

## Special Educational Needs (SEND) Information Report

A new SEND Code of Practice was published in January 2015. All schools are now requested to publish their offer for pupils with Special Educational Needs. Every effort has been made to make this report accessible to parents and carers, but if there are any aspects that you would like explained please contact the SENCo via the school office or at [SENCo@welwynst-marys.herts.sch.uk](mailto:SENCo@welwynst-marys.herts.sch.uk)

### **The Special Educational Needs and Disability (SENDD) Code of Practice states that:**

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age."

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

Monitoring pupil's progress and attainment is an ongoing process at Welwyn St. Mary's. Teachers will discuss with the Special Educational Needs Co-ordinator (SENCo) any concerns they may have with any of the children in their class when they arise. Each term we hold Pupil Progress Meetings (PPM); meetings are attended by the class teacher(s) and a member of the Senior Leadership Team. All children's progress is monitored and children who are not reaching age related expectations or who are not making at least expected progress are identified. Discussions on how best to support any child identified in this process then takes place. In the first instant we would identify strategies that the class teacher(s) and Teaching Assistant (TA) could use within the class. Sometimes a child may need to have additional small group work or 1-1 support. We aim to support each pupil's learning style with quality first teaching within the classrooms and by the early identification of any special educational needs or disabilities.

If a child starting at Welwyn St. Mary's has been identified as having special educational needs or some concerns have been highlighted in a previous setting, transition meetings will take place with professionals involved, parents and external agencies.

If you have any concerns about your child, please make an appointment to see your class teacher in the first instance or email the SENCo at [SENCo@welwynst-marys.herts.sch.uk](mailto:SENCo@welwynst-marys.herts.sch.uk)

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

All pupils should have access to a broad and balanced curriculum. Careful planning, differentiation and high quality first teaching should mean that all pupils, including those with special educational needs or disabilities (SEND), should be able to access the full curriculum and achieve their potential. In addition to this, we will keep you informed if we feel your child needs additional support and work in partnership with you as to how best school can support your child. You will be involved in this process and invited to discuss your child's progress at our Parent Consultation evenings in the Autumn and Spring Terms. Throughout the year parents can make an appointment to see their child's teacher and/or the SENCo.

At Welwyn St. Mary's we use Class Provision Maps to show what support is in place for each child. Relevant sections are shared with parents at consultation meetings. In addition, some children on the SENDD register will have a One Page Profile which identifies the child's strengths and any needs.

A child may be removed from the SENDD Register when it is considered by both parents and teachers that the child is either working within expected age related levels or no longer requires the additional support as significant progress has been made.

If additional support or a specific intervention is identified this may range from weekly to daily sessions depending on the need of each individual child. It is ultimately the teacher's responsibility to provide for children with SENDD. The SENCo provides advice, monitoring and links with outside agencies such as the Educational Psychology Service. However, many pupils can have points in their education where for various reasons they experience difficulties. Often, just by offering additional resources to support your child or providing simple strategies can make a difference in a child's achievement and progress.

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

Parents' evenings are held in the Autumn and Spring terms. Class teachers write an annual report about each child at the end of the Summer term. There are longer consultation meetings planned for children who need extra support and provision maps will be shared. Parents can request additional meetings with class teachers or the SENCo.

If external agencies are involved with your child you may be invited to additional meetings throughout the year to discuss your child's progress, such as with the Speech and Language Team. Furthermore, if your child has an Education Health and Care Plan (EHCP) or is undergoing the assessment process for an EHCP, annual review meetings will be held along with additional meetings if required.

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

First quality teaching from the class teacher is the priority which includes a range of strategies to support individual needs. Each lesson is carefully planned and differentiated to meet your child's needs and those of all the children. All pupils have access to materials and apparatus to support them in lessons. This may be, for example, counting apparatus to support in a maths lesson, a key words sheet or an iPad to support a child with story writing. Some pupils will require additional resources and input over and above what is usually available to all pupils and this will be tailored to support an individual child's needs. Suitable resources to support individuals may be used. Small group learning or one-to-one support from teaching assistants will be available where appropriate. Teachers will take advice from the school SENCo and also from external agencies, for example, a Speech and Language therapist.

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

Our Christian values and ethos are evident in every aspect of our school which supports all children to thrive. These values are specifically highlighted through daily assembly and the R.E and PSHE curriculum which encourages the child's individual development and their understanding of relationships with others and the school community. Pastoral support is key to happy learners at our school. All staff are aware of children's feelings and emotions. We have regular training for Teachers and TAs on Social and Emotional and Mental Health needs and have a robust Nurture provision in place for specifically identified children.

Children are given the chance to talk, share and have the time they need to be calm and confident learners. Children feel confident to talk to all staff, teachers and teaching assistants. The SENCo and head teacher are also available to help and support every child to ensure they enjoy their learning. If additional support is needed in the class or at times on the playground then this is identified and supported. This support can be in

the form of a nurture group, buddy system, one to one chat or small groups with an emphasis on social skills.

The school promotes positive relationships between parents, children and all staff at school. All children including those with SEND are encouraged to participate in clubs including, for example, sporting activities and music lessons. The school listens to children's views through the school council and regular pupil questionnaires and termly 1:1 conferencing.

Assemblies and PSHE lessons address wellbeing issues such as bullying and conflict resolution. The school has links with a number of agencies such as Family Support Workers and the Children's Centre at Tenterfield which supports families with young children

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

All Staff have regular in-school and external training in a range of SEND needs. This includes training from the local Specific Learning Difficulty (SpLD) base at Applecroft School and advice from other Specialists employed by the LEA. The SENCo attends regular SEND updates and has close links with a local SENCo cluster.

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

Expertise is shared within the school facilitated by the SENCo. Sometimes the SENCo refers children for advice from external professionals after discussions with parents and class teachers. Some examples of specialist services are: Educational Psychology, Speech and Language Therapy, SpLD bases for specific difficulties in English and Maths, ADD-Vance - specialist support for children with ADHD and ASD and the Herfordshire advisory teams. Children must meet criteria to be referred to these services. Parents may also access some services through their General Practitioner, for example the ADHD clinic.

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

The school is keen to help parents support their child's learning. This starts with information meetings for new Nursery and Reception parents. Termly letters are sent home detailing the learning for each year group. We hold regular Parents' evenings and information evenings on different subjects. Parents of children who need SEND provision are also invited to meetings to monitor and assess progress as part of the Assess, Plan, Review, Do cycle and decide next steps.

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

As the parent, we believe that you are the expert on your child. There are formal occasions such as Parent's Consultation Evenings where parents are involved in discussions about their child's education. Parents are also able to arrange a meeting with the class teacher, SENCo or a member of the Senior Leadership Team if there is a particular issue they wish to discuss in between these occasions, including any reasonable adjustments they feel their child may need in order to access their education. For a few children and families with multiple needs an Early Help action plan may be necessary to enable all services to work together efficiently and share information. Parents are central to these meetings.

A small percentage of children with more complex SEND will have an Education, Health and Care Plan (SEND Code of Practice 2014).

This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that children receive the provision they need and that their parents' wishes are taken in to account.

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

School trips will always be discussed with individual parents when necessary. Risk assessments are always carried out. Whenever possible, reasonable adjustments are made to include all children in school trips.

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

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. Specific requirements will be discussed as they arise.

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

In the first instance, always contact your child's class teacher. The SENCo and head teacher are available to discuss concerns with parents. The school has an SEND Governor. The LEA employs SEND Officers who administer EHC Plans.

**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 before children enter the school system. Extra visits can be arranged for pupils with SEND. In the same way we work closely with secondary schools to ensure smooth transition and transfer of relevant information. Children with SEND are able to have additional visits where needed.

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

The budget for SEND is decided by the head teacher and Governing body.

Within the budgetary constraints support is allocated according to the level of need. In exceptional circumstances additional funding can be applied for (Exceptional Needs Funding) for individual children. Families with an Early Help plan can apply for funding from personalised commissioning.

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

The class teacher, parents, SENCo, head teacher and any other staff involved in supporting the individual child will hold discussions to decide what is appropriate. There are regular review meetings with professionals that may include the child where appropriate. There is careful monitoring of support to ensure development of the child as an independent learner.

**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 on the Hertfordshire Local Education Authority offer can be found at:

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