

## **School SEN Information report for parents December 2018**

This SEN Information report was initially drafted and shared with a range of stakeholders including parents, governors and staff. This was carried out through parents' meetings, staff meetings and governor consultation. Their comments and advice have helped to co-produce this document. It was written primarily to support parents in making choices for their child's education. It is intended as an information tool that parents can readily access and will be updated with any significant changes through the year and reviewed annually.

St Mary's welcomes all children into the school and aims to provide the necessary support to enable all children to flourish. A few children who have significantly greater difficulty than most in accessing learning and making progress at school are identified as children with Special Educational Needs or Disability. These children may require additional or different support to their peers.

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

St. Mary's describes a child with special educational needs as a child who has greater difficulty in learning or making progress compared to that of other children their age.

At St. Mary's the class teachers know the children very well. We offer a range of carefully differentiated tasks to meet learning objectives and put in additional or different support to enable our children to make progress and achieve. Careful tracking of termly assessment data, together with a strong pastoral ethos, enable the staff to identify pupils who have learning needs or need extra help quickly.

Our children are encouraged to have a 'can-do' growth mindset. They are supported to access learning and celebrate their effort as well as the progress they make. Careful monitoring and improvement marking is used to address any misconceptions early on and to move the children on in their learning.

Parents are encouraged to discuss their child's learning with the class teacher or senior leaders in the school including the INCo. If a parent has a concern over a possible special educational need or disability they should ask to see the INCo, Miss Lyon, or speak directly with the class teacher.

The school operates a graduated response to the identification, assessment and provision for all children, including those with additional educational needs or disability. Provision mapping is used to identify the support in place to meet those additional needs through a 3 wave programme (this is explained in more detail in answer to question 4).

### **2. How will school staff support my child?**

Support is individualised to a child's needs and will range from careful adaptation and differentiation within the classroom setting managed by the child's class teacher, to small group or individual interventions with teachers, teaching assistants or the INCo outside of the classroom. At all times the class teacher is responsible for monitoring the interventions in place and ensuring the tasks are appropriately matched to the child's needs.

Your child's learning will be supported by a range of adults in the classroom. Children learn best when they work directly with the class teacher through high quality teaching and developmental feedback. In addition to this, teaching assistants add the opportunity for focussed rehearsal of skills and more individualised time.

Teaching Assistants support a range of children in the class dependent on the learning needs in different situations. Sometimes this will be to enable children to access a class task, sometimes this will be working with a specific group within the class or individually within the class to facilitate access and ensure understanding.

Our Teaching Assistants also work with groups and individuals out of the class on specific interventions.

The INCo will observe and assess children within a class, and on occasions individually, to further advise on next steps in learning.

The INCo works with individuals or small groups of children on carefully tailored programmes to meet their needs out of the classroom.

The INCo and Senior Management Team in the school will monitor the impact of the interventions used and the progress of your child.

The staff in school are made aware of the physical, medical, emotional and social needs of a child and appropriate strategies to use when that child needs some additional attention.

The school has a designated Governor for Special Educational Needs and Disability, Sue Lockett. She works closely with the INCo in overseeing the school provision and being responsible for monitoring the collective progress of children with SEND. The Governing Body oversee the school's policy for Special Educational Needs and Disability and the School Accessibility plan.

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

Our teachers work hard to ensure good quality teaching is at the heart of their delivery in the classroom and that they challenge all children in their class. They ensure that work is appropriately differentiated and that the children are clear about the expectations for each task. The learning intention and context is clear in each lesson and the success criteria are frequently developed in collaboration with the children. All children are encouraged to challenge themselves in what they can do. Opportunities for working at greater depth empower your child to extend their learning in areas of confidence. At times, some children are guided to specific tasks based on the teacher's previous assessment of understanding. Children are frequently challenged to improve their learning through feedback and next step marking before the next lesson.

The school holds parent teacher consultations and open evenings in the Autumn and Spring term and a written report is delivered to parents in the summer term when progress is formally reported on. The teachers will always contact parents at an early stage if there are concerns around learning or changes in a child's motivation. Likewise parents are encouraged to talk to staff about any of their own concerns.

Certain triggers might raise concern that a child is having difficulty with their learning. These indicators will include their attainment standard comparative to children of a similar age, the progress made from one term to the next, concerns related to engagement, motivation or ability.

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

The school operates a graduated approach to intervention support. It is described in Waves.

Wave 1 is the entitlement every child has to good quality teaching and learning, appropriate resources and timely support.

Wave 2 we have identified as group intervention programmes, sometimes outside of the classroom, that will give a boost to children's understanding and attainment. This provision is managed and monitored by the children's teacher. The impact of these interventions is monitored by the INCo and senior management team of the school as part of the termly pupil progress meetings.

Wave 3 interventions are specific for the individual needs of children with Special Educational Need or Disability. These are sometimes small group but more often, individual tailored interventions. Children who are being supported at Wave 3 will be identified on the School's SEND register. Once your child's learning need has been identified, suitable provision will be put in place from within the school's resources at Wave 2 and Wave 3. This might also include advice and strategies from other agencies who have been asked by the school and parents to be involved in assessing the needs of their children.

When the interventions have been successful in enabling your child to meet their desired outcomes the level of additional support is reduced until their needs can be met through wave 1 and 2 provisions when we will look to remove them from the SEND register. Their progress will continue to be monitored through pupil progress meetings and assessment information.

In a very few cases it may be necessary to seek a further more detailed assessment of Special Educational Needs in a multi-agency approach through the Education and Health Care Procedures. This will be for those children with multiple needs (learning, health and/or social) who meet the criteria for statutory assessment.

Where additional financial resources are necessary to meet a child's exceptional needs, the school is able to apply for funding through the exceptional needs process.

The school has produced its own School's 'Local Offer' and this is available on the school's website. This details the provisions that the school may choose to use to support the needs of any child, including those with special educational need or disability.

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

One of the most important ways of supporting your child in their learning is to give them a voice to say what would help them in their learning, what their interests are, what their strengths are and what help they actually want. This will be the initial starting point for any assessment. The INCo will observe your child in class and then meet with them to talk about their views.

The children of St. Mary's are supported to enable them to succeed in their work. They are encouraged to operate a higher level of autonomy in their learning and this helps them to maintain high self-esteem. A strong growth mindset ethos encourages everyone to keep trying.

The school has a strong pastoral ethos. Through protective behaviours work the children have learned that they can talk to those on their network and or someone else they trust about anything; that nothing is so awful it cannot be talked about. They are taught to recognise their feelings and that they can make choices about the way they react to those feelings. They learn that

choices have consequences and can reflect on alternative actions to re-build relationships or avoid future difficulties.

## **6. What specialist services and expertise are available at or accessed by the school?**

If more specialist advice is needed than that available from within the school staff the INCo or Head teacher is able to refer to a range of agencies to support your child and or families. We will always ask your permission before someone comes in to work with your child.

The Cluster of School's Family Support Worker, Nicki McGrinder, can support families in accessing a range of community based support and activities. She is able to advise families on strategies to work on at home.

The School Health Advisor/ Community Nurse Lisa Newton can advise on health concerns.

The Educational Psychology service is able to offer consultations and can advise on strategies to support learning.

The Speech Therapy service is able to offer support and advice to schools and to monitor and advise on programmes of work for individual pupils with speech and language and communication difficulties.

The Family Support Centre, based at the infant school, is able to support families and give advice and services for those with children under 5.

The Outreach Support Services for children with more marked learning difficulties from Woolgrove or Specific Learning Difficulties from the SpLD base are able to come in and offer advice and programmes of work for individuals.

For children with physical, sensory or social communication difficulty the school is able to access the services of the ISL team to observe, assess and advise.

For children with wellbeing issues the school can contract Hertfordshire Counselling in Schools Service for Art Therapy, Becky Wilburn from the DSPL NESSIE project or Karen Grieves (private therapist known to the school) for Talk therapy/Play Therapy/ Drama therapy. The school can refer to SPAR for more specialist referrals.

For children with additional needs that require more specific intervention, the school will work with all agencies to foster the child's development.

When a child's needs are more complex the INCo or Family Support worker is able to work with parents to complete a Families First Assessment online to bring agencies together to meet the needs of the child and their family and draw together a Team Around the Family (TAF).

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

The INCo is an experienced teacher and the Deputy Head of the school. She has been SENCO/ INCo since 2001 at 2 different schools. She regularly leads the local SENCo cluster to discuss needs in the local area and to support in the writing of applications for additional support. She is invited to attend LMAG panels and was a member of the working party on specialist local provision for

behaviour support. The INCo works with a range of children across the school using a variety of focused resources.

As Deputy Head, she line manages the Teaching Assistants in school and through performance management, in house training and courses, all teaching assistants are equipped for their role in supporting the additional needs of children in the school. Each year a programme of training is put in place to develop the skills of the team. For example, we have recently trained teaching assistants in the use of specific programmes including Diagnostic Assessment of Number and Word Wizards. Teaching assistants attend consultations with speech therapists and other outside agencies in order to be able to carry out programmes of work in school set for individuals following their advice.

The INCo, Headteacher and teaching assistants have had necessary generic back care training and manual handling training to support individual physical needs.

Class teachers are released to attend consultations with the Educational Psychologist to share their knowledge of the children and to discuss alternative ways of working to meet a need.

2 teaching assistants are currently training in diabetes management.

Three of our teaching assistants have HLTA status and one has attained the STAR qualification.

The teachers in school are kept updated on changes in SEND through staff briefings and training.

The school delivered whole staff training in Hertfordshire's Step On programme in September 18.

The school is delivering ASD awareness training and Attachment and Trauma training to all staff in Spring term 19 and EAL training to all teaching staff in December 18.

## **8. How will you help me to support my child's learning? How will I be involved in planning for my child's education?**

The school will contact you if they have concern regarding your child's progress or attainment or feel there are some difficulties that are impacting on their experience in school. Likewise if you have a concern you should raise this with your child's class teacher or the INCo.

You will be invited to share these concerns as part of an assessment carried out by the school to decide how best to support your child's needs, whether that be through some slight adaptations in the classroom, some short term focused intervention or whether your child should have an SEN School Support Plan which will lay out specifically what the school, parents and the child need to do to address these concerns and what the desired outcomes for the child are.

You will be invited to review the progress towards the outcomes and to talk about next steps on an agreed date, usually 10 weeks from the start of the plan. The INCo will copy all assessment, plan and review documentation to parents. We can direct you to other agencies for support if desired, either through the Local Offer or network opportunities. We can refer on for additional advice and support to the specialist services and meet them with you to help unpick and problem solve together.

If your child's need cannot be met through school support we can explain the process of applying for an Educational Health Care Plan and the criteria for assessment that a child would need to meet. We can either make this request ourselves or support you in making a parental application.

The school is able to work with parents to support the needs of the child in the family as well as at home and is in a position to draw together professionals who can work with the family to address the needs raised.

The school has a reading club every morning, open to children from 8.15 am in the library.

The school facilitates a parent network with the family support worker. All parents are welcome and external agencies are invited in to share information. Look on the school website for further details of previous workshops under Parent Network.

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

We endeavour to include all children in school trips. We are able to hire accessible coaches and risk and accessibility assessments are carried out to ensure every child can benefit from these valuable opportunities.

Pupil Premium funding is used to financially support children's access when needed.

Additional adult support is put in place if needed to ensure the safety and accessibility for all children.

We run two residential trips, in year 4 and in year 6. Both are very physically and socially demanding experiences but the children gain so much from these. Every effort is made with the centres to ensure all reasonable adaptation is made to enable access. The school organises a lot of extra-curricular activities and all children are welcome.

### **10. How accessible is the school environment?**

The main school was built in 1953. Since then new additions have been made including the front office, library and mobile. These all comply with accessibility regulations in place at the time of construction.

The school is built on a hill and at 4 levels. The main building is accessible for a wheelchair with direct access to four of the classrooms, the library, dining hall and ICT suite from the front entrance.

The disabled toilet and a changing table are available on this level if needed.

The hall can be accessed internally by a wheelchair stair-lift.

The children's door onto the playground from the school is on a sensor system so those children with mobility difficulties can exit independently.

The camber on the library playground is unsuitable for wheelchair access without adult support.

The slope to the upper playground is steep and again adult support is needed to access this.

There is an external stair-lift from outside year 4 onto the upper playground.

There is wheelchair access into the lower year 5 class and both year 6 classes from outside and to one of the year 3 classes from outside.

The mobile is accessible and has disabled facilities.

The school has storage facilities for oversized equipment.

There are two disabled parking spaces in the car park.

All the classrooms are large and have their own cloakroom and toilet facilities. The windows have blinds to reduce glare onto the Interactive Whiteboards in each classroom.

The teachers are able to adjust the settings on these boards to suit some visual needs.

At present the school does not have a hearing loop or sound system to support those with hearing impairment but this would be put in place if the need arose.

Changes in height are marked with yellow and black tape on the steps to assist those with visual perceptual difficulties.

The classrooms have extensive vocabulary on display to support children across the curriculum.

ICT (PCs, i-pads, alpha-smart, spell-checkers) are available for use across the school to enable access for emerging writers and to rehearse skills.

### **11. 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?**

Most, but not all children, join our school in year 3 from our link infant school (St. Mary's Infant school).

The Year 3 teachers and INCo liaise closely with the staff at the infant school to ensure a smooth transition for the children. Wherever possible, the infant INCo invites the junior INCo to attend reviews in the summer term so parents can meet and transition arrangements are then discussed.

Some children benefit from additional visits to the school where they will meet Miss Lyon and have chance to ask any questions.

Sometimes, additional parent visits are made so that needs can be discussed and photo books created to use over the summer to ready your child for this change.

Children leaving year 6 for secondary school are supported by a class transition project, in addition staff liaise closely with the secondary schools to ensure that a clear understanding of their need is identified.

The receiving KS 3 SENCo is invited to a meeting when all children with additional needs are discussed before paper work is handed over at the end of term.

If a child enters school mid key-stage the school will endeavour to secure all paperwork from the previous school including any information related to SEND. The parents and child will be involved in an assessment here at our school following a short period of readjustment to the new setting and from this a new plan drawn up if appropriate.

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

The school's resources are shared equitably around the school with consideration for need and skill base.

Where individual adult support is needed for an individual child the school will either enable this from its own resources or apply for exceptional needs funding.

Pupil premium funding is used to enable those children from a disadvantaged situation to access the same opportunities as all other children and to support them in making necessary progress to narrow the gap to give them the opportunities needed to escape a deprivation cycle. The spending of pupil premium money is detailed on the school website. [www.st-marysjm-baldock.herts.sch.uk](http://www.st-marysjm-baldock.herts.sch.uk)

## **13. How is the decision made about how much support my child will receive?**

This decision is made based on need and opportunity.

Care is taken to ensure a balance of support so that your child has opportunity to work with their peers, to work independently, to work on specific tailored interventions or individual programmes and to work with their highly qualified teacher.

We try to limit the amount of time children are withdrawn from the classroom.

## **14. 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?**

Hertfordshire's Local Offer is to be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/> a link is available from the school website.

## **15. Who can I contact for further information?**

If you need any further information about special educational need or disability the INCo can be contacted either by phone or post through the school office 01462 892156 or by email on [sue.lyon@st-marysjmbaldock.herts.sch.uk](mailto:sue.lyon@st-marysjmbaldock.herts.sch.uk).

## **16. What do all the acronyms mean?**

Education is full of acronyms and sometimes we use them without thinking what they mean. Below is a glossary of some of the acronyms used commonly within this report and within SEND and what they mean here at St. Mary's.

INCo- The INCo is the Inclusion coordinator within school. In our school our INCo is Sue Lyon. She is responsible for monitoring the provision and impact for a wide range of groups of children including: children identified with special educational need or disability; children identified as gifted or talented; children who are looked after by the authority; children who benefit from pupil



premium funding; children with English as an additional language; children with a medical need requiring a healthcare plan.

The school is also required to monitor progress and attainment of pupils from varied ethnicities, high, middle and low attainers and those in receipt of free school meals to ensure equality of opportunity for all. Our INCo works directly with children, sometimes out of the class. She works alongside colleagues to support appropriate differentiation for the children with most significant learning need. She makes observations within class to advise teachers and parents who have raised concerns about individual needs and facilitates the assess, plan, do, review programme for all children on the school's SEND register.

SENCo- Our INCo role incorporates the role of SENCo at St. Mary's. A SENCo is a special educational needs coordinator within school. Every school must have a qualified teacher in the role of SENCo.

SEND – SEND stands for special educational needs and disability.

TA- Our teaching assistants within school are referred to as TAs. In some schools they may be described as learning support assistants or special needs assistants. Their role has changed a lot of the past few years. Initially, they were welfare assistants who helped in the class with setting out equipment, clearing away, helping with some of the administration jobs in the classroom, helping children with personal organisation or personal care. The role is very different now. Our TAs, under the direction and management of our teachers, work directly with groups of children to consolidate and extend their learning. They work very closely with all children but especially those needing additional support. An HLTA is a higher level teaching assistant.

EHCP – This is an Education Healthcare Plan. It is in place of a Statement of Special Educational Needs. This is intended for children with the greatest need, a very small percentage of pupils may have an EHC plan. There are specific criteria set out by Hertfordshire that a child needs to meet in order to be assessed for an EHC plan. An EHC plan sets out the provisions that must be put in place to support the needs of a child. If you feel your child's needs cannot be met within mainstream school and want your child to attend a specialist school then they will require an EHC plan. But equally, if you feel your child's needs are best met within a mainstream setting and you don't want specialist provision then the EHC plan will set out how and who will support your child to enable this to happen where ever possible. If you feel that an EHC plan may be appropriate for your child, the INCo can help you through the process in first exploring whether your child meets the threshold criteria and then, where appropriate, completing the documentation for the assessment panel (LMAG panel).

SSR- This is a single service referral form which is used to request the services of an outside agency like the Educational Psychologist. They often require supplementary documentation which will be prepared by the INCo before a referral is made. Parents are always asked to sign an SSR before they are sent off. They will not be accepted by the agencies without a signature.

FFA- This used to be called an eCAF which stood for Common Assessment Framework but now it's part of the Early Help Module and is called a Families First Assessment. It is a way of gathering information together about your family, their strengths and their needs. Through this process you are able to identify the resources you already have to make any changes that you feel are needed and areas you may need some help with. This is much broader than just education and through this process we are able to put together a team of people from different agencies who can help, for example: health, social housing and various education agencies. Together we build a TAF (team around the family) which is there to support families in bringing about change. It is intended as a

short term intervention that makes a big impact. Miss Lyon can help you with completing the FFA and setting up the team. Although it's online it has a secured access so only those professionals involved with your family can access the information.

HCP -Healthcare Plan- Some children with a significant medical condition require specific treatment that might be necessary in school. On the admission form you are asked if your child has a medical condition. If your child needs to take regular medication in school and this cannot be avoided then you will need to complete a Med 1 form available from the school office that gives precise instruction for how this medication should be administered. If this information suggests a significant need then the office will alert Miss Lyon who will draft a Healthcare Plan based on the information you have given and ask you for clarification of any details necessary. The plan sets out what the medical condition is, any medication that is taken for that condition, any signs or symptoms to look out for and what an emergency would look like for your child. This is finalised and made available in school so that if your child experiences a problem staff are clear about all necessary procedures. This is generally for life threatening conditions; most commonly, but not exclusively, anaphylaxis. Sometimes these healthcare plans are drawn up by the prescribing clinician and parents need to share this information with schools. When this is not the case, the school are required to draw up the healthcare plan in consultation with the parents. The school will always send a new healthcare plan to the School Nurse team for advice before finalising. We understand that you want your child to be able to access school the same as everyone else but a condition that you deal with every day may be new to us and so we will always seek out advice to verify our understanding of its impacts and requirements so that our staff are confident in managing the condition in all situations and you and your child feel safe in our care.