate for joint meetings with the teacher and the SENCo. The SENCo at Anstey First School is Mrs Myers. Mrs Myers is responsible for initiating the involvement of any external professionals and for overseeing the administration and monitoring of all children receiving SEN support.

If parents are unhappy with the support being provided for their child then they may wish to discuss this with the SENCo. If a concern remains then parents may follow the complaints procedure to be found on the school website.

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?

For children with existing identified SEN joining the school, the SENCo/SENCo Assistant will contact the SENCo at the child's previous school to ensure all information and support plans are effectively transferred. With children in EYFS, staff may pay home visits and visit the child in their setting prior to transfer in order to assess the level of need and support which may be required at Anstey First School.

When children with SEN transfer to middle school or another primary school provision the teacher and SENCo/SENCo Assistant will meet with the SENCO from the new school to transfer all necessary information. Usually the SENCO at the new school will meet with parents and invite the child to visit the school prior to the main induction day.

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

The school receives a small budget for SEN provision. This funding is used for the employment of support staff to assist children with SEN and to provide additional resources that may be required to aid their learning beyond the resources commonly used by most other children. The funding provided does not cover the full cost of our SEN support staff and resources. Governors ensure that sufficient funds are provided to meet the needs of SEN Support.

On occasion the school may apply for additional funding to support the specific needs of a child. This funding is time limited and subject to periodic review.

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

The level of support is determined initially by the class teacher and SENCo/Headteacher prior to the establishment of the SEN Support proposal for discussion with the parents. Support will be provided in class wherever possible on either an individual or small group basis. Isolation of children for support is kept to a minimum.

Where the school is unable to supply the level of support needed by a child an application for additional funding (ENF) will be made.

In more severe cases this may form part of an Education and Health Care Plan (EHCP) which previously were called Statements of Special Needs.

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?

Further information on the Local Offer of services and provision for children and young people with special educational needs and disabilities within Hertfordshire parents can be found at www.hertsdirect.org/localoffer.

To be updated and reviewed annually
Date of next review Summer 2022