

Special Educational Needs Information Report

At High Wych Primary School we strive to support all children to enable them to achieve their potential at school. In order to do this many steps are taken to support them through their learning journey. Quality First Teaching is vital; however for some children there are occasions when further support may be needed to help them achieve their targets.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO)

Our SENCO is responsible for the implementation of the school offer for SEND and the co-ordination of specific provision made to support individual children with SEND. The SENCO liaises with staff to monitor pupil progress and plan further interventions where progress is slower than expected.

All teachers are responsible for the progress of pupils in their class, including those who access additional support.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEND matters do not hesitate to contact your class teacher as a first port of call.

There are many SEND terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEND terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CIN	Child In Need
CLA	Child Looked After
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
LA	Local Authority
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
PP	Pupil Premium
SALT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SEND	Special Educational Needs and Disability
SpLD	Specific Learning Difficulty
VI	Visual Impairment

SEND Code of Practice (2015)

The special educational needs and disability (SEND) code of practice (2015) requires all local authorities to describe the special educational provision it expects to be available for children and young people who have SEND. This information describes the arrangements schools should have in place for Hertfordshire children and young people with SEND. (Throughout this document, numbers in brackets refer to the SEND Code of Practice 2015)

The SEND Code of Practice (2015) says we must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child with SEN gets the support they require.
- Appoint a SENCO who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Co-ordination within three years of appointment. (This does not apply to 16 to 19 academies.)
- Take steps to ensure that children with medical conditions get the support required to meet those needs. (5.11 and 6.11)
- Publish and update at least annually the SEN information report. (6.79)
- Publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time.
- Co-operate with the local authority in the education, health and care plan review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer.

1. We will make high quality provision that meets the needs of children and young people with SEND through:

- High quality teaching that is differentiated and personalised. (6.37)
- Fully including children and young people and their families in the life of the school.
- Responding to the particular needs of children and young people with SEND in specific circumstances (10.0), including children looked after.
- Having a clear approach to identifying those who require SEN Support at the earliest point. (6.14)
- Using a graduated approach, in the form of a four part cycle of assess, plan, do and review, through which decisions and actions are made, revisited, refined and revised. (6.44)
- Removing barriers to learning and putting effective SEN provision in place. (6.44)
- Evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment. (1.34)

- Using provision mapping and management to maintain an overview of the programmes and interventions used with different groups of pupils, providing a basis for monitoring. (6.76 and 6.77)
- Ensuring the SENCO, working with senior leaders and the governing body, determines the strategic development of SEN policy and provision. (6.87) □ Evaluating the effectiveness of special educational provision, through normal school improvement systems. (4.32)
- Strategically planning professional development to secure enhanced expertise for all staff working regularly with children and young people. (4.32)

2. We will improve short and long term outcomes for children and young people with SEND through:

- Promoting high expectations and ensuring all children and young people achieve their best. (6.1)
- Ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (6.4)
- Developing the effectiveness of the teaching and learning through the monitoring and evaluation approaches used in the school. (6.74)
- Ensuring use of the graduated approach, fully engages with parents, children and young people and clearly evidences progress towards outcomes.
- Supporting the emotional, mental and social development of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying. (4.32)
- Thorough planning and preparation for the transitions between phases in education and preparation for adult life. (6.57)

3. We will communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:

- Ensuring that children and young people and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes.
- Keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff. (6.71)
- Informing parents when we are making special educational provision for their child. (6.43)
- Arranging meetings with parents at least three times each year, allowing sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. (6.69)

4. We will manage resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money through:

- Deploying the school's delegated budget and other resources to meet pupils' needs effectively. (6.9)
- Regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision. (6.3)

- Managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. (6.77)
- Ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. (6.3)

5. Work proactively and collaboratively to improve SEND provision through:

- Participating in the development and delivery of local services through DSPL groups.
- Working with health and social care, local authority support services and voluntary sector organisations. (6.79)
- Agreeing actions that ensure successful transitions between schools, phases, year groups, lessons as appropriate. (6.42)
- Cooperating with the local authority to respond to recommendations from all SEND strategy workstreams (2015-2018).
- Cooperating with the local authority to review and develop the Local Offer through their SEN Information Report.
- Regular review, monitoring and evaluation, including the views, experiences and involvement of pupils, parents and others.

Introduction

All Hertfordshire maintained schools have a similar approach to meeting the needs of pupils with SEND. They are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools aim to be inclusive, with the needs of SEND pupils being met in a mainstream setting wherever possible, if families wish this to happen.

For further information please see the proposed Hertfordshire Local Offer – www.hertfordshire.gov.uk/localoffer

Below are High Wych CE Primary School's responses to the following questions:

How does High Wych CE Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

What should I do if I think my child may have SEN?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have any further concerns then contact the SENCO via the school office

How will I know how High Wych CE Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the Teacher or Teaching Assistant in class.
- The school are following the four stages of the Graduated Approach; Assess, Plan, Do and Review.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths & literacy skills etc. then the pupil will be placed in a small focus group. This will be delivered by the Teacher or Teaching Assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from an outside agency such as the SpLD team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support, if it is deemed necessary, will be provided to the school and parents/carers to implement.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with SEN their work will be differentiated by the class teacher to enable them to access the curriculum at their level.
- TAs may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a significant special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENCO three times per year. The IEP's will be written and reviewed with the parents' support and input and a copy will be given to parents once finalised.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- You will be able to discuss your child's progress at the IEP review meetings that are held three times per year.
- Your child's class teacher will be available through appointment if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office

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

- The class teacher may suggest ways of how you can support your child.
- The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

- Members of staff such as the class teacher or key adult are readily available for pupils who wish to discuss issues and concerns.
- PSHE or Circle Time sessions
- Anti-Bullying questionnaires for children and parents
- Opportunities for extra-curricular activities
- Positive relationships- between parents, school and children

Pupils with medical needs

- If a pupil has a medical need then a Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive Epipen training delivered by the school nurse annually.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All TAs have basic first aid training and EYFS have paediatric first aid training.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- LADO - Child Protection Advisors
- Social Services
- Educational Psychology Service
- CAMHS (Child & Adolescent Mental Health Service)
- ASPECTS – Family Support
- AIO (Attendance Improvement Officer previously known as Educational Welfare Officers)
- Specialist Advisors for e.g. Hearing Impairment
- Behaviour Support
- Speech & Language/Occupational Therapy
- School Nurse
- SpLD base at Thorley Hill

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

Different members of staff have received training related to SEND. These have included sessions on:

- Delivery of ‘Catch-Up’
- Delivery of Wave 3 Literacy support
- SpLD training – Thorley Hill
- High Five Literacy support
- In school training and support
- The SENCO is working towards the qualification ‘National Award for Special Educational Needs Co-ordination’
- WellComm Speech and Language Training

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all.
- 1 toilet adapted for disabled users.
- wide doors in some parts of the building.

How will the school prepare and support my child when joining High Wych CE Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- The head, SENCO and class teacher are always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCO liaise with the SENCOs from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO, the secondary school SENCO, the parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's SEND?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

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

- These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

How will I be involved in discussions about planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher during parents' evenings or IEP review meetings
- discussions with the SENCO or other professionals
- relevant suggestions on their child's provision, care plan or EHCP, as parents are the experts on their children

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the teacher and/or SENCO.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Reviewed: September 2018