

Special Educational Needs Information

At High Wych Primary School we strive to support all children to enable them to achieve 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 Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. 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 SEN matters do not hesitate to contact your class teacher as a first port of call.

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

Below is a glossary of the most used SEN terms.

ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
CLA	Child Looked After
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEND	Special Educational Needs & Disability
SpLD	Specific Learning Difficulty

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals at any point in the last six years (known as 'Ever 6 FSM').

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives FSM. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, CLA, family justice and SEND.

The Government is transforming the system for children and young people with SEND, including those who are disabled, so that services consistently support the best

outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability*. Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring LA and health authorities to work together
- requiring LA to involve children, young people and parents in reviewing and developing provision for those with SEND and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how schools and colleges will support them, and what they can expect across the local settings.

There are **15 questions**, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are High Wych CE Primary School's responses to these questions.

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 - <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>.

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. IEPs will be discussed with parents at termly Parents' Evenings and a copy given to them.
- 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 Parents' Evenings.
- 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

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 has the qualification 'National Award for Special Educational Needs Co-ordination'
- WellComm Speech and Language Training
- Protective Behaviours 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 SEN 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 SEN 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 and 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
- during discussions with the SENCO or other professionals
- parents are encouraged to comment on their child's provision, care plan or statement

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.

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