



## The Local Offer

### Introduction

All Hertfordshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). They are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools aim to be inclusive, with the needs of SEND pupils being met in a mainstream setting wherever possible, if families wish this to happen

For further information please see the proposed Hertfordshire Local Offer –

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>.

**The following document is designed to inform parents as to the provision that Manor Fields can offer children with SEND. It is not an exhaustive list and we would invite any parent with specific queries or concerns to contact the SENCO directly in order that we can engage in a dialogue about how best we can address the child's needs.**

#### **1. How does the school know if the children need extra help and what should I do if I think my child may have Special Educational Needs?**

A child is defined as having SEN (Special Educational Needs) in the 2014 Code of Practise as follows:

**“They have a learning difficulty or disability which calls for special educational provision to be made for him or her; namely provision different from or additional to that normally available to pupils of the same age.”**

Early identification is paramount and we aim to identify your child's need at the earliest point possible and as a result make effective provision.

Your child's progress is continually monitored by their class teacher through rigorous assessment. This progress is reviewed formally by the Senior Leadership Team every term.

Parents are encouraged to contact the class teacher first and foremost to discuss any concerns, this may be formal or informal.

#### **2. How will the school staff support my child?**

In close liaison with parents the provision will be matched according to need and appropriateness.

### **Whole class teacher input**

Your child will receive excellent targeted class teaching where the teacher will have the highest expectations for your child and all the pupils in their class.



Your child's teacher will have carefully checked your child's understanding and identified any gaps where they need extra support to help them make the best possible progress.

### **Specific small group work**

This may be a run in or outside of the classroom by a teacher or teaching assistant who has had training to run these groups. Your child will engage in Guided Group sessions with specific targets to help him/her make more progress.

### **Individual Support**

Your child may have been identified as requiring intensive support from a teaching assistant on a 1:1 basis. This type of support is available to children with specific barriers to learning that cannot be overcome through whole class teaching or intervention groups.

The school may choose to support your child using an IPM (Individual Provision Map) which addresses the individual needs of your child and plans in detail how they will best be met. If your child requires a particularly high level of support or has complex needs which are above that which is normally provided, school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. The Local Authority will then decide whether to write an Education & Health Care Plan.

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

All parents will receive formal communication once a term in the form of Parent Consultations or Annual Reports. If your child is given an Individual Provision Map (IPM) then these will be regularly reviewed and updated in discussion with you.

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

Regular assessment will inform class teachers as they plan lessons according to the specific needs of all children in their class

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs



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

The well-being of your child is extremely important to us and we aim to support and foster the whole child. Through offering extra-curricular activities the self-esteem and social development of your child are considered.

We endeavour to recognise your child's views and opinions and they will be used to inform IPM's and strategies implemented in class.

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

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff training is updated regularly as required.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

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

If in partnership with yourselves it is agreed your child needs some extra specialist support from a professional outside the school, there are a range of services that may be called upon. These can be divided under two headings, Education and Health; below is an example of just a few that may be accessed.

Education;

- Hertfordshire schools are fortunate enough to have access to Specific Learning Difficulties Bases (SpLD) which can offer support for difficulties in Literacy and Maths
- Educational Psychology Team
- Educational Support Team for Medical Absence

Health:

- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy
- Child and Adolescent Mental Health (CAMHS),

**Health services must be accessed via a GP referral**



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

The SENCO and class teachers are regularly available to share information and discuss what is working well at home and school so similar strategies can be used.

School offers a variety of workshops and meetings throughout the year to inform parents about specific subject teaching eg. Phonics meeting

There is a Learners Community Library (based at the Herts & Essex Community Hospital) which is available for all parents to join and access resources.

[Learnerscommmlib@hotmail.co.uk](mailto:Learnerscommmlib@hotmail.co.uk)

The local Children's Centres also hold support workshops and can support parents with a wide range of issues.

For further information, contact the SENCo, or see leaflets displayed in the Reception area at school.

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

Parents consultations, regular monitoring of your child's progress, regular meetings at least 3 times a year,

Where your child has an IPM you will be asked to comment and review the targets and progress your child is making each term.

If your child has an EHCP or a Statement these will be informed and reviewed by yourselves on an annual basis in discussion with all the professional involved.

If your child has needs where multiple services are required then a Common Assessment Framework (CAF) may be put in place (include a link to the CAF website),

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

Children will be able to access activities outside the classroom wherever possible. A detailed risk assessment will be made, ensuring that risks are minimized and reasonable adjustments are made.

### **11. How accessible is the school environment?**

All schools must adhere, by law, to the Equality Act 2010. The school is based at ground level and is accessible to children with Physical Disabilities. We ensure that equipment used is accessible to children, regardless of their needs.



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Our Accessibility policy is on the school website.

## **12. Who can I contact for further information?**

**Class/subject teacher**, Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Individual Provision Maps (IPM), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, 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.

**SENCO**, Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to 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
- 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 etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) 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 children with SEND in the school achieve the best progress possible.

**Headteacher/Deputy**

Responsible for:



- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Whilst we would hope that issues can be resolved within the school environment through chat/dialogue, in some cases Governors and Hertfordshire County made be contacted.

### **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?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

At the end of each academic year there are Internal transition meetings from current teacher to future teacher; some of these meetings may involve parents.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- All children will have the opportunity to spend time with their new teacher and classroom.
- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IPM's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

The strategies to support your child will depend on the circumstances as appropriate to the needs of the child.



Records are transferred and discussed between key adults within school as part of the transition process. When pupils transfer to new schools, electronic and paper records, including those relating to behaviour and attendance will be transferred within 15 days in accordance with the Education Act 2000.

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

The school budget, received from Hertfordshire LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Senior Leadership Team and SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

They then decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed in consultation with parents.

In exceptional circumstances, schools can apply for Exceptional Needs Funding, additional money for a child or a group of children for a fixed amount of time.

Within the budgetary constraints, support is allocated according to the level of need

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

There will be careful discussion after consultation with you as parents, the class teacher, SENCo and Head to ensure that the correct amount of support is given. It is vital that your child receives a level of support that fosters independence as well as improving progress.