

St John's Church of England Primary School

SEN Information Report ('The School Offer')

Autumn 2017

In 2015 the Special Educational Needs (SEN) Code of Practice was introduced to which our School Offer (also known as the SEN Information Report) relates. This report should be read in conjunction with the school SEN policy, also available on this website.

On the following pages we hope that you will be able to find the answers to many of the questions you may have concerning what our school can provide for children who have SEN or SEND (Special Educational Needs and Disability). Members of the school community including parents, teachers, support staff, governors, the SENCo (Special Educational Needs Coordinator) and Headteacher have worked on this document and its content will be reviewed annually by the stakeholders listed above. If, however, your question remains unanswered then do please ask us. We are always keen to improve our practice and welcome your suggestions.

Your first point of contact is your child's class teacher but if you require further information you are welcome to speak to the Head teacher, Mrs Langeveld or the SENCo, Miss Anna Pyatt. We are often available at the school door or can be contacted via email or telephone. Contact details are provided below.

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

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. (Code of Practice 2015).

Your child's progress is continually monitored throughout their time at school through daily observations, interaction, marking and feedback and regular discussions are held between the class teachers, SENCo and the Head teacher. At these meetings the progress of all children is discussed with regard to achievement and their general development, including aspects of their social and emotional well-being. We aim to help children become independent learners, with skills to support them in life. Should a concern arise, the class teacher and/or SENCo will arrange a meeting with parents to share additional support/interventions that have been planned, with reference to our Provision Map.

Parents are the experts of your own children so if you are concerned about any aspects of your child's development, please ask to speak to the class teacher or SENCo. Where possible (and appropriate), pupils will also be included in these discussions.

2) How will school staff support my child?

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2015, 6.36)

The methods of provision, detailed in the school's Provision Map, are:

- Wave 1 provision: full-time education in classes, with reasonable adjustments made in order to provide additional help and support by the class teacher and trained teaching assistants through a differentiated curriculum designed to meet the needs of all children.
- Wave 2 provision: targeted support for short periods to work individually or as part of a small group with a trained teaching assistant.
- Wave 3 provision: targeted support for your child to work one to one with a support teacher, learning support assistant or teaching assistant as a result of recommendations received from outside agencies (see St John's Local Offer for a full list). This may also include one to one support in the classroom from a trained teaching assistant or Learning Mentor if such provision is considered necessary.

If your child requires any of the above provision, parents/carers will be informed and invited to discuss such provision.

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

All parents are encouraged to attend the parent consultation evenings, which are held twice a year and you will also receive an annual written report.

All children will receive good quality teaching where aspirations are high and children learn without limits. Reasonable adjustments will be made to ensure a child's needs are met through careful planning before additional support is given. If it is considered that your child has additional needs then support and targets according to our Provision Map will be put in place. For a child who has been identified as requiring SEN support, there is a cycle of 'Assess, Plan, Do, Review' to be followed.

There will be planning meetings each term involving the parents, the SENCo, the class teacher, the child and possibly external professionals. The child's views will be heard (where possible). Targets will be set for the term in order for the child to grow, learn and be successful. Data will be Class teachers constantly adjust their provision through careful modifications to their teaching, organisation and differentiation to meet each child's needs. In exceptional cases a child may have complex needs where provision cannot reasonably be delivered through services that are normally available. The school and/or the parents may then request an Education, Health and Care assessment. If successful an EHCP (Education, Health and Care Plan) will be drawn up at a multidisciplinary meeting in which the views of the parents and the child will be central. The aim is a truly holistic approach focused on child-centred

outcomes. The EHCP will be reviewed annually. If there is a possibility that specialist provision may be required in future having an EHCP in place is essential.

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

Effective opportunities are provided for pupils with SEN. In planning and teaching the Early Years Foundation Stage and National Curriculum our teachers have responsibility for:

- setting suitable learning challenges ('Learning without Limits')
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning
- assessing individuals and groups of pupils
- using performance data to monitor the progress of pupils with SEN
- using effective target setting for pupils with SEN

There are also a wide range of strategies and interventions that we use which are outlined on our Provision Map. Parents' involvement and consent will always be requested before we ask for outside agency support. The provision given will be evaluated according to the targets given, reported to parents through termly reviews and data will be recorded on the school system.

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

At St John's, we believe each child should be encouraged and taught in a manner sensitive to their individual needs so that they may learn and grow. We recognise that everyone is a unique individual with a unique contribution to make to the life of the school (St. John's SEN Policy). The children receive a broad balanced curriculum with plenty of positive, enriching opportunities. The children's achievements are recognised and celebrated in class. Religious education and Personal, Social and Health Education (PSHE) are important subjects carefully taught and all children spend class time discussing social rules and behaviour to aid their emotional and social development. Support interventions can be found on our Provision Map.

We pride ourselves on our inclusive environment. We have a strong Christian ethos of loving our neighbour, respecting each other and valuing diversity and your child will know of the class rules, which underpins this. Every child's wellbeing and mental health is important to us and children are encouraged to talk to staff about issues that concern them. These are taken seriously and investigated where appropriate. Staff are trained to note changes in pupils' body language, mood and appearance and to offer or seek support for them.

The school policies and guidelines around areas such as medical needs, intimate care, equality and behaviour and bullying are available in the school office. These are regularly reviewed and taken into account when a child has special needs. If necessary, a set of guidance in the form of a care plan for an individual child can be developed in partnership with parents to ensure suitable provision is made.

As the school develops, all children will be encouraged to participate in extra-curricular activities e.g. lunchtime and after-school clubs, where possible. We will have a 'buddy system' where children can choose a friend for support at playtimes. A quiet club will be offered on a rota system to children in Years 2-6 and on a daily basis for those children who require a little more structure/support at lunchtime.

The school also has access to further services such as counselling, therapy services and support workers, who help families in our community. Please contact our SENCO for more information.

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

We work closely with outside agencies to secure the best provision for your child. In recent years we have accessed the services and specialist advice of the following agencies:

- Child and Adolescent Mental Health Service (CAMHS)
- Communication and Autism Team
- Educational Psychology Service
- Educational Support Team for Medical Absence (ESTMA)
- Family Support Workers (Counselling services)
- Occupational Therapists
- Physiotherapists
- School Nurses
- Speech and Language Therapists
- Visual and Hearing Impairment Specialist teachers
- Colnbrook (a local special school)
- Chessbrook (a local education support centre)
- Laurance Haines SpLD Base (Specific Learning Difficulty)
- Paediatric Occupational Health

7) What training have the staff supporting children and young people with SEN had or are having?

Staff are always keen to improve their skills and knowledge in order to meet the needs of the children with whom they are working. Alongside SEN INSET, training is carefully planned to ensure both pupils and staff feel fully supported. Outside agencies frequently offer both group and individual training opportunities and staff are regular attendees at training offered by the Local Authority and the DSPL (Developing Special Provision Locally). When a training need is identified, the school is committed to meeting it.

The SENCO is a qualified teacher who is undertaking the SENCO National Award (2017-18). Class teachers, LSAs and TAs receive training (either in-house or by attending courses) appropriate to the learning needs within the school.

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

We encourage parents' attendance at :

- New to Reception meetings
- Welcome to your new class meetings
- Curriculum evenings
- Parents' Learning meetings
- Parents' support sessions e.g. for Speech & Language advice/information
- Consultation meetings
- Class outcomes, concerts and productions
- Parents' Association meetings
- Children with exceptional needs may have a detailed home-school link book

All of these meetings give advice/information/materials to help support learning- all of which is very relevant to children with SEND and we strongly encourage parents to attend.

We encourage parents to share with their children and sign:

- The home/school agreement
- The school behaviour code

In addition to this, we have :

- A Parent Forum, which meets every term
- The school website which contains curriculum Maps and recommended websites
- Parents are invited to discuss the SEN provision and the SENCo will ensure that parents are kept fully informed. The SENCo may signpost parents to other sources of support.
- Parents will be invited in to discuss/inform the SEN policy

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

The different ways in which parents can be involved in discussions about their child's education are explained in the answers to questions 3, 4 and 8 as well as in our SEN policy.

Parents are involved in every stage of their child's educational journey and St John's welcome all parents and pupils to be involved in such discussions. As previously mentioned, parents are invited to maintain open communication with teachers through various methods which may include the home-school link book, the reading record or by making an appointment.

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

St John's is an inclusive school and we take into account the needs of the children to enable them to take part in activities outside the classroom. Comprehensive risk assessments (using EVOLVE) are carried out before any offsite visits and reasonable adjustments will be made to support your child. These may include: special preparation prior to the trip e.g. using pictures and/or stories, a named member of staff accompanying your child exclusively and/or parental involvement where appropriate. When appropriate, an individual risk assessment will be carried out if a pupil's needs and the nature of the visit so require one.

11) How accessible is the school environment?

The school is currently in temporary accommodation with one form entry while a new building is being constructed. All parts of the school building (apart from the Godly Play room) are now wheelchair accessible and there are disabled toilet facilities. Specialised equipment is provided where appropriate for children with SEN and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12) Who can I contact for further information?

Every teacher has the responsibility for children with SEND in their class. The SENCo is the person responsible for ensuring that this support meets the needs of the children and she provides support and advice to teachers and parents when required. If you require more information, please contact your child's teacher, Miss Anna Pyatt the SENCo or Mrs Langeveld, the Head teacher. Email: office@watfordstjohns.org
Telephone: 01923 255017

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?

The majority of our children join the school in the Autumn term after their fourth birthday. Prior to starting in the Reception class, staff visit children at nurseries and the SENCo makes contact with Private, Voluntary and Independent (PVI) settings to determine any particular needs. Home visits are also arranged.

Children and their parents are subsequently invited to lunch at the school and there are opportunities to join in with several story sessions.

When children join school mid-year, staff work hard to help them settle quickly and adjust to our routines. Your child will be offered the support of a buddy at this time to make transition smoother.

We appreciate that some children may find it difficult moving to a new class at the start of the new academic year and so staff make links with these pupils prior to

transition. Some children may be given photo books so that parents can talk about changes during the holidays and, if necessary, some children may be encouraged to visit school before the start of term.

When children leave us mid-year the amount of liaison would depend on the timescales, distance and the level of SEND involved. We would of course provide the receiving school with all relevant information in the child's best interests and be available for phone contact.

As we transition into our permanent setting, there will be opportunities to visit the site, look at photos and discuss the layout of the new building. Children with SEND and their needs will be considered and prioritised to ensure their transition is as smooth as possible.

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

The notional SEN allowance is made in the main budget and The Trust allocate it to the yearly budget. This budget is used to support the children with SEN through the employment and training of staff and the purchase of resources. Each term, pupil progress meetings and SEN support reviews inform the planning for allocating resources.

If a child requires provision which exceeds the nationally prescribed threshold, then Exceptional Needs Funding (ENF) can be applied for through the local authority.

Mainstream free schools receive additional funding from the local authority for pupils aged 5 to 19 with high needs where the local authority has commissioned the place. Schools will be expected to fund the first £6,000 of additional educational costs (over and above standard teaching and learning) for each high-needs pupil from their own budget.

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

Following assessments, analysis of pupils' progress, target reviews and observations, the individual needs of each child are considered carefully by the class teacher, SENCo and Head teacher before support is put into place. Support may be limited and has to be carefully matched to children's needs. Some children may require long-term support while others may need significant help for a short time. Children with exceptional needs might receive specific funding to provide levels of support not normally available in school. The impact of any provision is regularly reviewed and adjusted to maximise effectiveness. Parents are kept fully informed of any changes to the provision.

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?

To find the Local Offer for Hertfordshire, visit the website:

www.hertsdirect.org/localoffer.

If you do not have access to the internet, please speak to the SENCo, Miss Anna Pyatt, to obtain a hard copy.