

Maple Primary School SEND Offer

“The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.”

3. A supportive intervention plan is then discussed and agreed with parents and pupils.

2. Individual pupils’ learning needs are discussed at an early stage by the class teacher and the inclusion co coordinator (INCo)/Teacher of the Deaf (ToD) and as to whether additional support would be appropriate and effective.

4. Intervention strategies are planned and resourced in conjunction with specialist teachers (INCO or ToD) teachers and Teaching Assistants (TAs.) Parents are encouraged to support their children’s needs at home.

1. On entering the school all pupils are assessed on their strengths and areas of development. As children advance through the school their progress is monitored and action taken accordingly

5. There is ongoing monitoring of pupil progress with the intervention strategies. The intervention plan is adapted and modified if necessary.

6 .All staff involved, evaluate the effectiveness of the provision within the time period agreed. A report is made to staff/ parents to discuss and plan the next steps in learning.

USEFUL LINKS

[Hertfordshire Local Offer](#)

[Hertfordshire SEND Reforms Leaflet for Parents \(PDF\)](#)

[HIU Presentation](#)

[SEND Policy](#)

Relevant Policy Documents

- SEND Policy
- Equalities Policy
- Accessibility Policy
- Curriculum Policy
- Pupil Premium statement.
- Complaints Policy and Procedure
- Educational Trips and Visits Policy
- Teaching and learning Policy.
- EYFS Policy
- HIU Policy
- Safeguarding Policy
- Mental Health Policy

These can all be found on the [Policies](#) or [statutory Information](#) pages of the website.

Questions and answers for Parents and carers.

1. What support will there be for my child's happiness and well-being at Maple school?

At Maple School we work together to nurture a sense of wellbeing and an awareness of the academic, physical, social, cultural, emotional and spiritual needs of all children (basic aims of Maple school).

- You can be assured that your child's class teacher, the teaching assistants and all staff are available to support your child's needs, provide a stimulating, learning environment where children feel secure and confident,
- You should feel free to contact your child's class teacher if you have any concerns. She/He will then liaise with the teams mentioned above and you may be invited to a further meeting to discuss possible support for your child.

- Through aspects of the curriculum eg Circle time PSHE and Social skills children are encouraged to contribute, raise issues of concern and discuss their anxieties and be supportive of others.
- When necessary the INCO/ ToD initiates and monitors a Circle of Friends and facilitates the Circle meetings and suggestions arising from them.
- External agencies eg counsellor, may be invited into the school, when needed.

2. Outside Agencies who may work with children at Maple school

- Educational Psychologist
- Advisory Teachers
- Hearing Impaired Service (Low Incidence Team)
- GOSH
- Visually Impaired Service (Low Incidence Team)
- Autistic Spectrum Disorder Team
- Speech, Language and Communication/Therapist
- Occupational Health therapist
- Schools Counselling Services
- School Nurse
- Physiotherapist
- SPLD Specific Learning Difficulty Base (Windemere School)
- SABN (St. Albans Bereavement Network)

3. How does Maple School ensure the teaching team is appropriately trained to support my child's special educational needs, emotional wellbeing and/or disability?

- At Maple School, your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher and the teaching team.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including Hertfordshire for Learning, Outreach teams, and Local Partnership Teams.
- Maple School is proactive in ensuring that the teaching teams and where possible, all staff, have been trained in the needs of the current cohorts attending the school. Examples include training in teaching pupils with visual and hearing impairments,

working with children on the autistic spectrum, speech and language, working memory (2015), Paediatric first aid training, SpLD, RWI 1:1, Early Morning Maths, Smart moves, physiotherapy programmes supported in school etc.

- Specialist individual training from outside agencies is arranged when necessary.
- All training and programmes are responsive to the needs in the current cohort.
- The INCO has the National Award of SEN Co ordination and Teacher of the Deaf has Specialist Qualifications in the Education of the Deaf and the Certificate of Deaf Education.

4. How will Maple school help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We run parent/carer sessions in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The Inclusion Co-ordinator may also support you with strategies, resources and ideas for supporting your child's learning at home.
- Meetings may be arranged with other professionals involved in supporting your child eg educational psychologists, speech and language therapists etc
- Regular meetings for parents whose children have an Individual Educational Programme (IEP), where strategies and targets are discussed.

5. How will the parents and carers views and those of my child be considered with regard to her/his difficulties with learning, special educational needs, emotional well-being or disabilities?

- At Maple School we feel it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning and emotional well-being.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others. These can be arranged through the office or a regular timetable of meetings can be drawn up in consultation with the Class Teacher and the INCO/ ToD.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and Inclusion Co-ordinator to discuss current progress, support strategies being used and expected outcomes.

- If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

5. How is my child included in all the same activities as his/her peers at school?

- Maple School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

6. How will the curriculum and the school environment be matched to my child's needs?

- At Maple School your child's learning needs will first be met through the high quality first teaching delivered by her/his class teacher and the teaching team.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Maple school regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

7. How will Maple school support my child in transition stages?

- We liaise and where possible visit the school or nursery your child is transferring from. We are able to discuss with the relevant staff any individual needs and how best to support your child in school.
- While at Maple School we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and best support strategies. Where transition may be difficult for an individual we make sure that a programme is in place for support, with additional meetings held between parents and teachers at the end of the academic year.
- Maple School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice by close liaison with the inclusion team at the new setting. All supporting documents will be passed on and visits to the new school are arranged as needed.

- If your child has an EHC Plan, we will facilitate the review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the review meetings.

8. How is support allocated to children and how do they move between the different levels of support in school?

- Maple School receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head Teacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head Teacher, Teacher of the Deaf and the Inclusion Co-ordinator discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

9. How much support will my child receive and how is this decision made?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Maple school we have a 3 tiered approach to supporting a child's learning.

1. **Universal** – this is the quality first teaching your child will receive from her/his class teacher and the teaching team and may include some very minor adaptations to match learning needs.
2. **Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:
 - a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These

will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards the learning outcomes.

3. **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, dyslexia assessor, counselling service, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

For more information please see also HIU presentation.

10. Who can I contact at Maple School for further information?

Talk to your child's class teacher about your concerns.

- It is likely that the class teacher will have discussed your concerns with the school/Inclusion Co-ordinator and or The Teacher of the Deaf.
- If you continue to have concerns discuss them with the INCO or TOD
- If your concerns remain then please discuss these with the Head Teacher.

Val Kemp (INCO) and Veronica Wheen (ToD)