



SEND Information Report

How does Parmiter's School know that my child needs additional help and may have Special Educational Needs?

At Parmiter's we support students with a range of Special Educational Needs and Disabilities (SEND) including literacy and numeracy difficulties, Autistic Spectrum Disorders and sensory impairments. The subject teachers in the school will identify if your child has SEN through a good knowledge of your child's strengths and weaknesses. They will be the first people to address your child's individual needs within the classroom setting. They will also use information provided from primary schools and results from prior testing. Information from parents regarding their child's history is valuable evidence in supporting identification.

Your child is assessed regularly throughout the school year and the results from this help subject teachers to assess whether or not your child may have SEN.

If you think that your child has SEN, please contact the school directly. The SENCO at Parmiter's is Miss J. Wood.

How will school staff support my child?

The majority of your child's learning needs will be supported or addressed by high quality, differentiated teaching in the classroom.

Additional SEN Support may be required where evidence points to the student needing support 'additional to or different from their peers'.

For a few students with SEN, highly differentiated and individualised interventions may be necessary.

How will I know how my child is doing?

If your child is identified as having SEN, you will be notified by the school and a graduated approach supporting your child will be put in place. We follow a person-centred approach with the child or young person at the centre, this means that your views and the child/young person's views will be requested when considering appropriate interventions.

Information may be shared with you at review meetings where necessary in addition to normal reporting arrangements.

Parents/carers of children and young people with an EHC plan will be invited to an Annual Review meeting each year to discuss the child/young person's progress towards the outcomes in section E of their plan.

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

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson for meeting the diverse needs of all learners. This may include appropriate seating plans within the classroom, specialist IT equipment for students with specific needs and where identified, additional support may be offered in lessons. Relevant staff will be made aware of your child's identified needs. We follow the assess, plan, do, review approach to review the effectiveness of provisions for individual students.

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

Students will have access, when required, to medical intervention by the school matron or key members of staff who are first aid trained. Opportunities are in place for vaccinations, health checks and staff training as appropriate.

Pastoral teams are also available to support the student's social and emotional wellbeing and will liaise with parents/carers. There may be referral to appropriate outside agencies. A Families First Assessment (FFA) could be implemented if more than one agency is involved.

There is access to the Hertfordshire County Council School Nurse Service.

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

Specialist teacher for Access Arrangements, Educational Psychologist, Speech and Language Team, Connexions, Low Incidence Team (sensory & physical impairment), Young Carers Development worker, Child and Adolescent Mental Health Services (CAMHS), Chessbrook Education Support Centre, Communication and Autism Team, Targeted Youth Support Team, Counsellors, Occupational Therapy and Physical Therapy teams, Education Support Team for Medical Absence (ESTMA) and other services as required and appropriate.

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

The school has an ongoing programme of Continuing Professional Development opportunities both in and out of school for all staff.

In addition, your child's teachers and support staff will have access to a designated Special Educational Needs Coordinator (SENCO).

How will the school help me as a parent/carer to support my child's learning?

The school will communicate with you regarding your child's progress on a regular basis. This may be through Parents' Evenings, normal reporting procedures, contact with Form Tutors, subject teachers, pastoral leaders, and/or the SENCO.

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

All the above contact will provide you with an opportunity to discuss plans for your child's education.

In addition, the students receiving SEN Support will follow the graduated response as recommended by the SEN Code of Practice 2014 and will include the 'Assess, Plan, Do, Review' formula.

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

All reasonable adjustments will be made in order that your child is given the opportunity to participate in activities outside the classroom including educational visits that are a requirement for the curriculum.

How accessible is the school environment?

Parmiter's is a large mainstream school with over 1400 students. It has an extensive school site where each department is situated in separate blocks. The main block houses the administrative team, the staff room, some classrooms, the Learning Resource Centre and the Assembly Hall. Some classrooms in the main building, in the Science, Maths, English and Modern Foreign Languages blocks are situated on the first floor. There are no lifts to enable access to these classrooms. There is access to disabled toilets.

The school's accessibility policy ensures that disabilities are taken into account in the planning of the changes to the physical environment, learning environment and the provision of information.

Who can I contact for further information?

The first point of contact regarding your child would be the Form Tutor and then the Head of Year, who may liaise with the Curriculum Support Team.

How will the school support my child to join the school, transfer to a new school or the next stage of education and life?

The school will help prepare and support your child through their transition from primary school by liaising with their previous school and sharing information. We will further provide information to ongoing schools or colleges in line with statutory requirements from the SEN Code of Practice 2014.

How are the school's resources allocated and matched to children's Special Educational Needs?

The budget for SEN students is used to provide staffing and relevant resources for those students identified as requiring SEN Support.

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

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson to meet the diverse needs of all learners.

The support that your child will receive will depend upon the type and degree of need which is 'additional to and different from that of their peers.'

How are children who are looked after by the Local Authority (CLA) and have a special educational need supported?

In addition to all of the above the SENCO meets regularly with the Designated Teacher and attends PEP meetings so that PEP targets are directly supported. The Designated Teacher ensures that appropriate adjustments are made.

How can I find information about Hertfordshire's Local Offer of services and provision for children and young people with special educational needs and disabilities?

The local offer for Hertfordshire can be found at the following link:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

To access impartial and confidential information, advice and support, parents/carers of children and young people with SEND can contact the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) in Hertfordshire, details of which can be found via the link above.

What if I'm not happy with the support my child receives?

If parents/carers of a student with SEND are unhappy with the support they have received the first step would be to arrange a meeting with the Form Tutor who will liaise with the Curriculum Support team. If no resolution is reached and parents/carers wish to make a complaint about the provision made by the school they should refer to the school's complaints procedure, which can be found at:

<http://www.parmiters.herts.sch.uk/school-life/policies/>