# Richard Whittington Primary School

**Special Educational Needs and Disability – Information Report** 



# SEND Information Report

Policy Number Version 2

Issue date July 2016

# 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?

- The Special Educational Needs and Disability (SEND) Code of Practice 2015 states that:
  - "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a disability if they:
- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
  - A child under compulsory school age has SEND if they fall within the definitions at a) or b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)." (Special Educational Needs (SEND) Code of Practice 2015)
- Every class teacher carries out regular on-going assessments and monitoring of each child's progress. Therefore, those children falling behind age appropriate expectations will be identified quickly. A graduated response to address concerns and identify possible barriers to learning will be used to reduce or remove them.
- If you have concerns about your child's progress, the first point of contact should always be the class teacher. Formal meetings such as those at parents' evening occur regularly, but you can always arrange less formal meetings with your child's teacher to get an update on their progress. If you still have concerns, the Special Educational Needs and Disabilities Coordinator (SendCo), Miss Sandra Evans can also be available to talk to you.

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

- Quality First Teaching in each classroom will ensure that children are set work at the right level for them, depending on their level of need.
- Children with additional needs might receive support in small groups from the class teacher or a teaching assistant (TA) or, in some cases, 1:1 support.

  Some TAs are trained to support children with specific needs.
- In some cases, the school may receive advice from external professionals in how to support children with specific needs and often these specialists will work 1:1 with children. In these cases, children will have Individual Education

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Plans (I.E.P.s) or Pupil Passports so that progress towards their individual targets can be documented, monitored and reviewed.

• Every step of your child's journey in school will be in close consultation with parents, nurturing a close working relationship with families.

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

- There will be regular, termly parents' evenings for formal updates on your child's progress.
- More informal meetings can take place at your request.
- Individual Education Plans (I.E.P.s) or Pupil Passports will be another way to formally review, at least termly, the progress of children with additional needs. These are targets set by your child's class teacher, in consultation with the SendCo, and incorporating targets recommended by external agencies, e.g. Speech and Language Therapy, Occupational Therapy.

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

- Quality First Teaching will ensure that teaching and set tasks will be at a level appropriate for the differing needs within the classroom.
- Suitable support resources will be in place in each class room, for example additional adults, or physical resources that allow children to access a task at their level of understanding.
- Continuous, on-going assessment will ensure that teachers are setting work for children at an appropriate level of challenge.

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

- Children's views will be at the centre of the school's efforts to ensure that children are happy and safe in school.
- Teachers will endeavour to support the wider outcomes for children, like selfesteem and building social skills through, for example, regular P.S.H.E. lessons, after school clubs and small group work within school.
- Our school aims to foster positive relationships with parents and children, so that children (and parents) know who to approach with worries or concerns. Please refer to our Behaviour policy for further information.

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

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- Teaching staff have relevant in-house training to help them to be able to deal with different special educational needs. This training is either delivered by the SendCo or external specialists.
- Staff at Richard Whittington, including those staff members working closely with children with additional needs, attend the regular training opportunities offered by Hertfordshire County Council or our local group Delivering Social Provision Locally (DSPL3)
- We are also in close proximity to the Specific Learning Difficulties Base at Thorley Hill Primary School, and we receive training from staff there 3 times a year.
- The SendCo and subject leaders will support class teachers in planning for children with SEND.

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

- The SendCo is a skilled professional with knowledge on a variety of learning needs.
- The SendCo can also contact specialist services to come to the school and perform observations, perform assessments and offer advice for supporting children in the classroom environment.
- Some educational services that are accessible via the SendCo are: Educational Psychology Team, Early Years SEND team, Special Education Needs Team, Low Incidence Team Sensory and Physical Impairment, Education Support Centres (including the Educational Support Team for Medical Absence), Local Attendance Team, Access to Education Team for Refugees and Travellers, Central Attendance and Employment Support Team.
- Hertfordshire schools are fortunate enough to have access to Specific Learning Difficulties Bases (SpLD) (located at Thorley Hill Primary School) which can offer support for difficulties in Literacy and Maths,
- Some Specialist Health Services, accessible via your SendCo, are: Speech and Language Therapy (SALT), Physical and Sensory Support Service (PSSS), including the Hearing Impaired Service (HI) and Visually Impaired Service (VI), Child and Adolescent Mental Health (CAMHS), Behaviour Clinic and other professionals.
- Health professionals, accessible via your GP, and funded by the Health Service are: School Nurse, Occupational Therapy and Physiotherapy.

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

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- As mentioned above, regular meetings with teachers take place, at least termly. As part of these meetings, you can ask for advice on how to support your child's learning at home.
- The school periodically run Parent Workshops on how to support your child's learning in specific areas of the curriculum.
- The SendCo has dates for parenting courses in the local area. These dates can also be found in the information folder at the school reception by the main entrance to the school building.
- The Learners Community Library is situated at the Herts and Essex Hospital.

  This library allows you to buy a membership and borrow different items to support your child's learning. There is also a drop-in service here where parents can discuss any concerns they might have regarding their children with specialist teachers and experts. Staff at the Learners Community Library can be contacted on <a href="Learnerscommlib@hotmail.co.uk">Learnerscommlib@hotmail.co.uk</a>
- For further information, contact the SendCo, or see the information folder at the school office, which lists dates of consultation sessions/events.

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

- Regular parents' evenings, as mentioned in other sections.
- Parents and children should be part of the process of deciding on initial I.E.P. targets and also a fundamental part of the review cycle.
- If your child has needs where multiple services are required then a Common Assessment Framework (CAF) may be put in place, although this is up to the parent. Information can be found at:

  http://www.hertsdirect.org/docs/pdf/f/cafleafpc.pdf
- Education, Health and Care plans (EHCP) have replaced statements. The EHCP is designed to bring together the different agencies working together to support a child and his or her family. Existing statements are in the process of being transferred to EHCPs.
- Parents and the child with SEND are continually consulted throughout the process of drawing up an EHCP so that their needs are correctly provided for in the EHCP.
- More details on the EHCP process can be found at:

<u>https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/familiesfirst.page?familiesfirstchannel=8-4</u>

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

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- Risk assessments will be carried out, as is standard practice for all school trips.
- In the case of children with SEND, reasonable arrangements are made to best suit the needs of the child.
- Parental discussions are an important part of this process, so that parents can help advise the relevant staff on any risks that are particular to their child in an unfamiliar environment.

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

- All Hertfordshire schools must comply with the Equality Act 2010 and will make reasonable adjustments.
- We have an Accessibility Plan in place and where feasible, make reasonable
  adjustments to improve the accessibility of our environment to meet
  individual needs. This Accessibility Plan for the school can be found in the
  school SEND Policy.

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

- Your child's class teacher is always the first port of call for any parents or guardians.
- If further information is required, then parents can contact the SendCo, Sandra Evans, <a href="mailto:senco@whittington.herts.sch.uk">senco@whittington.herts.sch.uk</a> and the Headteacher.
- Whilst we would hope that issues can be resolved within the school environment through dialogue, in some cases governors and the county SEN Officer may be contacted.

# 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?

• As children move to the next class each year, there are always move-up days, where children get to meet the staff they will be working with the following year. In some cases, children may need additional visits to their new classroom environment. These are set up through discussions between the parents, the SendCo and class teacher.

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- This also applies to children in Year 6. We hold visits from Secondary School staff to Richard Whittington and children also have a day in their new school in the summer term. Children with additional needs can also visit their new school in extra transition visits, arranged with the SEND team in the secondary school. Crucial Crew also visit Year 6 children at Richard Whittington annually to educate them in protective behaviours.
- When children move up within the school, transition meetings are held between teachers to discuss all children's needs, including those with SEND.

  Records are transferred and discussed by these key adults.
- In the event of a child leaving a school to attend another school, the Education Regulations Act 2000 stipulates that records, including those relating to behaviour and attendance, are transferred and discussed within 15 days of the child leaving the school.

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

- The school's budget is decided by the Headteacher and Governors for SEND.
   Within budgetary constraints, support is allocated according to the level of need.
- In exceptional circumstances of high needs, schools can apply for Exceptional Needs Funding (ENF), additional money for a child or a group of children for a fixed amount of time. This funding is used to pay the salary of support staff who work alongside the child or additional resources that are required to support the child's needs in class. Allocation of Exceptional Needs Funding is controlled by an Independent Panel.

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

- These decisions are made in consultation with parents, teachers, the SendCo and the Headteacher.
- At the same time as recognising the need for support in the classroom, as a school we also aim to foster the independence of all of our children.

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- 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/or disability?
  - Information about Hertfordshire's local offer can be found at <a href="http://hertsdirect.org/localoffer">http://hertsdirect.org/localoffer</a>

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Viewed by the	
School Improvement Committee	
Signed Chairman	
Noted by the Governing Body	
Signed Chairman of Governors	

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