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| <p>1. How does Bernards Heath Infant and Nursery School know if children/young people need extra help?</p> | <p>We know that children need help when:</p> <ul style="list-style-type: none"> ➤ Concerns are raised by staff, parents, carers or a previous setting. ➤ The child is not making the progress we expect. ➤ Observations and discussions with parents and staff concern us. ➤ We observe a change in a child's behaviour, self-esteem or friendships. |
| <p>What should I do if I think my child may have special educational needs?</p> <ul style="list-style-type: none"> ➤ Talk to your child's class teacher. <p>After that, the teacher might ask Mrs Greenhalgh our SENCo (Special Educational Needs Co-ordinator) to make an appointment to talk to you.</p> <p>If appropriate, Mrs Greenhalgh may refer you to another specialist linked to our school.</p> <p>The school's SEND (Special Educational Needs & Disability) policy can be found on our website here: https://bernardsheath.herts.sch.uk/wp-content/uploads/2016/09/BHINS-SEN-Policy-Mar-2016.pdf</p> | |
| <p>2. How will Bernards Heath Infant and Nursery School staff support my child?</p> | <ul style="list-style-type: none"> ➤ We deliver a graduated approach which starts with quality first teaching in all classes. Teachers continually assess, track and monitor children's progress through daily observation, marking, feedback and more formal statutory assessments. ➤ Each child is tracked using a variety of tools that enable teachers to check that they are making progress in line with the expectations for their age group. ➤ If a child has needs related to more specific areas of their education, e.g. phonics, handwriting or numeracy then they may become part of a small focus group or have an individualised additional support plan (see below). Interventions are regularly reviewed by all involved to establish the effectiveness of the intervention and to inform future planning. ➤ Parents are kept up to date with progress by the class teacher. ➤ Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team including Mrs Rimmer, Miss Woolfson, Mrs Parfitt and Mrs Greenhalgh to discuss the progress of children in their class. |

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| | <ul style="list-style-type: none"> ➤ Occasionally a child may need more expert support from an outside agency such as The Links (Behaviour Support Team), Educational Psychologist or a specialist Speech and Language Therapist. A referral will be made, following parental consent, and parents are regularly kept up-to-date with outcomes and progress. |
| <p>3. How will I know how my child is doing?</p> | <ul style="list-style-type: none"> ➤ Through Parent Teacher Consultations ➤ Annual written report <p>And as it is appropriate:</p> <ul style="list-style-type: none"> ➤ Informal meetings with the class teacher /SENCO ➤ Additional Support Plan Reviews ➤ Six monthly or annual reviews for children with an Education Health and Care Plan. |
| <p>4. How will the learning and development provision be matched to my child's needs?</p> | <ul style="list-style-type: none"> ➤ A child's needs are assessed and staff and parents work together to plan what is required to help the child make progress and develop ➤ We use the Access/Plan/Do/Review model |
| <p>5. What support will there be for my child's overall wellbeing?</p> | <p>The school offers a variety of pastoral support for children who are encountering difficulties.</p> <ul style="list-style-type: none"> ➤ All members of staff know their classes well and support children in their emotional and social development ➤ In addition, and always following parental consent, we may access support from an outside agency - for example: individual and group work nurturing, counselling and mentoring <p><u>Children with Medical needs</u></p> <ul style="list-style-type: none"> ➤ If a child has an ongoing medical need a Care Plan is compiled to ensure they receive appropriate care and all relevant adults know what this looks like ➤ A large majority of staff have first aid training, and other medical training as necessary, to support children at school ➤ Fay Earnshaw is our Medical Needs Lead |
| <p>6. What specialist services and expertise are available at or accessed by the school?</p> | <p>At times it is necessary to consult with outside agencies to receive specialised advice. Agencies used by the school include:</p> <ul style="list-style-type: none"> ➤ Education Psychologist |

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| | <ul style="list-style-type: none"> ➤ Speech and Language Therapist ➤ Physiotherapists & Occupational Therapist ➤ Advisory Teachers for Speech & Language Communication Disorders, Visual & Hearing impairment ➤ Outreach teacher from the Collett MLD School ➤ School Nurse ➤ Family Worker ➤ Social Workers |
| <p>7. What provision does the school make for Children Looked After (CLA)?</p> | <p>The school has a designated teacher for CLA (Mrs Onyeze) who attends relevant training provided by Virtual Schools. She is a link between the school, foster family and other agencies involved with the child. Excellent communication is a very important part of this role.</p> <ul style="list-style-type: none"> ➤ Recently adopted children and their families are still able to access Virtual Schools support ➤ A local Adoption Support Service Advice Line is available Mon to Fri 9.00am – 8.00pm and Sat 10.00am – 4.00pm on 01438 844488 ➤ The school has a separate Children Looked After Policy which is available on our website – http://bernardsheath.herts.sch.uk |
| <p>8. What training have the staff, supporting children and young people with SEND, had or are having?</p> | <ul style="list-style-type: none"> • Training is on-going depending on the needs of the children and staff working with them. • All staff have had Hertfordshire Steps 'Step On' training • Mrs Rimmer and Mr Fisher are certified 'Step On' trainers • Our Behaviour lead teacher is Mr Fisher • 5 members of staff are trained to assess and implement Smart Moves for individual and small groups of children helping them develop their gross motor skills • Other recent training has included 'Working with children with Down Syndrome', 'Strategies for working with children on the Autistic Spectrum' and 4 teaching assistants have attended courses for reading and writing at the Windermere specific learning base for dyslexia so they can run specific interventions with targeted children. |
| <p>9. How will you help me to be involved and support my child's learning?</p> | <p>The school has an 'open door' policy where parents are welcome to discuss their child with staff.</p> <ul style="list-style-type: none"> ➤ All parents receive regular Learning Previews |

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| | <ul style="list-style-type: none"> ➤ Parents are informed if a child is having extra help at school and how they can support this at home ➤ The school leads parent workshops to explain methods used in teaching key subjects ➤ Some children maybe given an Additional Support Plan (ASP). Parents of children with Additional Support Plans are invited into school regularly to review progress and next steps. Their contributions are very important ➤ Our Learning at Home page on the website has lots of links and ideas for how to help at home ➤ Parents are encouraged to come and volunteer at school and support regularly (following the guidance in Keeping Children Safe in Education) |
| <p>10. How will my child be included in activities outside the classroom including school visits?</p> | <p>Activities and offsite school visits are planned for all children. Risk Assessments and Positive Handling Plans are written and procedures are put in place to enable all children to participate. Where appropriate 1:1 ratios may be used for specific activities or visits and parents may be asked to accompany the class.</p> |
| <p>11. How accessible is the school environment?</p> | <ul style="list-style-type: none"> ➤ All areas of the school can be accessed by all children, parents and staff ➤ All steps are made visible with yellow marking ➤ The school has dedicated disabled parking ➤ Signs clearly show visitors where they need to go to access the school building |
| <p>12. Who can I contact for further information?</p> | <ul style="list-style-type: none"> ➤ Your first contact is your child’s class teacher ➤ Mrs Greenhalgh is our Special Educational Needs Coordinator (SENCO) ➤ The Head Teacher is Mrs Rimmer <p>All these people can be contacted via the school office - 01727 852106</p> |
| <p>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?</p> | <p>Strategies are in place to enable the children’s transition to a new school to be as smooth as possible.</p> <p>These includes but is not limited to:</p> <ul style="list-style-type: none"> ➤ Discussion between previous or receiving schools prior to the children joining/leaving ➤ Planned visits to pre-school settings and Bernards Heath Junior School as and where appropriate |

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| | <ul style="list-style-type: none"> ➤ Annual transition day when all children at Bernards Heath Infant and Nursery School meet their new teacher and teaching assistant ➤ A more individualised transition plan as appropriate - discussed with parents ➤ Photos of new staff and key areas to share at home (as appropriate) |
| <p>14. How are the school's resources allocated and matched to children's special educational needs?</p> | <ul style="list-style-type: none"> ➤ The SEN budget is allocated each financial year. The money is used to provide additional adult support or resources dependant on need ➤ Provision maps are updated termly in pupil progress meetings and provision is adapted as needs change ➤ The school works in close liaison with appropriate agencies to ensure specialist aids are provided to meet individual needs and staff are fully informed about specific targets and how to support children to meet these |
| <p>15. How is the decision made about how much support my child will receive?</p> | <ul style="list-style-type: none"> ➤ The decision is made through continual assessment of how your child is progressing, what type of support your child needs and advice given by outside agencies ➤ It is our aim to develop the independence of all children and no child will receive full-time support from the same adult ➤ Occasionally children with exceptional needs receive specific funding for specialist equipment or support that is outside the school's annual budget |
| <p>16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?</p> | <ul style="list-style-type: none"> ➤ Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. ➤ Improving outcomes for children and Young People with autism is one of the work-streams on the Hertfordshire County Council new SEND Strategy 2015 – 18. Hertfordshire Autism Quality Offer. |

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| | <ul style="list-style-type: none">➤ The Hertfordshire Local Offer can be accessed at: http://www.hertsdirect.org/localoffer and Hertfordshire Quality SEND Offer further information can be obtained by contacting localoffer@hertfordshire.gov.uk➤ Further useful information can be found on the St Albans, Harpenden and Villages DSPL site: http://www.dspl7.org.uk➤ For other local agencies see our SEND page. |
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