

Special Educational Needs (SEND) Information Report.

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

A new SEND Code of Practice was published in January 2015. All schools are expected 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

The Special Educational Needs and Disability (SEND) 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?

What we mean by special educational needs?

Special educational needs can affect a child or young person's:

- ability to learn
- behaviour or ability to socialise and make friends
- reading and writing
- ability to understand things
- concentration levels
- physical ability

Monitoring pupils' 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

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. A discussion would be had with

parents regarding whether or not their child would be put on the SEND Register. 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, 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.

In addition, some children on the SEND register will have a Pupil Learning Passport. These will be written and reviewed by the class teachers in collaboration with the child and shared with parents.

A child may be removed from the SEND 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 SEND. The SENCo provides advice, monitoring and links with outside agencies such as the Educational Psychology Service. If we feel that we need additional support from outside agencies, we would discuss this with you and your child, where appropriate.

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. Longer consultation meetings can be planned for children who need extra support. Provision maps and Learning Passports will be shared at these meetings. Parents can request additional meetings with class teachers or the SENCo.

In the case where outside agencies are involved, 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 provision be matched to my child's needs?

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.

Teachers will take advice from the school SENCo and also from external agencies on what reasonable adjustments can be made to support this child.

The views and experiences of all parents and pupils are valued. Our aim is to ensure any barrier to a child's learning is identified early and that effective provision is put in place. On a daily basis, teachers differentiate lessons to match the need of their pupils so that all pupils can learn alongside their peers. Throughout a lesson, teachers and TAs constantly assess their pupils understanding so that they can either challenge pupils further or adapt the lesson if a child is having difficulty accessing the learning.

At Welwyn St. Marys, teachers aim to teach lessons that inspire and motivate all pupils to work to the very best of their ability and high quality first teaching is a priority within the school.

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 curriculum which encourages the child's individual development and their understanding of relationships with others and the school community. Pupil wellbeing is also at the forefront of all PSHE lessons, where we use the 'JIGSAW' scheme to adapt the mindfulness approach. 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 YMCA which supports families with young children.

6. 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. All Staff have regular in-school and external training in a range of SEND needs. This includes training from Educational Psychology team or the Speech and Language team or other specialists employed by the Local Authority.

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.

We monitor need within the school on a regular basis. Training can be completed during INSET days, externally or staff INSET meetings run by the SENCo each term. Any gaps in staff knowledge are also addressed during Performance Management Meetings and actioned. The SENCo attends regular SEND training, updates, and has close links with a local SENCo cluster and support from DSPL5.

Staff supporting a 1-1 child or a teacher with a child in their class with a specific need will attend more in-depth training that is relevant to the child. We have a Nurture TA, Speech and Language TA, Wellcom TA staff trained in Lego Therapy.

All staff are trained in First Aid and Safeguarding and our Early Years Team are Paediatric First Aiders. We have three Designated Senior Persons (DSPs) for safeguarding concerns and all staff have their child protection training updated each year.

We follow statutory guidance to support pupils at school with medical conditions. All staff are trained in administering Epi-pens and receive training annually.

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

We work closely with other agencies who can offer us advice. Our school has a link Educational Psychologist, link family Support Worker and a link Speech and Language Therapist. We also work with Advisory Services for pupils with autistic spectrum disorders and other communication disorders, hearing and visual impairment, occupational therapists, educational support outreach for pupils with behavioural, emotional and social difficulties. We work closely with The Counselling in Schools Service, who provide Play Therapy to those children who require this additional support.

Furthermore, we have strong links with Monk's Walk School for sporting and science activities as well as transition planning with all local schools. In addition, we have links with local SpLD Bases, which have an extensive resources bank available for the school to access.

We have access to the Local Offer and we have a member of staff who regularly attends the Delivering Specialist Provision Locally meetings (DSPL).

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 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?

All children are included in school trips and where necessary, reasonable adjustments and medical support are put in place. A risk assessment is carried out to ensure the children's safety. Additional staff and parent helpers may be required to accompany a class or a particular child, and specialised transport if needed. If the trip is being led by a guide then they would be made aware of a particular child's needs when appropriate.

We also have a large number of lunchtime and after school clubs that are open to all children, although some will be age specific.

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. There is a disabled toilet located by the MS3 classroom.

Any child with a medical condition will have an individual health care plan to ensure their health and physical needs are met within school.

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 LA 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?

We have a comprehensive transition programme for all phases of school 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.

Children in Nursery and have the opportunity to visit Reception for extra 'Stay and Play' sessions before starting the new school year. If felt appropriate, some pupils will receive a transition booklet featuring photographs of their new staff and classroom. Some pupils may also be given the opportunity to have extra sessions to visit school/new class. We also hold Reception Induction meetings.

In Year 2 children are provided with information and support with their transition into Year 3, such as being shown the KS2 entrance and morning routines such as lining up outside the classrooms.

All pupils in Year 6 receive information on what to expect and the opportunity to visit their new schools. Transition programmes are put in place for those children whom it is deemed necessary when transferring to secondary school and the SENCo from both schools will meet to discuss transition arrangements.

Parents of children with SEND are also provided with the DSPL Transition leaflet for Year 6 to Year 7 pupils. Further information and guidance can be found at <https://www.dspl5.co.uk/primary/>

All pupils, regardless of their year group will have access to social stories and transition booklets to aid transition if staff and parents feel this will be beneficial to the child.

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

The school has an amount identified within its overall budget called the notional SEND budget. This is used to employ teaching assistants to meet the needs of children with SEND, to purchase specialist equipment, books and provide specialised training for staff. 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. The SENCo will notify parents if an application is going to be made. 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 this will be determined by assessing the child's needs, level of barriers to their learning and their age. 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?

Hertfordshire Local Authority has a local offer of services and provision for children with SEND and can be accessed at www.hertsdirect.org/localoffer.

In line with the local offer, our local area also offer support and advice which can be found at <https://www.dspl5.co.uk/>.

In addition to the local offer, Hertfordshire provide the Families First service, It is a whole system, countywide multi-agency response to supporting family outcomes at a local level. It brings together organisations that provide early help services under one umbrella of consistent practice and clear processes. <http://www.hertfordshirefamiliesfirst.org.uk>