

Codicote School Offer (SEN Information Report)

September 2019

Welcome to our “School Offer” information. On these pages you should be able to find the answers to frequently asked questions relating to what the school offers for children with a Special Educational Need. The school motto is “Every child shall know success” and all children can expect an inclusive and well differentiated education. Some children may need additional support during our time with us, while a few children will require more precise individualised support.

What should I do if I think my child may have a special educational need?

Please talk to us! The first person to talk to would usually be your child’s class teacher, but if you prefer you are very welcome to talk to the Special Needs Co-ordinator or the Headteacher.

How does the school know about my child’s progress and if they need extra help?

The progress and attainment of all our children is monitored closely by class teachers, the Senior Management Team and at regular staff meetings. Classes, groups of children or individuals who need additional resources or input are identified and appropriate action taken. If a child needs ongoing, individual support they would normally be given a Pupil Passport. Generally these are written, with the child’s input, early in the school year and targets are then reviewed termly. These are copied to parents and staff welcome the opportunity to discuss them with parents and carers either at Parents’ evening or a specifically arranged meeting.

How will staff support my child and who might work with them?

Staff work as a team to ensure that all children are supported in their learning and development. Some children may receive a greater level of input from teaching or support staff on either a 1:1 or group basis. For a few children, advice is sought from external professionals to assist us with that.

How will I know how my child is doing and how might I be involved in discussions and planning?

The parents and carers of all children are invited to consultation meetings twice a year and receive a written report at the end of the school year. In addition to these regular chances to discuss your child’s progress, the school operates an open door policy and teaching staff can be met with informally or formally. If you would like a longer or private meeting, or one involving a member of the Senior Management Team, please make an appointment via the school office. The SENCO offers appointments at consultation evenings and these are available to parents who have concerns about their child’s development or progress.

For a few children meetings involving external professionals or review meetings will also be held regularly.

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

All class teachers differentiate work to take account of children who need additional challenge or support. In addition, some children will need alternative resources or additional adult input to ensure progress and development.

What support will there be for my child's overall wellbeing?

We are a happy school. The children's health and emotional wellbeing is of paramount importance. The school has clear policies around things such as medical needs and bullying. A review of all children's Personal, Social, Health and Emotional status is undertaken annually and discussed by teaching staff. Additional PHSE will be undertaken in classes or with individuals raising any concerns.

A few children may require the individualised or group support, an individual medical or care plan, mentoring, counselling or other specialised input.

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

Some specialist services such as mentoring or delivery of speech and language programmes are available from school staff. The school can also call upon the expertise of professionals such as the School Nurse, Specialist Advisory Teachers, an Educational Psychologist, a Speech and Language Therapist, SPLD adviser, a Physiotherapist or Occupational Therapist, Behaviour Support Service and Family Support Workers. These professionals are generally involved with only a few children. If you wish to discuss referral to a specialist service, please talk to the SENCO or Headteacher in the first instance.

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

All staff benefit from regular training both in school and externally. This covers a wide range - from whole school training on providing a dyslexia friendly environment to individual staff training to support one or a few children. Whole staff training is provided on safe guarding and epipens annually and most staff are paediatric first aid trained.

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

A curriculum map is sent home annually and this is expanded upon in teacher's class letters, the year group curriculum booklet for parents and the school newsletter. The website is another useful source of information. All children receive homework, which varies in content, length and frequency by age group. Parent information meetings are held on specific subjects and Open Evening is another chance to talk to staff. If you need further advice on supporting your child's learning, please talk to their class teacher.

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

Class trips are always planned to be inclusive and we have taken many children with SEND on day and residential trips. A rigorous risk assessment is carried out for trips. Some parents may be involved in planning or delivery of a trip, to ensure that the trip is a success for their child.

How accessible is the school environment?

The school is on a flat site and is single storey, so is relatively accessible. There is a disabled toilet available. Adaptions are made where necessary to improve access for children or adults with specific needs.

How will the school prepare and support my child at times of transfer?

All children require support prior to and during transition. Children with SEND may need additional visits to a new class or school. The Year 6 teacher and where necessary the SENCO will discuss children with SEND with their receiving secondary school, and relevant paperwork is forwarded on.

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

The school's SEN budget is mostly used to provide additional staff support or resources that will directly benefit children with SEND. In a very few cases the school will apply for, and be granted, Exceptional Needs Funding from the County budget. This funding is allocated to a particular child and the school may use it in whichever way most benefits that child.

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

Decisions are made by the Headteacher in consultation with staff and the SEN Governor. Any decision will reflect the needs of the whole school as well as the needs on the individual child.

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with SEND?

Go to the website www.hertsdirect.org/localoffer.

Any questions?

Please talk to us! If you feel unable to do this then you can contact SENDIASS (formerly Parent Partnership) who may be able to answer your questions or support you in talking to us. They offer impartial advice on a range of SEN issues. They can be contacted at sendiass@hertfrodshire.gv.uk or on 01992 555847. We also have a complaints policy that you may wish to read.

Who's Who at Codicote?

Mrs Liz Pollard – Headteacher

Mrs Emma Gloyn – SENCO

Ms Jo Pearce – Office Manager

Mr Kevin Brown – Deputy Head

Ms Kate Grainger – Head of Foundation Stage/KS1

Mrs Sue Harry – SEN Governor