

Killigrew Primary School Parents' Information

SEN Information Report 2018-2019

Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

The Code of Practice stresses that 'the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category'. This means that the range of an individual's needs should be identified and not simply the primary need. The 'Graduated' approach, a four-part process to meeting the pupil's needs, will be adopted to assess, plan, do and review.

What is the Local Offer?

- The Children and Families Bill will become enacted in 2014. From this date, 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 will also be an important resource for parents in understanding the range of services and provision in the local area.

Killigrew School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at Killigrew Primary School offer you?

At Killigrew Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

How we identify SEN

From Children and Families Act 2014 clause 20:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she –
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection 2. when of a compulsory school age (or would be likely, if no special education provision were made).
4. A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.

Please see our SEN Policy for further information.

Please read 16 questions below for more information about the Local Offer from Killigrew Primary School and how we can support your child.

1) Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The **class teacher** is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, adapting resources or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet the children's needs (also known as differentiation).
- Writing Pupil Profiles and sharing and reviewing these with parents three times a year.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and of any specific adjustments which need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress.

This may involve the use of additional adults, outside specialist help and/or specially planned work and resources.

- Personalised teaching and learning for your child as identified on the school's provision map, a map which identifies the areas and frequency of support your child is receiving.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The **SENCo** is responsible for:

- Working alongside class teachers, staff and external agencies to identify if a child has a special educational need.

- Developing and reviewing the school's SEN policy.
- Co-ordinating the support for children with special educational needs or disabilities.
- Ensuring that you are:

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing

iv) involved in planning ahead for them

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

- Support your child's class teacher to write Pupil Profiles.
- Organise training for staff.
- Liaise with cluster SENCOS to ensure consistency of approach and practice.
- Track progress of SEN pupils.
- Liaise and ensure smooth transitions between different educational phases.
- Co-ordinate SEN interventions.

The Head teacher: **Miss Mylotte** is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.

- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The **SEND** Governor, responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Making sure that the school has an up to date SEND Policy and/or SEND Information Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure all SEND children achieve his or her potential in school.
- He or she can be contacted by the school office for an appointment.

School contact telephone number: 01727 774200

2) What are the different types of support available for children with SEND in our school?

a) Class teacher input

Teachers are responsible for the learning and progress of all children in their class. The school strongly prioritises the provision of high quality, whole class teaching. This is the first and most important provision for all children; no amount of intervention and specialist support can compensate if this provision is not right for all children. At Killigrew a lot of time is spent on monitoring and developing teaching. The Leadership Team closely monitors the quality of provision and provides support, advice and training for teachers and teaching assistants as appropriate.

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 built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have identified that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- Your child will be continually assessed through daily observation, marking and feedback.

Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
- In small groups or on a one to one basis.

b) Outside agencies support

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Physical Impairment team and the Education Psychology Service (EPS) who can support with cognitive assessments and issues regarding emotional well-being.

What could happen:

- After discussion with parents/teachers, if there is a rising concern, 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. We will refer to outside agencies to gain advice and recommendations to improve the education of your child or ask you to refer your child e.g. to a doctor or paediatrician.
- This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will then offer varying levels of support according to the needs of your child. This may include arranging for specialist equipment to be loaned to the school.

c) Specified Individual support

This type of support is available for children whose learning needs are deemed to be exceptional, severe, complex or lifelong.

This is provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need) and the PNI team.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services 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.
- After the request has been made to the panel of professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need 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 current support.
- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex or lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Any additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3) How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo). Please contact Mrs Davies for Foundation and Key Stage One and Mrs. Pita for Key Stage Two. If you require further support please contact the Head Teacher Ms Mylotte.
- The school SEN Governor can also be contacted for support.

4) How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as making less than expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss any referrals to outside professionals to support your child.

5) How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of need in the school.

- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children receiving extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6) What opportunities will there be for me to discuss my child's progress?

At Killigrew Primary School we believe that your child's education should be a partnership between parents, teachers and indeed your child. Therefore we actively encourage parents to be involved in their child's learning.

- You are welcome to make an appointment to meet with either the class teacher or SENCO to discuss how your child is progressing. We look forward to working with you and can offer advice and practical ways of helping your child at home.
- We may use a home/link book to share information between home and school.
- In the autumn and spring term we have parents' evenings to discuss progress and your child's next steps. We also send home a written report at the end of the summer term.

- More informally, we have open afternoons (Book Look) throughout the year for your child to show you their work.
- If your child is on the SEN register, they will have a pupil profile. This is reviewed termly.
- If your child has complex SEN, a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written.

7) Who are the other people providing services to children with SEND in this school?

School provision

- Teachers responsible for teaching SEN groups/individuals.
- Teaching Assistants mainly working with either individual children or small groups.
- Teaching Assistants offering support for children with emotional and social development through Social Skills Groups.

Local Authority Provision that may be delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Physical and neurological Impairment Team

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

8) How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCo's and Head's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), Specific learning Difficulties and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team service.

9) How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

10) How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress (in reading, writing and numeracy) will be reviewed formally with the Headteacher and LT every term.
- If your child is in Reception or above, a more detailed assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also take an overview of all pupils identified as having additional needs.

- Regular book scrutiny and lesson observations will be carried out by the SENCo and other members of the Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

11) What support do we have for you as a parent of a child with SEND?

The class teacher is available via appointment to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. They can also discuss the progress made with interventions.

- The SENCo is available for more complex concerns to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, via a report.
- Pupil Profiles will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you if this has been agreed to be useful for you and your child.

12) How is Killigrew Primary School accessible to children with SEND?

- The school is fully compliant with the Equalities Act 2010 requirements.
- The school is on a split-level with easy access and double doors and ramps.
- The school site is wheelchair accessible with two disabled toilets including hoisting facilities.
- There is also a disabled parking bay close to the school entrance.
- The front desk has a wheel-chair height section.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children for SEN wherever possible.

13) How will we support your child when they are joining this school? Leaving this school? Or moving on to another school?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- The child will have a tour of the school with their parents before starting. After that, the point of contact will be the class teacher or the SENCo if they have additional needs.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed over on their last day at school.
- If your child would be helped by a book/passport to support them in understanding Killigrew, then one will be made for them.
- If your child has an EHCP an early meeting with the SENCo is recommended so the receiving school can make adequate provision. The SENCo will have discussed this process with you in Year 5 if your child is transferring to secondary school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Pupil profiles will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

14) How will we support your child's emotional and social development?

We recognise that at some times children may have additional emotional and social needs that need to be supported and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer;

- A number of social skills groups, run by teaching assistants.
- The Hub, a small KS1/2 nurture provision.
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo will access further support through the CAF process.

15) What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children. We ensure that all children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. Pupil voice is essential to decision making. We teach children to respect each other and their environment and to behave appropriately at all times. School exclusions are administered rarely, and only ever as a last resort.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is necessary, the class teacher liaises with the SENCO for further advice and support. This may be working alongside outside agencies such as Health and Social care and the Behaviour Support Team. Class teachers may also address specific issues through whole class circle time.
- We celebrate children's achievements from both in and out of school in assembly.
- There are many opportunities for our children to take part in the wider life of school. We have sports teams who take part in many events in our community. We have many opportunities to celebrate all aspects of children's achievements, including class assemblies, weekly positive notes and weekly positive contact with parents; most classes have their own motivational reward systems which are at the teacher's discretion and we have a house point system in the juniors.
- We have a School Council where the children discuss important issues in school.
- We offer a wide range of after school activities.
- We have a number of qualified first aiders on our staff to deal with first aid matters. Staff have annual Epi- pen training. Prescribed medication can be given to the office

and administered by a member of staff, in close consultation with the parents. Individual care plans are written with parents where needed.

- There are members of staff who oversee child-protection issues in the school. The whole staff receives child-protection training on a regular basis.

16) What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management and have a very clear reward system in place, which is followed by all staff and pupils.

- If a child has a behavioural difficulty, an Individual Behaviour Management Plan (IBMP) is written with the child and parents.
- We can get advice and support from the Behaviour Support Team, who will provide support and advice to school staff and parents, as well as working on a 1:1 basis with the child.
- We have a School Family Worker who can offer parents support in managing difficult behaviour at home.
- Every child's attendance is monitored on a daily basis. Lateness and absence is recorded and is monitored and addressed by the Head teacher. Parents may be invited to meet with the school Attendance Improvement Officer.

17) 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?

- Full information about the local offer can be found at www.hertsdirect.org/localoffer
- Please also see Hertfordshire's website: <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds>
- Special Educational Needs and Disabilities Information Advice and Support Service can be contacted for impartial and confidential information, advice and support to parents and carers of children with special educational needs and disabilities (SEND), and young people and children with SEND. Email: sendiass@hertfordshire.gov.uk
Telephone: 01992 555847

Killigrew Primary School and Nursery

Special Educational Needs and Disability (SEND)

Killigrew Primary School is an inclusive school and may offer the following range of provision to support children with SEND. All interventions are recorded on a school provision map. These are reviewed every half term against attainment, pupil voice and teacher/adult feedback.

Intervention
<p><i>Social Skills programmes / support including strategies to enhance self-esteem:</i></p> <ul style="list-style-type: none">• Social Skills Activities within age band groups (30 minutes per week), in groups of up to 6 children• The 'Hub' nurture room. Groups of up to 8 children, 2 groups weekly: KS1 Monday/Thursday (12.30-2.30pm) and KS2 Tuesday/Wednesday(12.30-2.05pm).• Talkabout groups
<p><i>Access to a supportive environment – IT facilities / equipment / resources (incl preparation):</i></p> <ul style="list-style-type: none">• Pre-teaching of strategies and vocabulary• Prompt and reminder cards for organisational purposes• Over-learning opportunities, for example: 'Phonic games, reading and use of ICT'• Access to specialist equipment, for example: access to own laptop and seating.• Access to specific learning programmes via Advisory Teachers• Visual timetables in each classroom• Adapted resources where necessary, for example: enlarged print
<p><i>Strategies / programmes to support speech and language:</i></p> <ul style="list-style-type: none">• Interventions from a Speech and Language Therapist• Delivery of a planned Speech and Language programme by a specialist Speech and Language Assistant when recommended and supplied by Speech and Language Therapy Services• Support by a member of staff trained by the Link Speech and Language Therapist / courses• Wellcomm activities• ELKLAN trained member of staff
<p><i>Mentoring activities:</i></p> <ul style="list-style-type: none">• Use of talk partners• Use of peer mentoring• Support by experienced and trained TA• Planned programme by class teacher• External support from agencies where children have been referred
<p><i>Strategies / programmes to support Occupational Therapy / Physiotherapy needs:</i></p> <ul style="list-style-type: none">• Interventions from an Occupational Therapist (OT) / Physiotherapist (PT), if necessary• Delivery of a planned OT / PT programme by a trained and experienced LSA on a 1:1 basis• Access to specialised OT equipment to support learning needs and access to school facilities.

Strategies to reduce anxiety / promote emotional well-being (incl communication with parents):

- Meet and greet session at the start and end of each day
- The Hub provision (see above)
- Planned access to designated adults during the school day for child with anxieties
- “Worry book” for child to write down and share their concerns/worries
- “Worry box” in each classroom
- Access to a School Family Worker
- Flexible approach to help children manage the less structured parts of a school day. For example at lunchtimes an individual programme in place with named individuals to support.
- Referral to CAMHS / Step 2 as necessary

Strategies to support / develop literacy incl reading:

- Small group support in class through Guided Group Reading
- 1-1/Group TA support at particular times of the day
- Withdrawal for catch-up or over-learning activities
- Withdrawal by SENCo for 1-1 or small group support
- Specific, named interventions led by class TA, SENCo, LSA
- Scribe for children struggling to write their ideas
- “Dyslexia-Friendly School” with use of visual supports and resources
- Use of chat partners

Strategies to support / modify behaviour:

- Use of the school’s Behaviour Policy (available on school website)
- Time out
- Access to LINKS for advice and practical work with individual children
- Social skills groups

Strategies to support / develop numeracy:

- Small group support in class with guided teaching
- 1-1/group TA support at particular times of the day
- Withdrawal for catch-up or over-learning activities
- Withdrawal by SENCo for 1-1 or small group support
- Specific, named interventions led by class TA, SENCo, LSA
- “Dyslexia-Friendly School” with use of visual / practical support and resources
- Use of chat partners

Provision to facilitate / support access to the curriculum:

- Use of a personalised alternative curriculum as necessary
- 1-1 LSA/TA support when necessary in the classroom to support using modified resources
- Specialist equipment such as: seating, personal screen for visually impaired
- Small group TA / Class teacher support

Strategies / support to develop independent learning:

- Use of visual timetables, Now and Next boards, checklists
- Pre-teaching of vocabulary and content
- ‘Chunking’ tasks / learning into manageable sections
- Use of individualised success criteria, targets

Support / supervision at unstructured times of the day including personal care:

- Designated 1-1 LSA to support with personal care
- Personal Care plan

- Flexible approach to helping children manage the unstructured sections of a school day, e.g. at lunchtimes an individual programme in place with named individuals to support.
- Named TA at playtime where necessary

Planning and assessment:

- Pupil profiles
- Individual targets
- Regular reviews of provision and interventions
- Pupil Progress Meetings with SENCo, Literacy, Maths/Assessment Co-ordinators and Head once a term to monitor progress of children with SEND
- Access to Family Service Plan or Common Assessment Framework as necessary
- Child's opinions sought
- Provision Maps to show provision / support within each year group

Liaison / Communication with Professionals, attendance at meetings and preparation of reports:

- Open Door policy for parents to share concerns/worries
- Liaison with wide range of professionals and services
- Regular progress meetings with parents
- Parents input / opinions sought when decisions relating to their children are made
- Support for parents with writing reports
- Explanation of professional reports to parents
- Home / School Communication Books in place where needed

Medical Interventions:

- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Yearly training updates by professionals to whole school staff
- Provision of personal differentiated curriculum to support learning
- Work with parents / carers to support pupils with short-term medical needs
- Access to school nurse
- 1-1 support for life-saving interventions, for example Rescue medication

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding (ENF)