

Watton-at-Stone Primary & Nursery School **School's SEND Information Report**

Our Vision

We nurture and support children so that they are happy, are healthy in body and mind and have a love for learning, enabling them to achieve their potential. We believe in developing confident, respectful and responsible citizens who make a contribution to the wider community and beyond. We provide an environment where everybody is included and everybody matters.

As a school, we have high aspirations for all, built on a solid foundation of self-belief, motivation and resilience.

We will all be the best that we can be.

INTRODUCTION

The School's SEND Information Report details our arrangements for identifying, assessing and making provision for pupils with SEND.

All Hertfordshire schools maintain a similar approach as outlined in this document. The SENDCOs namely, Mrs Andrea Hawkins and Mrs Sukhi Gill are available to discuss any matters or concerns that parents/carers may have with regards to SEND.

Definition of SEN

A child or young person has SEN 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational needs and disability code of practice: 0 to 25 years (January 2015)

Principles underpinning the SEND Code of Practice:

- The views, wishes and feelings of the child and the child's parents/carers are taken into account.
- The code highlights the importance of the child and the child's parents/carers participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The code emphasises the need to support the child and the child's parents/carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Broad Areas of Need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

What has changed?

Changes from the SEN Code of Practice (2001) are:

- The new code covers children and young people from 0-25 years
- There is a clearer focus on the participation of children and young people and parents in decision-making
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on close cooperation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- We no longer have School Action (SA) or School Action Plus (SA+), instead there is a graduated approach to identifying and supporting children and young people with SEND
- Statements are being phased out to Education Health Care Plans
- There is a greater focus on support that enables those with SEND to succeed in education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant priorities of the Mental Capacity Act 2005

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

Teachers continually assess children through regular pupil progress and attainment meetings. If an individual's progress is not as it should be, they will be given the opportunity to take part in intervention programmes related to their identified need(s). When progress and attainment are significantly below age related expectations further assessment may be necessary. If you think your child may have SEND you need to arrange to meet the class teacher to discuss your concerns. This may be at a parents' evening, by telephone, by email or by appointment. Sometimes it might be necessary for the school's Special Educational Needs Coordinator and/or an external professional to be involved, e.g. a speech therapist, specialist teacher, etc.

Where provision cannot reasonably be provided through services that are normally available, it may be necessary to apply for an Education, Health and Care Plan (EHCP) assessment. School staff and professionals who are familiar with the child and their family should be able to decide whether an assessment is needed. The legal test of when a child or young person requires an EHCP remains the same as that for a statement under the Education Act 1996.

2. How will school staff support my child?

The class teacher is responsible for all the children in their class including those with SEND. Individual needs will be identified through regular assessment and met as a result of clearly differentiated planning, taking into account the range of different learning styles.

It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. If needed, the school will provide a named key person for your child. Teaching Assistants may work with children with special educational needs as directed by the class teacher or SENDCO.

The class teacher and the SENDCO will work together to create a Personal Learning Plan (PLP) for pupils with SEND. This plan will detail key information about your child including areas of learning/development that need to be enhanced. It will also include intervention information, whether this is class based, small groups or one to one. The PLP will be shared with relevant staff as well as parents/carers.

The SENDCO regularly liaises with the Headteacher and SLT regarding SEND provision and progress. She may suggest the involvement of an outside specialist for a child if it is deemed appropriate. Parents/carers will be fully involved at every stage of the process.

The Governing Body appoints one of its members to be SEND governor who will liaise with the SENDCO, and take a close interest in the provision and progress of children with identified needs. The Governing Body determine the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding within the school.

The SEND Governors at Watton at Stone Primary & Nursery School are Liz Aston and Charles Clark who work with Victoria Steward, an Associate Governor, who is familiar with the procedures and arrangements in the SEND policy. She monitors provision on behalf of the Governing Body and reports back to them regularly.

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

Teachers and the SENDCO work together to identify appropriate provision for pupils with SEND. This information is included in each child's Personal Learning Plan (PLP). The content of the PLP is discussed with both the child and the parent/carer. Once views have been shared, it is signed in agreement. Review meetings are conducted each term to discuss the progress made towards the PLP as well as next steps. In addition to these discussions we hold regular parent consultation meetings and formal reports are sent home annually. Where the need arises we will also have conversations with parents/carers outside of these times either by telephone or additional meetings. For a small number of children we may need to establish a home/school communication book.

The PLPs of Children Looked After (CLA) will be discussed at their termly PEP meeting.

Where children receive additional support through interventions their progress will be monitored closely and the effectiveness of the intervention will be evaluated. For CLA pupils the impact of pupil premium plus funding will also be evaluated.

We always welcome feedback from parents/carers to share their suggestions or concerns.

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

The class teacher will provide high quality teaching for all children using a range of teaching and learning strategies and resources. Each lesson will be carefully planned and differentiated, taking into account individual needs. Teachers will be fully aware of their Pupil Premium, Children Looked After (CLA) and SEND children. Regular assessments will be carried out and appropriate interventions will be implemented and reviewed as necessary, based on identified needs. Wherever possible, children will be fully involved in contributing to ways in which we can support their learning.

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

At Watton at Stone Primary & Nursery School we believe that emotional well-being is essential for effective learning. We therefore plan and deliver weekly PSHE lessons which may link to themes introduced in whole school assemblies.

We actively encourage pupil voice as we value all children's views and opinions so that positive changes can be made. Activities such as circle time encourage participation from all pupils. Our School Council also provides an opportunity for pupils to communicate their thoughts and make changes. The children have discussions, listen to each other, negotiate and feedback to their class. All these skills help the children to become confident, responsible citizens.

Extra-curricular activities such as sports clubs give further opportunities for pupils to develop their self-esteem and social skills. Some are held within the school day whilst others take place after school.

Positive relationships are built between parents/carers, school and children. Some children with social, emotional needs will be allocated a key adult to support them as needed. In addition to this we have strong links with Beane Valley Children's Centre.

The school has clear policies and procedures to promote the well-being of our children. Please read our Behaviour, Safeguarding and Anti-Bullying policies as well as our Accessibility Plan. If your child has a medical condition please see our Medical Conditions policy.

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

Wherever possible, expertise from within the school will be used to meet children's needs. The SENDCO, in agreement with parents/carers, will seek external advice from a range of specialists as the need arises. Such professionals may include: the Educational Psychologist, Specific Learning Difficulties (SPLD) base, outreach support for specific needs, Communication and Autism Team (CAT), low incidence team (visual impairment, etc.) GP, speech and language therapist, CAMHS, etc.

7. What training have the staff, supporting children with SEND had or are having?

The SENDCO will identify and provide training opportunities for all staff on a range of SEND needs. Training can be offered in school and/or externally if needed. Staff will receive relevant SEND updates and on-going advice from outside specialists. Some staff members have received specialist training on nurture provision, counselling, protective behaviours, autism, mindfulness, supporting CLA and adopted pupils and general behaviour management. Some teaching assistants have been trained by external professionals to deliver individualised programmes, e.g. mathematics, speech and language, etc.

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

The school will provide you with regular information about how to help your child. We will communicate via parent consultation evenings, annual reports, PLP (Personal Learning Plan) meetings, links and information about what is being covered in class on the school website/class blog, meet the teacher information sessions, curriculum afternoons, curriculum leaflet and parent/carer information meetings. Regular homework will also be sent home. Please see our Homework Policy.

If you have any concerns about your child's learning or development please come and talk to us.

Beane Valley Children's Centre can provide extra support for your child's learning and development. Parenting courses can also be accessed there.

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

Parents/carers are involved in planning for their child's education through PLP meetings, parent consultations, Team Around the Family meetings (for multiple needs where multiple services are required) and Education, Health and Care Plan meetings where appropriate.

Pupils will also be involved in the process through identifying and agreeing targets, attending review meetings and sharing their views.

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

All children will be encouraged to participate fully in activities outside the classroom including school trips. Following parental discussion, reasonable adjustments will be made depending on your child's needs. Individual risk assessments will be carried out as appropriate.

11. How accessible is the school environment?

All Hertfordshire schools will comply with the Equality Act 2010 and will make reasonable adjustments.

ADMISSIONS AND INCLUSION

- The school follows the County Admissions arrangements.
- No child will be refused admission purely on the grounds that the child has special educational needs and disabilities.
- Wheelchair access has been arranged for all classrooms and the playground is accessible to children in wheelchairs, although it would be advisable to have an adult in attendance.
- Several toilets have been fitted with handrails and there is a toilet specifically for wheelchair users, located next to the dining room and next to the Early Years Foundation Stage.

Please refer to our Accessibility Plan for detailed information.

12. Who can I contact for further information?

If you require any information or wish to discuss something about your child your first point of contact should be the class teacher. If further assistance is required please contact:

Mrs Andrea Hawkins or Mrs Sukhi Gill (SENDCOs)
Watton at Stone Primary & Nursery School
Rectory Lane
Watton at Stone
Herts
SG14 3SG
Tel: 01920 830233
admin@wattonatstone.herts.sch.uk

Zoe Hussain, the Headteacher, Liz Aston and Charles Clark, the SEND governors, can be contacted using the details above.

Whilst we would hope that matters can be resolved in school, further advice can be obtained from:

Parent Partnership Service

The Parent Partnership Service is 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 you.

They offer a personalised confidential service to help you understand how special educational needs are assessed and managed, so that you can make informed decisions about your child's education.

The contact details for your adviser and the areas they cover are:

Dawn Owen
East Herts, Broxbourne, Welwyn/Hatfield
Tel: 01920 411152
dawn.owen@hertfordshire.gov.uk

Details of the Local Authority SEND Officer are:

Lyse Bone
SEN Team Manager
East Herts & Broxbourne SEN Team
CHN006, Area Office
County Hall
Pegs Lane
Hertford
SG13 8DF

lyse.bone@hertfordshire.gov.uk

The school also has a Complaints Policy.

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?

Our school works closely with all settings at the time of transition. We have meetings for parents/carers before children enter the school system. Home visits are made for children joining the nursery. Extra visits can be arranged for pupils with SEND if required, this includes class teachers visiting preschools.

At the end of each academic year the class teacher from the current class meets with the class teacher in the receiving class to pass on all information regarding academic ability and overall wellbeing. Particular attention is given to pupils with SEND who are also Children Looked After (CLA). PEP (Personal Education Plan) targets are shared with the new teacher at this stage.

In the same way we work closely with secondary schools to ensure a smooth transition and transfer of relevant information. The children will have an

opportunity to meet staff from the receiving school prior to their transfer. Records are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000.

We arrange transition meetings and/or visits for targeted pupils to provide a well-planned transition. Photo books are utilised to help children prepare for their new beginning where necessary.

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

The school budget for SEND is allocated by the Headteacher and governors. Within the budgetary constraints support is allocated according to the level of need. In exceptional circumstances additional funding can be applied for using the Exceptional Needs Funding (ENF) process for individuals. In most cases, this is for a child who needs continuous 1:1 support. The application is taken to a cluster involving local schools. If the application is successful at this meeting, it is then presented to a district panel at County level to be approved.

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

The decision about how much support a child will receive is made in consultation with the class teacher, parents/carers, SENDCO and the Headteacher. Where appropriate, regular review meetings with professionals will take place which may include the child, and the information discussed will also inform this decision.

All support will be carefully monitored to ensure the development of the child's independence and learning.

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?

Information about the Hertfordshire Local Authority Offer can be found at:

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