



SEND Information Report 2019

1. How does school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. SEND Code of Practice 2015.

All children will receive quality first teaching. If a child's progress is considered to be less than expected the class teacher will work with the SENCO to assess whether the child has SEN. In order to establish if expected progress has been met or not, we will take consideration of the following;

- Assessment of the child to establish current skills and levels of attainment, considering skills and attainment upon entry and any previous assessments. In addition, evidence will be considered that a pupil may have a disability under the Equality Act 2010 and reasonable adjustments may need to be made.
- Other factors that may affect progress, such as attendance rate, medical conditions and any other significant factors in that child's life.
- Termly and if necessary half termly assessments will be made by the class teacher. These will identify those children who are making less than expected progress.
- Termly Pupil Progress meetings are held with the Class Teacher, Maths/Literacy co-ordinator, and where possible Headteacher and Senco.
- Progress in areas other than attainment, for example social and emotional development.
- Views of the child through everyday activities and questioning.
- Contributions from parents at formal and informal meetings are invaluable, as they have a wealth of knowledge about their child. Parents are invited to speak to Class Teachers in the first instance, an appointment can then be made to meet with the SENCO and if appropriate with the Headteacher.

'For some children SEN can be identified at an early age. However, for other children and young people their difficulties become evident only as they develop'. (SEND Code of Practice, 2015) In this case, all adults who work closely with the child will be alert to any difficulties and respond as early as possible.

2. How will school staff support my child?

Once a child has been identified with SEND, if appropriate there will be additional provision made to quality first teaching. This may be one or more of the following depending on the child's individual needs:-

- Differentiated work. This is work that is appropriate to the child's level of development.
- Targeted support within class, by the Class Teacher and/or Learning Support Assistant.
- Reading to an adult in school daily. This may be the Class Teacher, Learning Support Assistant or parent helper.
- Intervention group. This would be planned by the Class Teacher and delivered by the Class Teacher and/or a Learning Support Assistant.
- 1:1 support within class. Support would mainly be by the Learning Support Assistant, as well as the Class Teacher.
- Ensuring smooth transitions at the beginning of the day.
- Support/monitoring at playtimes and lunchtimes.
- Class teacher and SENCO assessment of the child, including gathering evidence and the views of the child and parents.

In addition to the above it may be necessary to support a child's particular need in a different way. This need would be discussed and adjustments made to ensure the most appropriate support.

The school's SENCO will oversee any additional support. This is done through:

- Working with the class teacher to assess, plan and review.
- Monitoring of planning and assessments.
- Observations of staff delivering any support.
- Regular meetings with staff, including the Headteacher.
- Designated SEND Governor visits and meetings on a regular basis.

Parents will initially be able to discuss any concerns or issues they have regarding their child with the class teacher. They are very welcome to make an appointment through the school office with the SENCO at any time, as well as the Headteacher.

3. How will I know how my child is doing?

Our children are continually assessed using a variety of methods. For example, during a maths lesson through questioning, observations, manipulation of maths apparatus (Unifix cubes, hundred square etc.) and through the marking of written work. The teachers carefully record each child's progress on the school's database and this is monitored regularly throughout the school year by both class teachers and our senior leadership team. Through these systems we are able to identify those children who are not making expected progress or who are not meeting the levels expected of a child of their age.

All parents are kept informed about the progress that their child is making during our Meet the Teacher evenings and end of year reports. Teachers may also have additional conversations with parents as particular concerns arise, and parents are welcome to arrange meetings with their child's teacher throughout the school year if at any point they have concerns about their child.

If there are concerns about a child's progress the class teacher will plan additional support for them, and this will be communicated to the parents as detailed above, and the teacher will inform the school SENCO. This extra support will be included on the school's Provision Map which details all extra support given to students in the school on a termly basis. If it is felt the additional support needs to continue for a longer period of time, the class teacher will discuss this with parents and the school SENCO. The SENCO may decide that the child needs to be placed on the SEN Register so that their additional needs can be monitored more closely. Children on the SEN Register will have an individual plan made for them called the Assess Plan Do Review cycle (APDR). This will detail what the concerns are and what the plan is to support them.

There are 4 broad areas of need recognised in the SEN Code of Practice (2015). These include:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical needs.

In practice, children may have more than one area of need and over time those needs may change.

If expected progress is still not made, or there are other concerns about a child's development, then it may be helpful for the school to get advice and support from external professionals with more specialist knowledge around particular areas of development. This will always be done **with parental consent**.

In addition to the usual Meet the Teacher meetings, parents of those children with SEND are invited to termly APDR review meetings (this also includes the child). If an external service is involved then meetings will be usually be scheduled with the professionals, parents, class teacher and SENCO. For parents of children who have an Education, Health and Care Plan (EHC) there is an annual review meeting which involves the whole team of professionals working with the child.

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

Our school follows the 'Assess, Plan, Do and Review' model of intervention and support as laid out in Chapter 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', 2015.

Assess: The school will use information gathered from observations of the child and the work they produce to assess the child's strengths and areas for concern.

Plan: Using this assessment, the teacher will plan extra support for the child which will depend on the areas of concern. This plan may involve small alterations during lesson time (for example, a change of seating or a reminder of tricky spellings on the desk) and it may involve additional support in small groups or individually (1:1). How often additional support will be provided will be dependent on the child's needs and the class and staff timetable.

Do: The plan will be implemented. Staff will employ a flexible approach - if something is clearly not working this can be adapted if needs be.

Review: There will be a review of the plan once per term and a new cycle will be started. What the new targets are will depend on the effectiveness of the previous cycle and whether the child's needs have changed.

At each stage in this model of intervention there will be an opportunity for parents to be involved as well as the child, ensuring transparency of the whole process. Parents will be able to work with the school staff to ensure that the provision is appropriate to their child's specific needs. This will mainly be achieved through meetings.

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

It is very important that all children, including those with SEND have a positive sense of wellbeing. We aim to ensure that all children are happy and secure at school. This is of course vital to their wellbeing and ability to engage in learning.

All children take part in our assemblies, where we follow a specific Christian Value for each half term. This value is reinforced in work in the classroom and the playground by all school staff. There are weekly PSHE lessons in every class, giving the children opportunities to listen, reflect and offer their views and opinions. The children themselves can offer great peer pastoral care. Adults are always available during the normal teaching day for children to talk to and express any thoughts or feelings they may have. This may be as informal as chatting to an adult on playground duty to formally asking the pupils their opinions through the use of Pupil Voice.

If medicines have to be administered during the school day, this is done by staff following clear guidelines and directions of use. Individual Healthcare Plans are completed specifying the type and level of support required to meet the child's medical needs. Please see our Medical Conditions Policy for more information about this.

We have a clear positive therapeutic behaviour framework throughout the school which is applicable to all children. Please see our Behaviour Policy for more details. The school also has an anti-bullying policy which is regularly reviewed. Bullying is not tolerated and any concerns should be raised promptly with the class teacher.

External services may be available if a need is identified where the child requires emotional and social support. The services would be contacted by school and a referral made to request their advice and support.

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

Our staff are equipped with a range of skills, to enable them to support children with SEND. During the last academic year our teachers and teaching assistants received Autism Education Trust Tier 1 training. This covered basic information regarding autism. Another training session was delivered to some of our teaching assistants by the link teacher from our local SPLD base on supporting children with literacy difficulties.

Individual members of staff took part in more in depth training regarding Autism, Protective Behaviours and supporting Speech and Language Development. Our Early Years Foundation Stage staff are also now trained in using the Wellcome Program to support early language development.

In previous years our teaching staff have received training in Speech and Language, ADHD, mental health support, Autism and Specific Learning difficulties.

Other relevant training will be attended when further courses are advertised.

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

There is a wide range of external services that are available to school. Many of the agencies have been or are involved in working with children in our school. Usually they are contacted by telephone or email from the school as a first step and then if it is appropriate a formal referral is then made to the agency required. Parents are involved in this referral stage and have to be in agreement for school to proceed with the referral.

The agencies that we have been and are working with include:-

- Educational Psychology Service
- Speech and Language Service
- Autism Team
- Collett Outreach
- Early Years Advisory Team
- The Links behaviour outreach team
- CAMHS (Child and Adolescent Mental Health Services)
- St.Albans Plus (Vista) consortium
- School nurse
- Community Paediatricians
- Step 2
- Specific Learning Difficulties Team (SpLD)
- Physical and Neurological Specialist Teaching Team
- Children's Centres
- Palms

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

We believe that it is very important to work together closely with parents and have a good dialogue between home and school. We recognise that there can be challenges at home as well as at school and will do our best to support parents and signpost them to further support if necessary.

At meetings to discuss planning and support, parents will have the opportunity to see how their child's work is planned and what it is as well as advice of how best to support their child. If necessary, specific strategies can be modelled so that they can then be used at home.

There is a coffee morning once every half term which gives parents the chance to meet other parents with children who have SEND. This is informal, but advice is provided, as well as any developments in SEND discussed.

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

Parents are involved from the very beginning, from the assessment of their child to agreeing learning outcomes and reviews.

Parents are contacted by the class teacher from the initial concern and will be kept informed at every step. This will mainly be through meetings, occasionally telephone conversations or emails. Time scales and mutually convenient times will of course be arranged. The child will be involved in the process as appropriate, and their views and feelings taken into account when assessing, planning and reviewing support.

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

All children will be given the same opportunities to participate in every aspect of school life. Children with SEND are no exception to this. They are fully involved in activities and trips run by school staff and they also have full access to any of the after school clubs that are run by outside companies.

When planning trips, parents of children with specific needs are consulted and if necessary additional provision is made to ensure the full participation and enjoyment of the child.

11. How accessible is the school environment?

The school is situated on a slight slope. The school is wheelchair accessible from the outside via a ramp to the library and through the main school entrance by the school office. There is a step located on the outside door of each Lower Key Stage 2 classroom. Internally, there are steps to access the school hall from the main entrance hallway and from the Upper Key Stage 2 corridor. In addition, there are steps from the other end of the hall to the Lower Key Stage Two classrooms. There is a disabled toilet located in Key Stage One and a Hearing Loop is available. Please see our Accessibility Plan for further details of the improvements to be made to the school environment. We aim to be as inclusive as possible and if you have any queries or comments about the accessibility of the school please do not hesitate to contact our school office or Senco using the details below.

12. Who can I contact for further information?

The first point of contact if parents wish to discuss something about their child would be the Class Teacher.

In addition, the school SENCO, Mrs Sarah Castro can be contacted. This can be through the school office, by telephone on 01727 872158 or by email at senco@parkstreet.herts.sch.uk. The school SENCO works on Tuesdays, Wednesdays and Thursdays.

Our school works closely with parents and it is hoped that through working in this way, any concerns can be dealt with quickly and effectively. Concerns or complaints that remain unresolved will be dealt with through the school's complaints procedures.

Our Senco can provide the details of many other services too, please do contact her if you have any inquiries.

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

The school Governors have responsibility for admissions. For further details please look at the Admissions Policy, which can be found on the school's website.

Before a child joins our school they are warmly invited to visit, they will have the opportunity to spend some time in the class that they are joining. There is a meeting arranged between the class teacher, parents and if requested, the SENCO. This is in addition to an initial meeting with the Headteacher, Mrs Wendy-May Foster. Support will be offered where appropriate in order that a smooth transition is made and provisions will be put in place.

When a child transfers to a new setting every effort will be made to ensure a smooth transition. A meeting is scheduled between the current class teacher and SENCO and the SENCO from the receiving school. All the current provisions will be explained to the new school, reports and relevant letters, as well as current IEPs and Provision maps and indeed any other relevant paper work will be given to the new school.

If the child was at the point of transferring to secondary school and a FFA (Families First Assessment) is running, then staff from the secondary school are invited to meetings. If the child has an Education, Health and Care Plan (EHC plan) staff from the secondary school are invited to the Year 6 Review meeting.

Visits to the new school will be arranged in order to ensure a smooth transition where ever possible.

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

Schools have an amount identified within the overall budget, which is called the 'notional SEN Budget'. The school looks at all of the identified SEND children and their level of need through the systems already discussed. Following discussions with the child and parents, and after looking at the available budget, a suitable program of support is decided upon. This may be through support in class, interventions (small group and/or 1:1), purchase of additional resources, support and advice from external agencies and staff training.

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

The views of the parents and child are sought before a program of support is decided upon. This ensures that all decisions are made in consultation with all the interested stakeholders. Responsibility and ownership of these decisions is therefore shared.

The Headteacher may be involved, as well as the class teacher and SENCO in the decision about how much support the child will receive.

The amount of support will be determined through the framework already described earlier in this document.

Parents will have the opportunity to express a preference for how resources are used to support their child. The child will also be consulted.

16. 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?

You can find out more about Hertfordshire's local offer of services and provision for children and young people by going to the Herts Grid - <http://www.thegrid.org.uk/>

A new site, specifically for the local offer will be available soon through the above link.