

Special Educational Needs Information Report

2024-2025

School	Tannery Drift First School
Special Educational Needs Coordinator (SENCo)	Miss Helen Cottle
Inclusion Team	Miss Helen Cottle, Mrs Elizabeth Kerr
Contact details	01763 246549 / admin@tannerydrift.herts.sch.uk

Q. 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?

Tannery Drift First School takes great care to ensure that they are meeting the needs of all pupils, including the provision of extra support. The school makes this judgement through:

- Obtaining information from parents, other settings and outside agencies
- Close monitoring of pupils at school through observations, feedback and marking, moderation, assessment and data analysis

If you think your child has additional needs, you should contact their class teacher in the first instance, via the school office. The class teacher will advise you and if necessary, refer you to Miss Helen Cottle (SENCo). An appointment can be made with any member of staff via the school office: admin@tannerydrift.herts.sch.uk.

Q. How will school staff support my child?

Children are supported in a wide range of ways to suit each child's needs:

- Class Teachers plan lessons according to the specific needs of all groups of children and will ensure that your child's needs are met
- Support staff can support the needs of your child in lessons where necessary
- Specific resources and strategies will be used to support your child, both individually and in groups
- Planning and teaching will be adapted daily, if needed, to meet your child's learning needs
- Learning is differentiated
- Staff are available to support children throughout the day, including unstructured times. Classroom support staff support the children every lunchtime and a member of the senior leadership team is on lunchtime duty each day

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

Tannery Drift has two parent consultation evenings over the academic year; one in the autumn term and one in the spring term, in addition to this each child will also receive a detailed written report in the summer term. There are also numerous opportunities for parents to meet with the class teacher during open classrooms, meet the teacher sessions and curriculum information evenings.

We have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information. Where a longer conversation is required, parents and carers are invited to contact the class teacher via the school office to arrange a phone or in person appointment.

Your child's progress is continually monitored by their class teacher. If your child is identified as not making adequate progress the school will set up a meeting to discuss this with you in more detail.

In addition to the school's regular communication with parents, some assessments are reported formally to the government and reported nationally. These include:

- The national phonics screening check in Year 1
- The national multiplication check in Year 4.

The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. Children younger than five will have their plan formally reviewed every six months.

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

We recognise that each child is unique and requires provision matched to their ability to ensure aspirational targets are set, met and further developed. We develop each child's educational programme in the following ways:

- Each child has individual personal targets in English and maths
- The progress of each child is monitored termly, to ensure targeted planning and teaching
- For children on our SEN register, all teachers use an ongoing assessment cycle (assess, plan, do and review) to deliver and monitor progress. These are reviewed with teachers, pupils and parents
- Children with medical needs have a pupil profile and care plan in place (if appropriate) written in collaboration with parents and medical professionals
- Where appropriate, children will be consulted regarding successful strategies to support their needs

Support for all children at Tannery Drift First School is looked at in a tiered approach. The tiers are Universal, Targeted and Specialist.

Q. All children have Universal, quality first teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class
- Specific strategies (which may be suggested by the SENCo or outside professionals) are in place to support your child to learn.

Some children who have gaps in their understanding will be offered a Targeted intervention:

The group may:

- Be run in the classroom or outside of the classroom
- Be run by a teacher or a teaching assistant who has had training to teach these sessions
- Be delivered as 1:1 or small group sessions

For your child this would mean that they will engage in sessions with specific targets to assist them to make accelerated progress.

A small number of children may require Specialist agency support:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs more effectively and improve the support offered by the school.

The specialist professional will work with your child to understand their needs and make recommendations.

A very small minority of pupils with significant, complex needs may have an Education, Health and Care Plan:

For your child this would mean:

- Parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. This request is most often a joint request from parents and school but can be made solely by parents
- Once the Local Authority have received the application, they will decide whether they think your child's needs seem complex enough to require a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support in place and may make further suggestions
- The Local Authority will decide if your child's needs are complex, significant and long term enough to require an Education Health Care Plan. If so, specific targets will be written, and a plan formulated; this plan will then be reviewed annually by parents and all the adults working together for your child's education. Reviews for children under 5 years old will be held every six months. Your child's views will also be sought and included in the plan.

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

Your child's wellbeing is paramount and we pride ourselves on being an inclusive school. All our children's Social, Emotional and Mental Health is well supported within class Personal, Social, Health and Economic (PSHE) lessons that are delivered weekly. Some children might be offered more specialist provision, such as lunchtime nurture group or specific social group work. Our own Family Support Worker also works closely with families across the school, if you wish to make an appointment to see our Family Support Worker please enquire at the school office.

We are a Therapeutic Thinking trained school and consistently adhere to our school behaviour policy which is available on the school website. We provide enrichment opportunities, such as cooking and gardening, as well as tennis and guitar, all of which we believe have a positive impact on children's well-being. We take mental health very seriously and we currently have two members of staff trained in 'Mental Health First Aid' and our Family Support Worker is our designated mental health lead. The school also has access to services provided by the 'Royston Area Schools Partnership' to help aid transition to the next school.

The following pastoral interventions can be offered to children where school staff and parents feel there is a need for additional support:

Mental Health:

- Anxiety
- Anger Management
- Resilience
- Self-esteem

Wellbeing/Behaviour/Safeguarding:

- Brick Club
- Nurture Group
- Drawing and Talking
- Protective Behaviours

Pastoral:

- Peer Mentors/Buddies
- Transition sessions

If your child requires additional wellbeing support a referral can also be made to an outside agency such as:

- School Nurse
- Families First Assessment
- Family Support Worker
- North Herts Emotional Health in Schools Service (NESSie)
- Children and Adolescent Mental Health Service (CAMHS)
- Child Wellbeing Practitioner (CWP)

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

Many outside agencies operate a tiered system. In order for a referral to be accepted, criteria must be met and a period of school support is likely to be needed first. A member of the Inclusion team will discuss this with families before referrals are made. Some of the outside agencies we access for our children include, but are not limited to:

- Educational Psychologist Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physical Therapy Service
- Autism Advisory Specialist teachers
- North Herts Primary Support Service (Behaviour)
- Woolgrove Outreach support
- The Grange SpLD Base
- Early Years Specialist Teachers
- Attendance Officer involvement
- School Health Services
- Family Support Worker
- Visual Impairment/Hearing Impairment/ Physical Impairment Service
- Children Adolescent and Mental Health Service

Referrals to the Child Development Centre (CDC) to receive a diagnosis, such as autism, ADHD and global delay, can be made via your GP, please speak to the SENCo who can provide further information and support during this process.

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

All staff receive regular training both in school and via external providers. This training will vary depending upon the specific needs across the school, focusing on specific areas of development. Recent training includes training in speech and language support, training delivered by North Herts Primary Support Service (STEPS/Therapeutic Approaches to behaviour) and the reintroduction of teaching Active Maths and English.

All staff are trained in Safeguarding and there are four trained Designated Safeguarding Leads (DSL's); Mrs Greetham (Lead DSL), Mrs Torres (Deputy DSL), Ms Kerr (Deputy DSL) & Mrs Hanna (Deputy DSL).

Tannery Drift First School appreciates the benefit that good quality professional development has on outcomes for our pupils:

- The school has a scheduled plan of staff meetings for all staff to improve the teaching and learning of children including those with Special Educational Needs and Disabilities. Members of the Inclusion team provides training on Special Educational Needs issues such as the SEN Code of Practice, creating a dyslexia friendly classroom, use of teaching assistants, etc.
- Teaching Assistants receive training to support the children they are working with, such as Autism training
- Outside agencies provide regular training linked to high incidence Special Educational Needs, such as Zones of Regulation training.

- All staff have safeguarding and Hertfordshire's Therapeutic Thinking training
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example training/support in the use of intervention programmes by the Woolgrove Outreach Support.
- Speech and Language therapists work alongside staff to implement children's individual therapy objectives.

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

At Tannery Drift First School we aim to work with all stakeholders to support the education of our young people and provide support for learning at home in a variety of ways:

- The class teacher is available to discuss your child's progress or any concerns you may have. We have an open-door policy and value conversation with parents
- A member of the Inclusion team is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment
- All information from outside professionals will be discussed with you, or where this is not possible, will be provided in a report
- Opportunities to attend events to support your child are shared on the school newsletter. There are many helpful resources on the school website to support families in working with their children

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

Parent voice is an essential part of the Assess, Plan, Do, Review process. The school will always take on board parental opinion. Parental voice is formally gathered:

- At Parent Consultation Evenings
- During termly reviews of ADPRs
- In Education, Health and Care Plans and annual reviews

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

All pupils are included in school trips, residentials (Year 4) and other extra-curricular activities. Thoughtful consideration is given to the trips chosen to ensure that they are inclusive and do not present barriers to any of our pupils. If necessary, children will have personalised risk assessments and reasonable adjustments, including additional support, to prevent the exclusion of any pupil. Examples would include adjusting activities such as children staying for part of a sleepover or residential, ensuring medication can be given by staff or parents as appropriate, ensuring that appropriate food choices are provided, etc.

Q. How accessible is the school environment?

Tannery Drift First School has the following features:

- Access to all rooms and areas of the school
- Accessible toilet facilities

- Accessible spaces in the carpark
- Designated Health and Safety person
- Appropriate equipment, aids and resources provided for children with accessibility needs
- Appropriate resources provided for children to support their learning such as wobble cushions, chair bands, specialist stationery including pens, pencils and scissors, writing slopes, etc.

Tannery Drift First School works closely with outside services to review the needs of pupils with specific needs and to make adjustments in-line with their recommendations. Tannery Drift First School has an Accessibility Plan in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 which can be found on the school website.

Q. Who can I contact for further information?

- Class Teacher, via the office admin@tannerydrift.herts.sch.uk
- SENCo, via the office admin@tannerydrift.herts.sch.uk

Policies and other statutory documents relating to Special Educational Needs can be found on our website

Q. 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?

Tannery Drift First School has robust transition programs in place between year groups, key stages and settings. We recognise that transitions can be challenging for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is joining us from another school:
 - We will contact you to find out about your child and the best ways to support them
 - We will contact their previous school to find out what they found successful in supporting your child
 - We will offer you and your child a tour of the school
 - We will provide your child with a photo transition booklet.
- If your child is moving to another school:
 - We will pass on any records and contact the school to ensure they know about any special arrangements or support that need to be made for your child.
- If your child is moving year group within school:
 - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND information will be shared with the new teacher
 - Your child may have a transition photo booklet and be part of a transition group.
- In Year 4:
 - The Class Teacher and SENCo will discuss the specific needs of your child with their onward school
 - Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead

- Your child will visit their new school. In some cases staff from the new school will visit your child in this school
- There is also access to a Transition Support worker and additional visits for children with SEND can be arranged

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

All mainstream schools have an amount identified within their overall budget, called the SEND budget. This is used for resources to support the progress of children with SEND, employ additional adults, buy specialist equipment, books or stationery 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).

The amount and type of support offered to a child is determined by each child's level of need. The effectiveness of provision made for individual children and with SEND is evaluated half termly.

Q. 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?

The authority's local offer of services and provision for children and young people with SEND can be accessed [here](#).

Q. What are the admission arrangements for disabled pupils?

Hertfordshire County Council is responsible for admissions to the school. They provide a useful resource on school admissions for parents here:

[Choosing the right school for your family \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk)

The school has facilities to help disabled pupils access the school and takes reasonable steps to prevent disabled pupils from being treated less favourably than other pupils, bespoke to a child's needs.

Q. What is the complaints procedure?

If anyone wishes to make a complaint regarding the SEND provision at Tannery Drift First School, then this needs to be completed in line with the school's [Complaints Procedure for Parents](#).