



Aldbury CE Primary and Nursery School

SEND Information Report 2022-2023



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Introduction

Welcome to our SEND Information Report. On these pages you should be able to find the answers to frequently asked questions relating to what the school offers for children with a Special Educational Need.

Our vision at Aldbury CE Primary and Nursery school is that we believe all children are valued individuals with unique interests and strengths and have equal rights of access to a broad and balanced curriculum and to be included in all aspects of school life (DfE Special Educational Needs Code of Practice 2015). Some children at some time in their life may have a Special Educational Need or Disability whether it be academic, social, emotional or physical and as a school. We believe in providing effective learning opportunities and outcomes for all. We take a truly holistic approach to supporting all our pupils whilst providing a high-quality provision that meets their individual needs.

We are passionate in our drive to encourage and support all pupils to achieve their full potential in all areas of school life within a safe, nurturing and enriching learning environment. We actively encourage parents to be involved in the education of their child and see effective home-school partnerships as key to a pupil's success.

“Respect, Responsibility and Friendship” are our values and they underpin the inclusive and well differentiated education at Aldbury. Some children may need additional support during their time with us, while a few children will require more precise individualised support.

This document aims to provide details of our Quality SEND Offer and provides an outline of what services and support are available to parents and carers to help their child succeed. It has been reviewed in conjunction with parents and governors. It contains links to policies and documents (found on our website) which give further details as to our approach to supporting children with SEND.



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What are Special Educational Needs and Disability (SEND)?

- Special Educational Needs and Disability is the term that is used to describe pupils who have needs over and above those that can be met by high-quality personalised teaching (**Quality First Teaching**) .
- These needs may be within areas of:
 - Communication and Interaction (speech and language needs and or social communication needs).
 - Cognition and learning (specific learning difficulties).
 - Social, emotional and mental health needs
 - Physical or Sensory difficulties
- The support a pupil may need could be for a short period or throughout their education. All staff at Aldbury are proactive in identifying additional needs of pupils early on and then initiating an individual teaching plan, taking into account their individual needs and experiences. This is referred to as **Early Intervention**.
- Meeting the needs of pupils with SEND is the responsibility of all teachers and support staff.
- These needs are usually met through a **differentiated curriculum**. The Inclusion Coordinator (INCO), will support staff to meet these needs. We operate a tiered approach to supporting all pupils including those with additional emotional or learning needs. This tiered approach is detailed under the “How will I know how the School Supports my child?” section, however it always begins with **Quality First Teaching**.
- Overview of Aldbury CE Primary and Nursery school:
 - The percentage of pupils on our SEND register is 6% compared with the National Average of 12.2%. 5% of our pupils are being monitored to see whether they require further support or intervention.
 - 1 child presents with speech and language difficulties, 2 children with specific learning difficulties and 2 children with no specific assessment.
 - Other needs in the school are related to Social, Emotional and Mental Health Needs and Profound Multiple Learning Difficulties.



How does the school know whether my child needs extra help?

- At different times in their school life, a pupil may have a special educational need or disability (SEND) which could impact their physical, social or intellectual abilities.
- The Code of Practice 2015 defines SEND as follows:
- “A child or young person may have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty if he or she:
 - a) has a significantly greater difficulty in learning than the majority of others of the same age
 - b) has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”





How does the school know whether my child needs extra help?

- Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high-quality teaching targeted at specific areas of difficulty, it may be that they have SEND.
- If the school has identified this, a meeting will be arranged with the child's parents where information will be gathered, in order to seek their views and discuss any aspects of need at home. We will also meet with the child to discuss their views on how they feel they are doing and what support they feel they may need in school.
- We follow the 'Assess - Plan - Do - Review' model of intervention and support and include the pupil and parents in this process.
- We take many opportunities to review progress in school such as through observations/reports from outside agencies or health care professionals, ongoing teacher assessment from formative and summative assessment as well as information shared at parent meetings.
- We also regularly assess and analyse the data in termly Pupil Progress Meetings, where the INCO, teachers and Senior Leadership meet termly to identify pupils that require interventions or additional support.





What should I do if I think my child may have a special educational need or disability?

- All staff work closely together to support you and your child throughout your child's time at Aldbury.
- Parents of children with SEND or parents who have concerns should first contact their child's class teacher to discuss any concerns or issues they have with SEND provision.
- The SENCO (Katie Reid) will be notified of any concerns by the teacher or you as a parent can raise your concerns with them directly.
- Contact can be made either by phoning school or by making an appointment through the
- school reception or emailing the school on admin@aldbury.herts.sch.uk or Senco@aldbury.herts.sch.uk.





How will the school support my child?

- The Head Teacher has the overall responsibility for the provision of SEND.
- Katie Reid is the SENCO who is responsible for the leadership and day-to-day management of SEND provision. There is also a designated SEND governor (Corinna Haenschel).
- Aldbury has an inclusive ethos and is committed to ensuring all pupils receive a high-quality education and realise their potential regardless of any barriers they may face.
- The majority of pupils with SEND are educated in the classroom, however, they will receive intervention and support (from teachers and teaching assistants) on a personalised and individual level, matched appropriately to their needs. Children with a more significant need may receive support from outside professionals, however this is always in consultation with parents.
- Class teachers will:
 - check on the progress of every pupil and identify, plan and deliver any additional support pupils may need in liaison with the INCO;
 - share and review individual teaching plans with parents or carers at least once each term;
 - personalise teaching and learning as identified on the class provision maps
 - ensure that Aldbury's SEND Policy is followed in their classroom and for all the children they teach with SEND.





How will the school support my child?

- At Aldbury we have a strong team of support staff who may also provide additional support, working with individuals or small groups of pupils. This team includes Early Years Practitioners and Teaching Assistants.
- When asked, the children at Aldbury stated that when they find things tricky the teacher supports them by:
 - Explaining things in a different way
 - Listening well to find out what is tricky
 - Working closely with them in groups
 - Giving mini tutoring sessions to catch them up
 - Giving extra help from an adult
 - Boosting their confidence
 - Giving hints in a lesson
 - Giving good advice
 - Reading work out loud
 - Giving you a model to help
 - Talking through one to one in a quiet place
- We offer a graduated approach to supporting all pupils. Firstly, it involves teachers and parents and then appropriate professionals, who can offer support and guidance as needed.





How will the school support my child?

- Below details the tiered approach we take:
 - Tier 1 – Universal: Most children will make progress through minor adjustments to quality first teaching. In this tier, the pupil may receive individual support in the classroom, one to one support, small focus group work and/or intervention groups. They may be given work that is differentiated or be given scaffolds in order to complete a task.
 - Tier 2 – Targeted: This tier involves making reasonable adjustments within the classroom, with suggestions from the INCO or SLT. For these pupils, who we believe may require further professional involvement, we set up Individual Teaching Plans to monitor the impact of interventions. These are developed and reviewed termly by teachers, with input as mentioned above. These will focus on the pupils' prime areas of need.
- The progress and attainment of pupils are regularly monitored and reviewed. Parents are consulted with and provide input to any approach that may be suggested by the school. We also have Class Provision Maps, which give an overview of the class profile, focus pupils and planned interventions.



How will the school support my child?

- Tier 3- Specialist: The final tier involves any pupil who may require more intensive support or an individualised curriculum. The individualised curriculum will be provided by one to ones and TAs under guidance from the INCO, who have received training and advice from external agencies.
- Underlying all of these Tiers: children may receive trauma-informed interventions including Draw and Talk (Art therapy involving time to talk and process traumas) and/or Social Emotional & Mental Health (SEMH) support and/or External Professional intervention.
- Children who have an Education Health Care Plan (EHCP) receive the necessary provision within the aforementioned tiered approach. Professional support and in-class support are personalised according to their needs. The EHCP is reviewed annually with parent and professional input.
- In the rare cases where High Needs Funding is granted, the school will adjust staffing and support with the individual pupil and other children's needs in mind. They will also apply for any Localised Funding for children who may not have EHCP's but may require additional resources.
- Parents' Evenings are held in Autumn and Spring Term, where parents are informed of any support received and given feedback about the progress their child has made. Teachers may also set up meetings with parents at other times where necessary and are available to answer any questions parents may have.
- For further information about the arrangements and provision we have in place for pupils with SEND, please also read our SEND Policy, which can be found on our website.



How will I know how my child is doing?

- Aldbury CE Primary and Nursery school has high aspirations for all of our pupils and monitors progress carefully. Your child's progress will be monitored by his/her class teacher and this will be reviewed formally at pupil progress meetings.
- Parents and carers of all children are invited to consultation meetings twice a year. An initial 'settling in' report is sent out to parents in October and then a full report, to show the progress made by the child over the year, is sent out in May with further targets. These targets are then worked towards in the summer term by the class teacher.
- A wide range of assessments are undertaken and data is collated and reviewed termly or at earlier points as appropriate. This data allows us to ensure that pupils are making progress and that any gaps are addressed quickly. Feedback is given to parents at parent consultation meetings.
- If a child has an Individual Teaching Plan, targets will be reviewed with the parents and children termly and next steps planned together.
- In addition to the reports and consultation meetings, we operate an "open door" policy whereby parents are welcome to meet with members of staff to review any concerns they may have with the progress and attainment of their child. The end of the school day is an ideal time to meet your child's class teacher and these appointments can be arranged through the school office.
- We also have 'Class Dojo' where parents can message their child's class teacher at a time that is convenient and they will respond within a restricted time period at a time that is convenient for them.
- If you would like a longer or private meeting or one involving a member of the Senior Leadership Team, please make an appointment via the school office.



How will the school's approach to teaching and learning be matched to my child's needs?

- At Aldbury, we recognise our responsibility to provide a broad and balanced curriculum for all children. High quality teaching is our main focus and we ensure that learning opportunities are matched to pupil's abilities and interests.
- Teachers are accountable for the progress of all pupils in their class even when they access support from elsewhere.
- Teachers set high expectations for every pupil irrespective of their prior attainment, they set suitable learning challenges and enable children to overcome potential barriers to their learning.
- Children will be fully supported to access the curriculum according to their needs, which may be through one to one support (with a teacher or teaching assistant), access to an intervention programme or by working in smaller groups.
- Interventions may be run by a teacher or a teaching assistant. Staff ensure any additional support is tailored to meet the child's needs and will target the area of difficulty.





How will the school's approach to teaching and learning be matched to my child's needs?

- Teachers focus on differentiation in their planning to various levels, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all children are able to access the curriculum successfully while maintaining a high level of challenge to ensure children make excellent progress in their learning. Scaffolds are often provided to support pupils in achieving learning questions to their maximum ability.
- Teachers follow the guidelines for an inclusive classroom to ensure their classrooms are welcoming, support all learners and enable pupils to independently access resources.
- When children are placed on the SEND register, One Page Profiles are written to identify strengths of the pupil and specific strategies to support them. Parents are consulted and are invited to provide input into, 'things to know about my child' and children are also consulted and provide input into, 'what you need to know about me.' Profiles are reviewed annually by the new class teachers. This enables teachers to ensure that the provision for their pupils is personalised.





How will the school's approach to teaching and learning be matched to my child's needs?

- All staff adopt an attachment aware approach to behaviour management and develop pupils' self-regulation skills through Zones of Regulation creating positive learning behaviours.
- When designing our curriculum, we extensively research and test the best approach whilst taking a number of key factors into consideration. They include ensuring that the curriculum:
 - Has the needs of the pupils at the heart of everything we do
 - Has a strong focus on emotional wellbeing
 - Is based on a strong foundation of active learning
 - Is full of enriching and enjoyable learning experiences
 - Provides opportunities for our children, staff and parents to all learn together
 - Prepares our children to become positive role models in and effective contributors to society
 - Gives our pupils the chance to become the very best version of themselves
 - Gives pupils the opportunity to state what they want to learn and do
 - Positively impacts academic outcomes





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

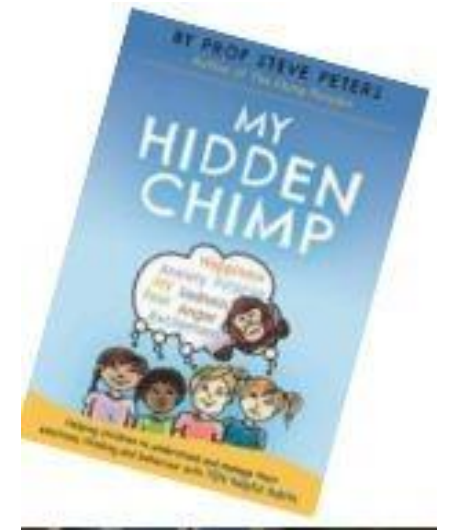
- We are a happy school. The children's health and emotional well-being are of paramount importance and the school has clear policies around things such as medical needs and bullying. We also follow a structured PSHE programme that incorporates mindfulness.
- All teaching staff have been trained in Mental Health First Aid and Level 1 mental Health. Our Mental Health Lead is Kathryn Sear and Deputy Mental Health Lead is Jackie Moore.
- All teaching staff have also been trained to identify traits and know how to support children who have experienced trauma or may have attachment disorder.
- Some children may require further provision and so we have links with therapy services that can provide this specialist support.





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

- Pupils with SEND are inclusively taught within an age-appropriate class with their peers. We have the following support available for children during their time at school:
- Weekly meetings with a trusted adult (class teacher or teaching assistant at school) which may involve supporting children with emotional regulation.
- Support from a pupil support worker and family support worker.
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives.
- If additional support is required, we provide a range of interventions, including individual or small group work. With the permission of the parents or carers, the INCO will be able to access extra support from external agencies. Adults working with a pupil communicate regularly to ensure a consistent approach to teaching and learning.
- Parents of pupils who have a medical need will work alongside the class teacher, INCO and the Senior Leadership Team to ensure their child's needs are met and are in accordance with the school's Supporting Children with Medical Needs Policy. Health Care Plans are developed with parents and medical professionals as required.
- We have a well-developed Behaviour Policy which follows Hertfordshire STEPS Therapeutic Approach to behaviour. We see behaviour as a means of communicating unmet needs and seek always to understand behaviours and access appropriate support and educate pupils where needed.





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

- When asked, the children at Aldbury stated that we help to keep them happy by:
 - Including everyone in everything
 - Knowing the children individually
 - Having regular PSHE lessons with 'Calm me' reflective time
 - Having adults available to talk if needed
 - Having good PE and playground equipment
 - Planning fun lessons
 - Looking after the children when they're hurt
 - Giving support to everyone
 - Having nice hot lunches
 - Making the children laugh
 - Doing Marathon kids
 - Doing active Maths and English
 - Talking to children and helping them
 - Using Zones of Regulation





What training do the staff supporting children and young people with SEND receive?

- Teaching staff and teaching assistants are experienced in supporting children with SEND and have undertaken training in a wide spectrum of needs. Aldbury Primary and Nursery School provides continuous professional development to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes:
 - First Aid Training, including paediatric first aiders
 - Speech and Language.
 - Autism and ADHD
 - Dyslexia
 - Phonics and Spellings
 - English and Maths interventions
 - Behaviour Strategies, including Hertfordshire Steps – a behaviour management programme.
 - Attachment and Trauma
 - Zones of Regulation
 - Mental Health First Aid
 - Prevent





What training do the staff supporting children and young people with SEND receive?

- We have staff trained in Art therapy, Fischer Family Trust reading intervention, Reading Fluency Programme, Precision Teaching, Metacognition in writing and support in Speech and Language.
- The SENCO is currently working towards the National Award for SEN Coordination.
- Training is refreshed regularly to ensure that staff have an up to date, working knowledge of SEND issues and current legislation. Additional training may be delivered in school by the INCO or by external training sources such as education psychologists or other key professionals.
- Furthermore, school has access to a range of services for advice where necessary. This includes the school nurse, Educational Psychologist, Occupational Therapy, Speech therapy, social care, CAMHS, STEP 2 and DESC.





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



- Where difficulties persist, despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals - with the consent of parents or carers.
- Aldbury has developed effective partnerships with external support services and these play an important part in helping the school identify, assess, plan and make provision for all pupils with additional needs. These services include:
 - Woodfield School Outreach
 - ADD-vance – ADHD and Autism
 - Educational Psychologist (Ed. Psych.)
 - Speech and Language Therapist (SALT)
 - Dacorum Educational Support Centre (DESC)
 - Occupational Therapist (OT)
 - Advisory teachers
 - School Nurse/Health Visitor
- Family Support Workers
- Attendance Improvement Office (AIO)
- Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Visually and hearing-impaired service
- Physical and Neurological Impairment service
- Behaviour Support Services
- Specialist Outreach Services
- We collaborate closely with our partners to ensure Aldbury Primary and Nursery School deliver quality interventions that have a positive impact on learning. Where more than one agency is involved, a Families First Assessment (FFA) will be used to ensure that all professionals work together to realise better outcomes for the child and his / her family



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

- We believe in a fully inclusive approach to supporting pupils with additional needs and this means working in partnership with parents and carers to support in whatever way we can to enable each pupil to achieve their potential.
- A curriculum meeting is held at the beginning of the academic year to inform parents of expectations and routines throughout the year.
- A curriculum flier for each class is produced at the beginning of each term. This gives you an indication of what the learning for that term will incorporate and an opportunity to research, do projects, visit museums or read books together about the topics. A curriculum map is also available on the school website.
- All children receive home learning, which varies in content, length and frequency by age group, yet focuses on similar skills.
- Class teachers may signpost you to various online learning platforms which will help support your
- child in reaching specific targets. These include Phonics Play, Education City, My Maths, Spag.com and Nessy.





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

- If a specific intervention is in place, then teachers may also send home a pack of resources such as phonic sound flashcards or extra books to read. They will go through these with the parent to ensure that they feel confident in using them. Spending time supporting your child in learning these would help your child to reach their targets.
- Phonics and Maths workshops are also run by class teachers to show the methods taught to children in class so that you can replicate these methods at home when working with your child.
- If you need further advice on supporting your child's learning, please talk to your child's teacher.
- The SENCO regularly emails information of specific SEND related workshops or relevant information sent to schools from the Local Specialist Provision team (DSPL8) to specific parents. This information is also updated regularly on our website on the SEND and Equality page under, 'DSPL8 Communication for Parents.'





How does the school enable constructive partnership working with families?

- Meetings are held termly to discuss a child's progress. Specific targets will be set and reviewed at this meeting and parental views and those of your child, will together form an Individual Teaching Plan (support plan).
- We operate an "open door" policy whereby parents are welcome to meet with members of staff to review any concerns with the progress and attainment of their child. Appointments to meet with the class teacher, SENCO or a member of the Senior Leadership Team can be arranged through the school office.
- For a few children, meetings involving external professionals or review meetings will also be held regularly. Pupils with an Education, Health and Care Plan (EHCP) will have an annual review during the school year to which input will be obtained from parents, professionals and supporting agencies. The views of children with SEND are sought before their Annual Review meetings and included as part of their review.
- Parents are also invited to help by commenting on the School Information Report and the SEND Policy prior to publication on the school website.
- There are parent representatives on the governing body who provide strategic management and act as a 'critical friend' supporting the work of the Head Teacher and other staff when drafting and reviewing policies and parent/pupil feedback.



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

- Aldbury School operates a fully inclusive policy and children with any form of SEND are fully integrated in all aspects of school life including after-school activities whenever possible.
- Pupils will be supported on a needs basis, which may be one to one support with a teacher or TA, a specific intervention programme, small group work or lunchtime support.
- Electronic devices and specific resources are available for students with SEND as appropriate.
- Aldbury follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe.
- As part of our Equality policy, the school ensures that no pupil is excluded from educational visits or out of school activities because of their SEND or disability.





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

- When forming a school council and seeking children's views through pupil voice on whole school issues, we include all children across the school. This ensures that children with SEND feel a sense of belonging and they are able to have a voice in expressing what they feel would improve their education.
- Relevant documents are completed detailing support and provision for specific pupils prior to visits being undertaken in line with school policy. Extra risk assessments will be carried out accordingly.
- Teachers will consider the abilities of all children involved when planning school trips. Concerns from parents and children will be taken into account and, wherever possible, mitigated.
- Please contact the school SENCO if your child has any specific requirements for extra-curricular activities.





How accessible is the school environment?

- We meet the requirements of the Disability Discrimination Act (DDA 1995) and the Equalities Act (2010). This is detailed in our Equality Objectives document.
- Aldbury School follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe.
- Parents are encouraged to discuss individual requirements with the school by requesting a meeting with the school SENCO. The school will review any specific need on a case by case basis to accommodate a pupil and/or parent's needs within reasonable adjustments.
- We currently have one toilet for disabled pupils with side holders and most of the building is wheelchair accessible. We have a disabled doorbell and a clear path to the school door.
- Our classrooms have audio-visual equipment which is visible and clearly heard by all children in each classroom.
- We have yellow paint lines around steps and walkways throughout the school and we make sure signs are visual for all pupils to access.
- We follow an inclusive classroom checklist which ensures that we cater for children with various specific needs. Further information is detailed in our Accessibility Policy, Supporting Children with Medical Conditions Policy, Equalities objectives and SEND Policy, all of which can be found on our website





How will my child be supported when joining Aldbury School or transferring to a new school?

- Transition is a part of life for all children, whether it involves moving to a new class or moving to a new school.
- We recognise that transition is an important time for all children but especially so for a pupil with SEN and work closely with parents, children and staff to ensure these transitions run as smoothly as possible.
- In Early Years, there is a phased transition. Workshops and information evenings are planned for prospective parents.
- School staff will organise home visits or visits to the child's current setting, if possible, to gather more information about the child.
- Planning for transitions within the school will take place in the Summer Term. Arrangements for transition to secondary school for pupils with SEN will be planned according to individual need.





How will my child be supported when joining Aldbury School or transferring to a new school?

- Year 6 transition support begins after SATS have been completed. Transition information will be shared with the SENCO at their secondary school. This information will outline needs and support that has proven effective.
- Where possible, children will visit their new school. Staff from the new school will visit him or her at Aldbury or staff from Aldbury will accompany the pupil on extra visits to their next school. Extra, tailor made transition programmes will be arranged where necessary.
- Throughout the year, weekly meet sessions are held between the CEO of the local secondary and vulnerable pupils to aid transition. Pupils are supported in their thoughts and feelings towards moving to secondary school and the aim is for them to feel fully prepared when joining their new school.
- If a child moves to a new setting, a handover meeting is arranged by the INCO to ensure that appropriate provision can be put in place at the child's new school. One Page Profiles and any relevant documentation relating to the child are sent to the new setting.





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

- The school's SEND budget is primarily used to provide: additional staff support or resources that will directly benefit children with SEND.
- Furthermore, it is used to facilitate:
 - Whole school inclusive practice and initiatives including multi-sensory resources
 - Teaching assistants to support the delivery of targeted interventions under guidance of the class teacher following assessment to identify needs.
 - Provide specific resources to support differentiation including ICT
- In cases where pupils have significant needs, the school may apply for High Needs Funding (HNF) from the Local Authority. This funding is allocated to a particular pupil and the school may use it in whichever way most benefits that child. Parents are involved in this process.
- At Aldbury we provide the best opportunities for all our pupils so provision for SEND pupils is further enhanced through our Pupil Premium funding allocation





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

- When asked what resources the children have to help them learn in the classroom, the children listed the following:
 - Numicon
 - Multi-link
 - Table squares
 - Word mats
 - Place value slides
 - Chromebooks
 - Visualisers
 - Reading books
 - Base ten
 - Phonics mats
 - Handwriting prompt sheets
 - Working walls





How are decisions made about the range of support my child will receive?

- Pupil progress is reviewed by teachers and the Senior Leadership team to ensure that progress is made by all pupils, including those with SEND. If pupils are at risk of underachievement, then interventions are put in place.
- If a pupil is identified as having SEND, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching intended to overcome the barrier to their learning.
- When providing support that is additional to or different from usual, we engage in a four-stage process: **Assess** - **Plan** - **Do** - **Review**.
- For more details of our graduated and tiered approach, please refer to the “How will I know how the School Supports my Child” section above.
- While the majority of children with SEND will have their needs met in this way, some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan (EHCP).



Who can I contact for further information?

- Your child's teacher is always the first person who you should contact if you have any concerns about your child. This can be done by contacting the school office and requesting an appointment with them.
- The SENCO is Katie Reid.
- **We care about what you think.**
- Each day Aldbury school makes many decisions and tries hard to do the best for all the children. Your comments are helpful for future planning. Any comments can be emailed to senco@aldbury.herts.sch.uk or to admin@aldbury.herts.sch.uk.
- Please see our Complaints Policy (which is available on the school website) for information on how to provide your input.





Who can I contact for further information?



- Other organisations who can help are:
 - Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
 - An impartial service funded by Hertfordshire County Council. Their expertise and training in special educational needs and disabilities (SEND) and disagreement resolution help them to help parents. They offer a personalised, confidential service to help parents understand how special educational needs are assessed and managed so that they can make informed decisions about their child's education. Tel: 01992-555847
- Email: sendiass@Hertfordshire.gov.uk
- Website: <https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiass.aspx>



Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

- The Children and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND 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 and carers in understanding the range of services and provision in the local area.
- To find out about the local authority's local offer of services and provision for children and young people with SEND, visit: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>





Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

- Hertfordshire County Council – Information on admissions etc. (<https://www.hertfordshire.gov.uk/home.aspx>).
- Information, Advice and Support Services - Children and young people is a services and support network who listen to your questions and try to offer useful advice and information. The staff at the service know a lot about: Your rights to support; What the law is; What to do if you have problems getting the support you need (<https://cyp.iassnetwork.org.uk/>).
- KIDS - A national charity providing a wide range of support services to disabled children, young people and their families. The HUBs offer information and support for parents and carers of disabled children and young people aged 0-19 in Hertfordshire (<https://www.kids.org.uk/hub>).