

Welwyn St Mary's SEND Information Report – January 2024

At Welwyn St. Mary's we have high expectation of all our pupils and aim to be as inclusive as we can. As a school, we **believe** everyone can **achieve** to the best of their abilities.

At Welwyn St. Mary's Primary School the Head Teacher, Senior Leadership Team (SLT), Teachers, Special Educational Needs Coordinator (SENCo) and teaching assistants frequently discuss the progress of all pupils. We believe it is important to address the strengths and difficulties of all children. This may involve pupil's attending short periods of intervention in a particular area, focussed help within the classroom or, with consultation with the parents, referral to an outside agency to ask for advice on a child's additional needs. All Hertfordshire schools maintain a similar approach.

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 senco@welwynst-marys.herts.sch.uk

Key to abbreviations used:

SEND: Special Educational Needs & Disabilities

SENCO: Special Educational Needs Co-ordinator

EP/Ed Psyc: Educational Psychologist

SpLD: Specific Learning Difficulties

EHCP: Education, Health & Care Plan

CAHMS: Child and Adolescent Mental Health Services

TAF: Team around the Family

DSPL – Delivering Special Provision locally

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

According to the SEND Code of Practice 2015 : 0 to 25 years, '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.'

Class teachers regularly monitor progress through regular assessment. They know the children in their class well. Pupil Progress meetings are held termly with class teams and the senior leadership team (SLT), this is when the needs of all pupils are discussed. Advice is given to teachers on how to further support those pupils who are not making expected progress or whose development is causing concern. The next step, alongside parents and pupils, is to draft some personalised learning targets that may be incorporated into an individualised provision map and will likely include internal intervention or support.

2. What should I do if I think my child may have special educational needs?

If you have concerns about your child's achievement, the class teacher should be your first port of call. The SENCO is also be available to discuss any concerns you may be having about

your child. Parents are encouraged to be proactive and a meeting with the SENCO or class teacher can be arranged at any point if you wish to discuss your child's needs.

The SENCo at Welwyn St. Mary's is Sam Branch. Her working days are Wednesdays/Thursdays and Fridays. She can be contacted via email senco@welwynst-marys.herts.sch.uk or via the admin team on the school number 01438 714169.

3. How will the school staff support my child?

The Code of Practice for SEND (2015) states that it is the teacher's responsibility to provide for SEN in the class and to follow school procedures for identifying, assessing and meeting those needs. Where interventions and support may include teaching away from the class, the class teacher will monitor this to ensure that progress is being made. The SENCO supports the class teacher by providing advice, monitoring and making links with outside agencies.

At Welwyn St. Mary's we use individual Provision Maps, which identify the Assess, Plan, Do, Review (APDR) cycle, to show what support or interventions are in place for each child. Relevant sections are shared with parents at consultation meetings. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision, as well as to inform future planning.

This support is generally in the classroom and can take various forms, depending on the pupil's needs. There may be some small group or 1-1 support outside the classroom, where needed. Other approaches might include strategies to support sensory and physical needs – fiddle toys, sensory breaks, wobble cushions and equipment to meet specific needs.

The school may also seek advice from external agencies: Delivering Special Provision locally outreach, Occupational Therapists, Speech and Language Service, Integrated Services for Learning Advisory Teacher, SpLD Outreach services, and the school nursing team.

Assessments are continuously updated by the class teachers and are monitored by the Head, SENCO and Senior Leadership Team. Teachers regularly monitor children's progress and will discuss any concerns they have with you and the SENCO throughout the year.

All staff will support your child with their social and emotional welfare to ensure that they feel included and valued as a full member of the school community. Additional to this ongoing day to day support, we also have an emotional wellbeing co-ordinator who supports children with a range of Social, Emotional and Mental Health Needs and an Elklan trained Teaching Assistant who supports children with Speech and language needs.

More information about interventions and adaptations can be found in our [local offer document](#).

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

Where a child requires additional support, parents are informed by the class teacher or SENCO and targeted interventions are put into place. Progress is then reported back to parents at termly consultation meetings or more frequently if required and through end of year reports. The effectiveness of the school's provision for children with SEND is evaluated, reported to Governors and monitored by Ofsted. There is also a school governor responsible for SEN who regularly

monitors the quality of provision. Parents can talk to the class teachers during parents' evenings, pupil progress meetings or make an appointment if a concern occurs.

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

Teachers continually plan good quality differentiated lessons throughout the curriculum to support all children's learning in the classroom. Suitable resources and reasonable adjustments are used in these lessons to support pupil's needs. Continuous assessments of pupils learning throughout the lesson, means teaching can be adapted immediately for a pupil's needs. Interventions are detailed on our individual provision maps, which are updated and evaluated termly to ensure quality provision is provided.

All pupils have access to materials and apparatus to support them in lessons. This may be, for example, counting apparatus to support 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.

6. 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 curriculum which encourages the child's individual development and their understanding of relationships with others and the school community.

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 provided, where applicable. This support can be in the form of a wellbeing group, buddy system, one to one chat or small groups with an emphasis on social skills.

In addition to this, we have a member of staff who leads explicit wellbeing support to individuals and groups across the school. Children are identified by teachers and parents for particular needs and the support is tailored to their needs. This support is reviewed weekly with the SENCO and teachers feedback to parents in parent consultation meetings or at others times as appropriate.

A range of support for wellbeing is used throughout the school such as:

- Assemblies
- Personal, Social & Emotional Education (through The Jigsaw Scheme)
- Pupil voice
- School council
- Participating in extras activities
- Small group or 1-1 with wellbeing co-ordinator.
- Social development and enjoyment in and out of school
- After school clubs
- Encouraging positive relationships- between parents, school and children
- Teaching assistant supporting the children

- Emotional check ins with class teachers and/or Teaching Assistants – Zones of Regulation in all classes teacher and follow the Herts STEPS advice

We have a therapeutic approach to behaviour management and support.

High expectations of behaviour & support for one another are detailed in the Positive Behaviour and Anti Bullying Policies, which are provided for all pupils.

Some pupils have access to:

- School Family Worker
- Children's Centre
- Work with our Wellbeing co-ordinator
- Step 2 and CAHMS
- DSPL5 Family Support Worker for families

If your child has a medical condition, please see our Medical Conditions policy

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

All teachers are teachers of children with SEND. Staff are actively encouraged to work on continuing their professional development. The Senior Leadership Team will assess the level of expertise amongst the staff team and organise training to ensure we have a staff team that are able to support all the pupils in our school.

In school training on a range of SEND needs are ongoing. Teaching staff and teaching assistants have undergone a wealth of training to support children with specific needs including: Social, emotional and mental health; Autism; Dyslexia and dyscalculia; Literacy and maths interventions; Fine and gross motor skills; ADHD and diabetes. The experienced SENCo regularly attends the county SEND update meetings.

Child protection Training is updated regularly and opportunities for additional training are available to ensure that staff has an up-to-date knowledge of SEND issues and legislation.

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

Expertise is shared within the school facilitated by the SENCo and experienced members of staff. Sometimes the SENCo refers children for advice from external professionals after discussions with parents and class teachers. Some examples of specialist services are:

- SpLD outreach - Woolgrove
- Outreach support for specific needs from the Integrated Service for Learning Advisory Team – Visual Impairment/Hearing Impairment/Physical and neurological impairment/Speech, Language, Communication & Autism/Early Years/CAT and support from the DSPL5 outreach team
- Health- via GP, Speech and Language, School Nurse, Paediatrician, Occupational Therapy, School Health Team. CAMHS and PALMS
- DSPL 5 Family Support Workers/NESSIE
- DSPL 5 Behaviour Support Team

10. 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 newsletters are sent home detailing the learning for each year group.

- Learning resources sent home – where applicable
- Access to Google Classroom to complete tasks using technology – where applicable
- School information about how to help your child
- Parent's evening
- End of year report
- Links from school website
- Parent workshops
- Parenting courses can be accessed through your local Children's Centre/ Family Support Worker or Hertfordshire Adult and Family Learning Service (HAFLS)
- Individual target reviews/ meetings with SENCo Class teacher/ Wellbeing co-ordinator
- Working with private agencies from which parents have taken the lead and requested
- Home/School book for some children
- Extracurricular opportunities

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

We strongly believe that in order for children to achieve their potential, partnership between parents and school is essential. You are welcome to speak to your child's teacher or the SENCO with any concerns or questions. SEND provision maps are discussed and reviewed with parents at least termly. For children who present with more complex SEND we work closely with families and outside agencies through a TAF meeting. If your child has an EHCP you will be invited to review this annually with other professionals involved.

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

We operate an inclusive school and realise the importance of visitors and visits to enhance and support learning. Children with SEND may sometimes require additional support and their needs will be looked at individually to assess how this is achieved through:

- Risk assessments carried out- as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parental discussion with the class teacher/ SENCo and/or Head – as appropriate

13. How accessible is the school environment?

The school is fully compliant with the Equality Act 2010 and reasonable adjustments will be planned for and made for all children with SEND where necessary. The [accessibility plan](#) is updated according to need. There is wheelchair access to most parts of school and a disabled toilet.

14. Who can I contact for further information?

- Class teacher
- SENCO
- Headteacher
- SEND Governor
- County- SEN Officer (Where an EHCP is in place)
- DSPL5 website and Facebook group
- School website
- Whilst we would hope that problems may be overcome in school there is a [Complaints policy](#) available in school
- SENDIASS team

15. 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. We support the children with additional transition programmes and strategies, where needed.

- Transition leaflets are produced for every year group and we create personalised transition passports where appropriate.
- Internal transition meetings for transition from one year group to the next.
- Additional transition support groups with our wellbeing co-ordinator or transition outreach support from DSPL 5 – where appropriate
- Meet with preschool or nursery that child attends prior to coming to Welwyn St. Mary's and create personalised plans for transition, including additional visits – where appropriate.
- Meet with Secondary schools and create personalised plans including additional visits - where appropriate.
- Records are transferred and discussed when a child leaves the school.

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

School budget is decided by Head and Governors for SEN. If a pupil has an EHCP they will be allocated a band which will mean some high needs funding will be allocated to support the needs of those pupils. Within the budgetary constraints, support is allocated according to the level of need. The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with the class teacher and SENCO. Careful monitoring of support is used to ensure development of the child's independence.

17. Special Educational Needs provision complaints

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP.

If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints

Postal Point: CHO118

Resources Department

County Hall

Hertford

SG13 8DF

Email: cs.complaints@hertfordshire.gov.uk

Once in receipt of your complaint, the Complaints Manager for Children’s Services will ensure that the Local Authority completes a Section F Provision Checklist. This process entails a Provision Checklist being drawn up directly from Section F of the EHCP. A Senior SEND Officer will then visit the School in order to work through the checklist point by point and complete it. The Senior SEND Officer will seek the comments of the Headteacher, Senior Leadership Team, SENCo and Governors as appropriate, as well as any other information or advice that they deem necessary.

Once the Provision Checklist has been completed, the Local Authority will notify the complainant of the outcome in writing, enclosing a copy of the checklist. A copy of the outcome letter and Checklist will also be sent to the School for its information and record keeping. This process will take up to 25 working days (of the Local Authority) to conclude.

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation. The contact details for the Secretary of State are set out below.

18. How can I find information on the local authority’s Local Offer of services and provision for children and young people with special educational needs and disability?

The Local Education Authority’s Local Offer can be accessed at

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>