



Trotts Hill Primary School **SEN Information Report**

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- School assess pupil's needs:
 - Assessment Data
 - Teacher Observations
 - Transition information from pre-schools, other schools and outside agencies
- Parent knowledge
- Parents initially contact the class teacher to discuss any concerns
- Concerns may be referred to the SENco
- Concerns about nursery age children can be referred to the Health Visitor

2. How will school staff support my child?

- Quality first teaching in all classes
- Differentiated teaching in lessons
- Intervention work planned by the class teacher and delivered by a teaching assistant in a small group or sometimes one to one
- Referral to a specific outside agency for assessment
- Where appropriate SEN support including a tailored plan with specific targets (Assess, Plan, Do and Review)

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

- Tracking and reporting data
- Parent's meetings and consultations
- Liaison and meetings with outside agencies
- End of Year report
- Contact with SENCO
- Annual review for students with a Statement for Educational Needs/EHCP
- Informal meeting with the class teacher at the end of the school day (as appropriate)

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

- Careful planning and differentiation by teachers and subject leaders
- High quality teaching that is differentiated and personalised to meet individual needs
- Small group interventions led by the class teacher/teaching assistant
- Monitoring of progress through school tracking systems and pupil progress meetings
- Co-ordinated approach between all stakeholders

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

- Class Teacher/Teaching Assistant support in lessons
- PHSE/Values Programmes
- Bright Stars programme in Year 4
- Breakfast, lunch and after school clubs
- Positive relationships with parents, school and children
- Mentoring – Bridge Builders
- Family Worker support
- Wider outcomes: extra-curricular activities

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

- See Hertfordshire Local Offer for services available

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

- All teachers are teachers of SEND, they will have had appropriate and regular training
- In house training and a cycle of CPD for all teaching and support staff as relevant
- SENCO and relevant teaching assistants attend relevant training for SEND
- Designated teacher training for Children Looked After
- Annual epi-pen and asthma training for all staff
- Annual child protection training for school staff and governors
- Key staff first aid trained and paediatric first aid trained

8. How will you help me to support my child's learning? How will I be involved in the discussion?

- Parent consultations
- End of Year Report
- Contact with the SENco
- Parent meetings in September for specific year groups
- Where relevant SEN support including a tailored plan with specific targets (Assess, Plan, Do and Review)

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

- Appropriate provision and reasonable adjustments will be made where necessary
- Medical support in place where necessary
- Additional adults to provide support if necessary
- Risk assessments and/or pre-visit to ensure safety of all pupils on the trip

10. How accessible is the school environment?

- All Hertfordshire schools comply with The Equality Act 2010
- Accessibility Plan available on request

11. Who can I contact for further information?

- Mrs Jill Arnold, SENCO, via the school office

12. 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?

- A transition programme for nursery and reception children including home visits, pre-school visits and stay and play sessions
- Parents meetings for relevant year groups
- Open evening and transition sessions for all pupils in July
- Sharing of information between primary school and secondary school
- Induction programme and transition visits for secondary school
- Personalised transition arrangements for mid-year transfers

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

- SEND funding distributed where appropriate in school
- Termly pupil progress meetings discuss needs of pupils and agree how resources are to be used for the term ahead
- Exceptional Needs Funding provided by application to County in exceptional circumstances

14. How is the decision made about how much support my child will receive?

- Through consultation with parents, the class teacher, SENco, Senior Leadership Team and relevant external agencies

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

- www.hertsdirect.org/localoffer