

SCHOOLS OFFER (SEN management 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 whose children are currently on SEN support or have an EHCP.

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

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 SEN. It may be necessary for your child to receive extra support on a one-to-one basis. 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 in Years 7 and 8, a specialist dyslexia teacher is available to support interventions and Sixth Formers are present in many lessons to support all students.

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 for each year group at regular points during the year.

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.

Students are broadly banded in Key Stage 3 and setted where possible at Key Stage 4. Students with special educational needs are taught, if appropriate, in a smaller class.

Specialist support is arranged for those few students who need extra intervention in a measured half termly plan with a specialist teacher and you will be informed if further intervention or diagnostic testing is recommended.

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 Heads of Pastoral Care and supported by heads of year and form tutors.

There is a Big Sister programme whereby Sixth Formers are attached to the Year 7 and Year 8 forms to support students.

There is a SEN and 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/PSHE support 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 please see our [Medical Conditions policy](#).

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

The SEND Forum involves a member of each department and this supports teachers with appropriate specialist knowledge at departmental level.

The specialist dyslexia and literacy teacher has B Ed, Post graduate certificate in Dyslexia/Spld level 7 and a registered specialist teacher with the British Dyslexia Association.

The SENCo who has been in the school for 12 years employed as a Pastoral Head, Mathematics teacher and Deputy DSP has successfully completed the National Award for Special Educational Needs Co-ordinator.

Recent CPD for staff has included training on Dyslexia, Dyspraxia, ADHD and Autism.

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 DSP's 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 has a specialist dyslexia teacher who supports any intervention outside the classroom if that is deemed appropriate. She is also a qualified assessor who is able to put through access arrangements in the Summer of Year 9 in preparation for GCSEs.

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

There are opportunities through parents' consultation meetings which are planned to coincide with a report to parents.

You are encouraged to contact your child's subject teacher if at any time 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 of all students who are identified as having special needs, as part of her defined role within the school.

Parents 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 Julie Stephenson will be the point of call for anything concerning SEND.

If you have a specific concern you can speak to either of the two Pastoral Heads Ms Kate Chandler responsible for KS3 and Mrs Sandra Inwood responsible for KS4 or contact the Headteacher, Mr Warren. Parents are also able to speak to the Chair of Governors, Mrs Rosemary Bolton or the SEND link governor, Mr Howard Freed.

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 post 14 will be supported by our implementation of 14-19 Preparing for Adulthood Young Person's Transition Plan led by the "Connexions" Service.

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

The school uses its budget to provide the optimum number of classes in each subject in order that those students who need most individual support are in smaller groups.

The budget is also used to employ the LSAs and specialist dyslexia teacher within the school and purchase resources e.g. laptops, screening packages and electronic reader software.

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

Students are setted in some subjects, particularly in KS4.

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

This is done in consultation with your child's teachers, parents, SENCo and also the 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 SEN/D 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/>