SEND 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?

The Year 7 pastoral team/SENCo are trained to facilitate the smooth transfer to secondary school by visiting all students in their primary school to gain information from both teacher and students. The SENCo is available to meet any year 6 parents or carers whose children are currently on SEND support or have an EHCP and construct a pupil passport prior to starting.

All students are tested on arrival in Year 7: CAT 4, reading and spelling ability, literacy screener and baseline testing for all subjects.

Teachers continually assess students through regular reporting. When progress and attainment are significantly below age-related expectations, further assessment may be necessary. If this further testing reveals any additional needs the SENCo will contact you to arrange a meeting.

If you think your child may have SEN you need to contact the form tutor/ SENCo to discuss your concerns. This may be at a parents' consultation meeting, or by telephone or e-mail.
Teachers continually assess students through regular reporting. When progress and attainment are significantly below age-related expectations, further assessment may be necessary.

2. How will school staff support my child?

Each subject teacher is responsible for all the students in their class, including those with SEND. It may be necessary for your child to receive extra support in a small group. The SENCo may suggest the involvement of an outside specialist. Please be assured, though, that you will be fully involved at every stage of the process.

Form tutors and heads of year monitor students' behaviour, attitude and general progress as part of the school reporting system and alert the SENCo if there is cause for concern.
You are encouraged to contact your child's form tutor if you have any specific concerns or speak directly to the SENCo, who may liaise directly with subject teachers.
Two Learning Support Assistants are employed within the school primarily to support literacy and numeracy and Sixth Formers are present in many lessons to support all students.

The SENCo holds two weekly drop-in sessions in The Green Room for students who may need additional emotional/social support, or who may just want a quiet space to 'be' for a while. These are currently held on: Tuesday mornings from 8.15-8.30am and Wednesday lunchtimes from 1-1.30pm.

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

You will receive regular reports and be invited to appropriate parents' consultation meetings, which are held annually for each year group at regular points during the year (in addition to parent information evenings for each year group, at which the marking, assessment and pastoral system will be fully explained to you).

If you have concerns about your child's progress we suggest you contact the form tutor/relevant subject teacher to discuss any specific issues. This may be at a parents' consultation meeting, or by telephone or e-mail.

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

This will be achieved through quality inclusive teaching by teachers who differentiate within their class to support all students.

A student who has an arrangement to use a laptop in examinations can bring in their own device into school whilst following some strict guidelines of use.

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

An excellent pastoral care system is in place led by the Deputy Head of Pastoral, the Assistant Heads Pastoral KS3 and KS4, Head of Sixth Form and heads of year and form tutors.
There is a Big Sister/Big Brother programme whereby Sixth Formers are attached to the Year 7 and Year 8 forms to support students.
There is a PEER mentor scheme which the Sixth Formers run to offer additional support to individuals if that is deemed appropriate.

The school employs its own professional counsellors. Assemblies and PSHE supports the whole pastoral process.
Participating in extra-curricular activities and clubs supports self-esteem, social development and enjoyment.
If your child has a medical condition then please see our Supporting Pupils at School with Medical Conditions Policy

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

The SENCo has been in the school for 5 years and has successfully completed the National Award for Special Educational Needs Co-ordinator (NASENCo) and has over 20 years experience of working with children and young people in a range of settings.

CPD for staff has included training on Dyslexia, Dyspraxia, ADHD, Working Memory, Autism and Total Teaching

In addition to this, ongoing information and ideas sharing workshops, open to all teaching staff, are held each half-term with a focus on a particular SEN.
On-going advice is obtained from external specialists.

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

The SENCo and Designated Safeguarding Person (DSP) will request support via a Single Service Request Form for any external support. This form must be signed by the parent so they will always be kept informed of decision requests. This includes the Education Psychologist, the Autism Advisory service and the Low Incidence Team.

The school employs its own professional counsellors.
The school employs a qualified assessor who is able to assess for extra time arrangements if deemed appropriate.

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

There are opportunities during parents' consultation meetings to speak to the SENCo and subject teachers. You are however encouraged to contact your child's subject teacher or the SENCo at any time if you have any specific concerns or you may speak directly to the appropriate head of department

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

The SENCo engages in dialogue with the parents or carers of all students who are identified as having special needs and in conjunction with them and the student will put together a student passport, outlining barriers to learning and strategies which teachers can use to support the student in the classroom.
Parents or carers are invited to meet the subject staff and pastoral staff at regular consultation evenings which are held for every year group at specific times in the year to discuss progress following a written report.
If at any time you are concerned about your child's progress, you are encouraged to consult your child's subject teacher or the appropriate head of department.

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

All students are given the opportunity to attend all school trips and activities outside the classroom, unless it is judged that their presence would create a risk to others or themselves.

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

The school has wheelchair access to all ground floor entrances. The school is a building which offers education on three floors and at the present time there is no access to these other floors via a lift. The Accessibility Plan is regularly reviewed and improving access is an ongoing challenge, but where possible we will strive to do what is feasible.

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

For matters concerning academic progress you are welcome to speak to the subject teacher and for matters concerning pastoral care we suggest you speak to your child's tutor or head of year.

The SENCo, Mrs Rachel Stewart will be the point of call for anything concerning SEND and can be contacted via email: stewartra@presdales.herts.sch.uk

If you have a specific concern you can speak to either of the two Pastoral Heads Ms Kate Chandler responsible for KS4, Mrs Ellie Sykes responsible for KS3 and Mrs Sara Miller who has whole school responsibiliy or contact the Headteacher, Mr Warren. Parents are also able to speak to the Chair of Governors, Mr Howard Freed or the SEND link governor , Maddie Waller

All relevant policies are available on the school website.

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?

The Year 7 pastoral team/SENCo are trained to facilitate the smooth transfer to secondary school by visiting all students in their primary school to gain information from both teacher and students.

Careers staff are very aware of the need to prepare students for the next Key Stage and beyond. Those with SEND in Presdales School in year 9,10 and 11 will be supported by an interview by the "YC Herts" Service.

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

The budget is also used to employ the SENCo and Learning Support Assistants within the school and purchase resources e.g. laptops, screening packages and electronic reader software.

In the event that any student has a statement/EHCP, the SENCo can access additional funding (ENF) to be used specifically for this student

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

This is done in consultation with you, your child's teachers, parents, SENCo and also your child to discuss what is most appropriate

Regular review meetings are held with professionals and these may include your child where appropriate

We believe that all students should be able to make good educational progress regardless of their SEND needs and we challenge academically all students to ensure they develop both resilience and independence.

We are concerned to ensure that there is careful monitoring of support to ensure the development of your child's independence.

16. 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?

Information about the Hertfordshire Local authority offer can be found at:

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

September 2018

To be reviewed: Autumn 1: 2019