



Edwin Tree's 'School Offer' (SEN Information Report)

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?

When your child starts our school their previous school will pass any SEN information to us to enable us to recognise and support your child's learning.

If you feel that your child has any special educational needs then we would ask for you to contact your child's form tutor to arrange an appointment to discuss in detail your concerns. When working with your child we may find that we have concerns about their progress and will investigate what the problem may be. Your child's form tutor will contact you to raise any concerns and advise you on where you may go for help. e.g GP, School Nurse.

How will school staff support my child?

Quality first teaching, differentiated for individual pupils, is the first step in our response to pupils who have or may have SEND. (Special Educational Needs and Disability)

Within school, teachers differentiate their lessons to cater for the needs of all pupils within their care. This means covering the whole spectrum of ability from those who may find learning challenging to those who need to be challenged.

How will I know how my child is doing?

The school holds regular parent consultation evenings throughout the year. During the meeting you are presented with current assessment data to show how your child is progressing.

If you have any concerns about your child's progress then you may arrange extra meetings with the form tutor or teacher to discuss in more detail how your child is doing.

As a school we also give each child an ROA (Record of Achievement) diary, in which you may correspond with the teachers and vice versa.

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

Each child has some base line assessments on entry to Edwin Tree, and in addition there are annual assessments to record progress.

We are given target predictors from the DFE via Fischer family trust based on KS1 data for your child to achieve by the end of KS2.

Each year we test the children's reading age using the NGRT (National Group Reading Test) to inform us of any accessibility that they may need and their level of understanding when studying various texts.

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

Your child's wellbeing is extremely important to us, and their first level of support is always with their form tutor. We also have Heads of Year who are responsible for your child's pastoral development, and they work with your child throughout their journey in Edwin Tree.

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

We have a highly skilled team of support staff with expertise in maths, literacy, speech and language. We also have an experienced SENCO who has a wealth of knowledge on various SEND areas.

We have a pupil focussed support worker who is in school regularly to work with pupils.

A school nurse is available for your child to see through a referral basis.

We have contact with the SpLD (Specific Learning Difficulties) base in Thorley Hill, Bishop's Stortford.

The school is allocated a Speech and Language therapist who will work with children that have extreme difficulty in this area, and develop individualised programs that are shared with all teaching staff.

Referrals are made to the Educational Psychology Service within their set criteria if required.

Referrals may be made to our Educational Support unit for behavioural advice.

We have access to advisory teachers for pupils who may be diagnosed with VI (Visual Impairment), HI (Hearing Impairment) or ASD (Autistic Spectrum Disorder).

An application for an EHCP (Educational Health and Care Plan) may be made in partnership with parents if requested.

What training have the staff had who support children and young people with SEND?

All staff are regularly updated on aspects of SEND.

The SENCO has regular meetings with all staff and leads in-house training on working with pupils who have SEND.

There is an ongoing programme of CPD (Continued Professional Development) to address various areas of concern.

All staff have completed safe-guarding and PREVENT training.

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

Teachers provide quality first teaching to support all needs of their pupils.

The school runs regular parents meetings for all year groups.

There is a scheduled Yr 6 parents meeting to inform and prepare both educationally and emotionally for KS2 SATS.

Teachers are willing to discuss ways in which you can help your child in their subject area. Pupils are given 'Passports' to support both their English and Maths skills across the curriculum.

We provide a learning club that your child may join where an adult is available to assist in home learning tasks which can take the pressure off you as a parent.

We have volunteer adults who regularly come in to hear children read.

We deliver a 1-1 Maths intervention to pupils who require extra support.

We have an established 1-1 reading intervention programme for pupils who are reading significantly below their chronological age.

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

We actively invite parents in to discuss their child's progress in the Autumn and Spring term.

Teachers are available to parents to discuss any issues with regard to their child's learning.

Parent's first port of call is the form tutor who may be contacted through our office team or via letter or request through the child's ROA.

How will my child be included in activities outside the classroom including school visits?

We are fully inclusive in encouraging all pupils to join in educational visits and residential activities. If there are SEND concerns regarding your pupil then the leader of the educational visit will fully discuss the issues with you and aim to reassure you about the safety of your child and that their needs will be addressed.

There are many after school clubs that are fully inclusive of pupils with SEND.

How accessible is the school environment?

The school has a lift that may be used if required to access the first floor of the main building.

We have ramps at various points throughout the site to allow for wheelchair access.

We have three accessible toilets in addition to general toilet areas.

Classrooms are all carpeted to aid the support of hearing impaired pupils.

Who can I contact for further information?

If you require any addition information about support for your child you may contact the school's SENCO.

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?

We have an established transition programme for your child to join us.

The Head of Year will visit your child's first school in the summer term to liaise with his/her current teacher.

Your child's school will forward SEN information to the SENCO.

The First School's SENCO will have a transition meeting with our SENCO.

When moving on to Upper School there is a meeting between staff from the Upper School and your child's tutor.

The SENCOs from both schools hold a meeting to discuss any SEN issues or accessibility arrangements required.

Extra visits are planned on an individual needs basis.

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

We have a team of support staff who work alongside children as a group and individually if required.

There is a prayer room which children can use as a quiet reflective area.

We have a Learning Zone which supports pupils' emotional well-being and SEND needs.

Support may be through use of resources rather than an extra adult: We will provide coloured overlays if required.

We have a number of AlphaSmarts available for pupils to use as appropriate.

Some pupils make use of Kindles to aid their reading when script needs to be larger.

Rapid Reads is a reading scheme that supports learning with facility for computer engagement.

We may use an extra adult to scribe for your child if this is felt necessary.

We provide Plus 1 and Power 2 workbooks for 1-1 maths interventions.

If your child requires accessibility for tests due to a low reading age, broken arm or difficulty with writing then we aim to ensure that they receive the support in line with guidance produced by the DfE for KS2 SATS.

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

The first level of support is the responsibility of the teacher through 'Quality First Teaching.'

As a school, we look at the needs that all pupils have and will move the support accordingly. Pupils SEN needs will be considered and criteria checked when arranging for an extra adult to support them.

Many pupils with SEN will have their own strategies that they wish to use within the classroom rather than an additional adult, and this is respected and monitored carefully. The head teacher and SENCO will discuss support with the teachers and make the decision together on how much support is deemed necessary. As professionals, our aim is to encourage independent learning, and this has proved successful.

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?

There are various information leaflets available through Hertfordshire County Council for parents with children that have SEND. www.hertsdirect.org/localoffer and dspl3.co.uk/parents/hertfordshires-local-offer