



## Harvey Road School SEND Information Report

All the pupils at Harvey Road School (HRS) have entitlement to learning experiences which will enable them to achieve their maximum potential in terms of their social, emotional and academic development.

### **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 definition of Special Educational Needs is 'a child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of the others at the same age.' (SEND Code of Practice 2014)

Under the new code of Practice four broad areas of need are given:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

Pupils' needs may change and often cut across two or more of these areas. Teachers continually assess children through daily observation, interaction, marking and termly pupil progress and attainment meetings. When progress and attainment are below age related expectations further assessment may be necessary.

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plans (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).

### **2. What Can Parents Do?**

- If parents have concerns regarding their child then they should speak to their child's teacher.
- These concerns will then be discussed with the SENCO and considered in light of other information that is available.
- Depending on age and appropriateness, we may invite views from the child as well.

### **3. What does the School Do?**

- Slow progress and low attainment do not necessarily mean that your child has SEND. By talking to the class teacher you will be able to receive guidance on this. The school will identify what actions need to be made based on need rather than a diagnostic label.

- Individual assessments will be carried out where:
  - A meeting with parents may be arranged to discuss concerns and findings.
  - If a child continues to make less than expected progress the school will provide a range of support interventions depending on the needs.
- Identified children will be supported by adults working in the school and led by the Special Educational Needs Coordinator (SENCO).
- Where a special educational need is established, the school, in partnership with parents/carers and the child will work through a four step graduated response:
  - Assess
  - Plan
  - Do
  - Review

This process is critical in ensuring that the actions taken by staff and parents are guided by accurate assessments.
- A Support Plan will be written up after consultation with the parents, the pupil and all staff who work with the child.

#### **4. How will school staff support my child?**

- The class teacher is responsible for all the children in their class.
- High quality teaching, differentiated for individual pupils is available to the whole class.
- Every teacher will try to ensure that reasonable adjustments are made to overcome barriers to learning.
- Extra support may be provided via small groups or on a one to one basis to address a particular need.
- Where the interventions involve teaching away from the main class, the teacher still retains responsibility for the child. Should school assessments indicate that further support is necessary a range of additional provision may be offered.
- The SENCO liaises closely with all external agencies and may make referrals to an outside specialist. Outside agencies work with the child and staff in school.
- Parents will be involved at every stage of the process.

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

- The school welcomes feedback via the class link books or homework diaries.
- In our school we have an open door policy, parents/carers are welcome to make an appointment at a mutually convenient time with the class teacher or SENCO.
- There are two parent consultations a year and an annual report in the spring term for KS1 and 2. Early Years receive a termly report.
- Curriculum evenings will provide parents with key information about their children's learning that follows whole school and national changes.
- Hearing children read and checking homework may help parents to know how their children are doing.
- The school website has a wide range of general information that may be helpful for parents.
- Termly curriculum information will be given to parents to explain what will be covered during this time.

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

- High quality whole class teaching.
- Teachers plan for the needs of all pupils in the class and may adjust their teaching strategies and organisation and will differentiate work to meet each child's needs.
- Implementation of suitable support resources, eg visual timetables, ICT programmes
- Close liaison with external agencies, eg Speech and Language Specialists, advisory teachers from SpLD base, Communications Disorders team, Educational Psychologists
- Learning Support Assistant (LSA) support in class
- Targets set termly to achieve desired outcomes
- Small group or one to one interventions which are time limited and the impact measured so children's needs will consistently be met
- Classroom support may be given that directly supports the targets agreed.
- Support from specialist agencies working with the child and staff in school
- Parents and pupils will be involved at every stage

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

- The Code of Practice states that when identifying a SEN not only attainment needs to be assessed but a child's social and emotional skills.
- Every pupil is a unique individual with a unique contribution to make to the life of the school.
- All teachers and LSAs, including MSAs (Midday Supervisory Assistants) are made aware of any emotional needs a child may have.
- Achievements are recognised and celebrated.
- Assemblies/PSHE curriculum will discuss particular issues through stories
- Opportunities to participate in extra-curricular activities, after school clubs
- Access to school Family Worker
- We can offer a nurture group and if necessary will provide 1:1 support for any pupil who needs emotional support

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

- Through discussion with parents and class teacher, the SENCO may make contact with external specialist services should it be required.
- External support services help shape the provision and the school works closely with external agencies.
- HRS always ensures there are members of staff available to speak to external agencies.
- We are able to access support from: an Educational Psychologist, Speech & Language therapists, Advisory teachers for Specific Learning Difficulties, Hearing/Visual Impairments, Communication Disorders/Autism, Occupational Health, Family Support Workers and the School Nurse.
- As needs arise, such as medical conditions we may consult other specialists and support groups.

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

- Staff are trained to provide a variety of specialist support.
- Staff have been trained in Speech and Language Support, Autism, dyslexia, dyscalculia, literacy and maths interventions, behavior and nurturing support.
- Where training is identified the school is committed to meeting it to ensure that all staff have an update working knowledge of SEND issues and current legislation.
- All staff are trained in First Aid and Safeguarding. There are specially trained paediatric first aiders and designated staff for safeguarding concerns
- The SENCO has specialist SEND qualifications.

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

- Parents will receive advice and strategies that will support your child's learning
- The school has an open door policy and will always respond to a parent who requests a meeting.
- Information evenings on different areas of the curriculum
- Information leaflets are handed out each term so that parents are informed which topics will be covered.
- Home/school link books and diaries are used.

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

- The Code of Practice places an emphasis on working with parents to agree and review the outcomes of the support offered.
- Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning.
- Parent's Evenings are held twice a year and an annual report is written for each child in the Spring Term.
- Parents are represented on the school governing body, there are two Governors with responsibility for SEND and there is also a very active PTA in school.

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

- Harvey Road is a fully inclusive school and all clubs and trips are mixed ability and open to all. All children with SEND are included on all school trips and, when required additional staff can be deployed.
- Parents are consulted to ensure full participation and active engagement of all children.
- For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm.
- 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.

**13. 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.
- The building is fully wheelchair accessible and has disabled changing and toilet facilities.

- Specialised equipment would be 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.

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

- Initial queries should be directed towards your child's teacher.
- The school has a SENCO who can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child.
- If you have further queries after speaking with both the class teacher and SENCO then you may wish to contact the Headteacher.
- If you wish to make a complaint the school has a complaints procedure which is available from the school office

#### **15. 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?**

- On entering the school in the Foundation Stage, all children receive a home visit from school staff.
- For a year 6 child with SEND the SENCO will speak to the SENCO of the receiving school and they will meet to share information.
- There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school.
- If necessary extra transition days are arranged.
- Please refer to our school prospectus. 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 induction or moving on please contact the class teacher.

#### **16. 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, employ Learning Support Assistants to meet the needs of children with SEND, buy specialist equipment and 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). Resources and support available for children with SEND can be found on the school website.

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

- The Support Plan will identify what additional support a child may be given.
- All interventions will be time limited and reviewed and monitored to ensure the pupil is making progress.
- 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, their own views and consultation with their class teacher. It is unlikely that any pupil will receive full time 1:1 support.

**18. How can I find information on 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 SEND can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)