

Contacted by
telephone:01763
243930
e mail:
admin@studlandsrise.h
erts.sch.uk

- make sure all children get a consistent, high quality response to meeting their needs in school.
- 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
 - included in planning ahead for them.
 - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, ASD Outreach etc.
 - Liaising with the Local Authority SEN Department where appropriate
 - Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
 - Supporting your child's class teacher to write Additional Support Plan (ASP) that specifies the targets set for your child to achieve.
 - Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are, in the first instance, directed to the Inclusion Manager or Class teacher. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback

	<p>Head teacher Miss Doke Contacted by telephone 01763 243930 or through the school email. admin@studlandsrise.herts.sch.uk</p> <p>Autism Lead Mrs Pope</p> <p>SEND Governor Mrs Ormsby</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the INCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the <i>Governing Body</i> is kept up to date about any issues in the school relating to SEND. <p>She is responsible for:</p> <p>We have a School Autism Lead. She will be involved in all aspects of support to those pupils with autism. This will involve aspects of advocacy, assessment, strategic planning, staff/parent liaison and support.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
<p>How does the school know if children need extra help?</p>	<p>What we do at Studlands Rise</p> <p>We track the progress of all our learners daily in class through lessons and tasks and questioning but as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking and use termly pupil progress meetings to look at how the children are progressing. To assess how successful support has been and to plan what things we might need to change to support progress and learning in the future.</p>	<p>How might this look?</p> <ul style="list-style-type: none"> • Focussed marking with clear targets and feedback from pupils • Daily marking of books and work completed • On-going assessment for learning • Pupil voice

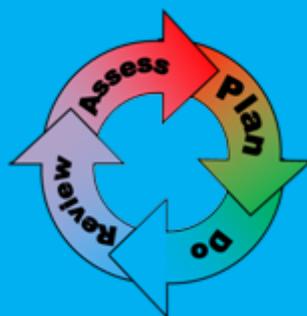
	<p>When concerns are raised the INCO may use detailed assessments to try to analyse a child's difficulties and will then advise staff on appropriate support strategies. We also use pupil voice whenever appropriate to listen to the views of our learners about how they are doing and how they like to be supported in school.</p>	<p>interview/questionnaires</p> <ul style="list-style-type: none"> • Termly pupil progress meetings between teachers and senior leaders • Open door policy for meetings and advice with teachers • Support of assessment with INCO • Advice may be sought from external professionals
<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, INCO or Head Teacher about any concerns they have. 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 INCO / Head Teacher. The INCO operates an open door policy so that you can speak to her about your concerns and obtain a quick response. (Contact details above in section 1). The Head Teacher is also available and will willingly talk to you about your concerns. 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 INCO 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 • INCO operates an open door policy • INCO and Head Teacher available every day • Parent Evenings and Open Evenings 2x per year.
<p>How will school staff support my child?</p>	<p>The school uses a GRADUATED RESPONSE to SEND provision - part of a cycle for evaluating decisions and actions and the most effective way of supporting the child to make good progress</p> <p>ASSESS - the class teacher will analyse a pupils progress before identifying</p>	<ul style="list-style-type: none"> • Graduated response to SEN • Quality first teaching - good or better, delivered daily in the classroom • High aspirations for all children • Appropriate differentiation of tasks • Grouped support/Individual

the child as having a need that requires support.

PLAN - A plan is made to decide on how to meet the identified needs of the child. This may be adaptations to learning in the classroom, small group or one to one sessions, use of particular interventions. If a child has very specific needs then an additional support plan may be written taking into account the views of parents/carers and where possible the views of the child.

DO - The child is supported as agreed by all concerned and where necessary advice from outside professionals. The class teacher remains responsible for monitoring the child and will regularly evaluate provision with the support adult and Senco.

REVIEW - The effectiveness of the support will be reviewed by all adults concerned and the progress shared with parents at least termly.



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. In more extreme cases, children may require additional SEN support. External agency advice may be sought and an Individual Learning Plan may be created to address

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
- FFA process
- EHCP process and reviews
- Monitoring of intervention impact
- Tracking of pupil progress

	<p>specific learning needs. When a number of different agencies are involved a Family First Assessment Framework (FFA) be required to ensure a cohesive approach in planning and delivering support. In rare cases for very 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 INCO leads on this aspect and the Head Teacher shares the information with governors.</p>	
<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. A Parent/teacher consultation evening is held in the autumn 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. Children with identified additional needs may have an Individual Learning Plan 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 meetings 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. The progress of children with an EHC Plan is formally reviewed at a planned review with all adults involved with the child's education.</p>	<ul style="list-style-type: none"> • Parent/teacher consultations • Annual written report • Home school book • Letters/certificates sent home • Pupil voice questionnaires • Parental feedback questionnaires • TLP planning and review meetings • Annual review of EHC plans • Additional meetings as required
<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, alternatives methods of recording answers etc.</p> <p>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</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 • Use of writing/speaking frames • Adapted/additional resources • Coloured overlays

	<p>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. In some cases, when children have more complex needs, we have developed 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"> • Symbols to access written text • Use of alternative recording • Use/access to ICT to support learning • Individual timetables • 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 well being?</p>	<p>All staff are trained in safe guarding and take a caring and supportive attitude to all pupils. Staff training includes first aid training and Epi pen training. We have a medical policy in place and follow health care plans where required.</p> <p>Please talk to your child's class teacher if there is something you feel that we should know or information about your family circumstances which you believe may affect your child.</p> <p>If necessary and in discussion with you, your child may be offered the opportunity to take part in a range of activities including - Nurture Group, social skills activities group, drawing and talking or protective behaviours group.</p>	<ul style="list-style-type: none"> • Whole school training in Safeguarding and First Aid. • Behaviour policy in place, monitored and updated regularly. • Absences monitored and actions taken.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Studlands Rise School is able to access the services and expertise of a range of professionals and agencies including -</p> <p>Educational Psychologist, Speech Therapist, Physical and Neurologically Impairment specialist teachers, Communication Disorder Team, Physiotherapists and Occupational Therapists, Early Years support team</p> <p>These professionals may become involved where appropriate to the needs of the pupil.</p> <p>Currently the link school nurse is able to refer to different health services</p>	<ul style="list-style-type: none"> • A speech and language therapy assistant • Educational Psychology service - EP • Advisory teacher service • Specific Learning Difficulties (SPLD) base support • Outreach from Woolgrove Academy for cognition and learning difficulties • Education Support Centre (ESC)

	<p>such as Child Development Centre and CAMHS.</p> <p>School can also signpost parents to their GP.</p>	<p>outreach</p> <ul style="list-style-type: none"> • Parent partnership service (to support families through the SEN processes and procedures) • Professional training for school staff to deliver medical interventions Health and Medical • School nurse • Speech therapist • Child and Adolescent Mental Health Services (CAMHS) • Occupational therapy • Physiotherapy
<p>How will you help to support your child's learning?</p>	<p>We actively encourage you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school.</p> <p>We ensure that we have strong Parental partnerships so that any change in your child's circumstances are quickly responded to and needs are met. This relies on open parental communication</p> <p>A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</p> <p>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"> • Maths games to play • Resources to use at home • Individualised/differentiated homework
<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. The school is a single storey building with ramp access to all classrooms. It has wide doorways and corridors and so is fully accessible for wheelchair users and/or users with physical disabilities.</p> <p>There are disabled toilet facilities on site and disabled site users are allowed access to the school car park. 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"> • full wheelchair accessibility • railings and slopes • use of symbols and markings 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. Where possible, school staff will visit pupils in their current setting before they move to our school so that we can see and discuss support arrangements and provision. We will meet with parents/carers to discuss the child/young person's needs and how we can best support them.</p> <p>A phased integration programme may be put in place to ease transition arrangements and anxieties. We have very good relationships with all our feeder settings and will visit children within these settings so that we can plan for their needs before arrival. When our students move on to new settings, staff pass on extensive information and are always available to speak with the new INCO to give further information.</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 plan including additional school visits • Transition books • Pen portraits • Extensive sharing of information • Phased integration if appropriate
<p>How are the school's resources allocated and matched to children's special educational needs and disabilities?</p>	<p>The school has an amount identified within its overall budget called the notional SEND budget.</p> <p>This can be used for -</p> <p>Resources to support the progress of children with SEND Employing Learning Support Assistants to meet the needs of children with SEND. Buying specialist equipment, books or Stationary Providing specialised training for staff.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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. • Application for Exceptional Needs funding

<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 INCO considers a variety of options for suitable provision before deciding on a course of action. This action follows the cycle of assess, plan, act, 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 also 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>The authority's local offer of services and provision for children and young people with SEND can be accessed at - www.hertsdirect.org/local_offer</p>

GLOSSARY OF TERMS

APDR - Assess Plan Do Review

ASP - Additional Support Plan

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

CLA - Child Looked After CPP - Child Protection Plan - (child at significant risk of harm)

EAL - English as an Additional Language

EHC - Education and Health Care Support Plan

EP - Educational Psychologist

ENF - Exceptional Needs Funding

FSW - Family Support Worker

FFA - Family First Assessment

HI - Hearing Impairment
IIP - Individual Intervention Plan
OT - Occupational Therapist
PD - Physical Disability
PEP - Personal Education Plan
MLD - Moderate Learning Difficulties
PSHE - Personal, Social and Emotional Education
PSP - Pastoral Support Plan PT - Physiotherapist
SALT - Speech and Language Therapist
SEMH - Social, Emotional and Mental Health
SEN(D) - Special Educational Needs and / or Disabilities
INCO - Special Educational Needs Coordinator
SLCN - Speech, Language and Communication
SpLD - Specific Learning Difficulties VI - Visual Impairment

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