

St John's C of E Primary School, Watford

'Growing Together in Love and Respect'

SEND Information Report 2023-24



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 Special Educational Needs and Disabilities (SEND). Members of the school community including parents, teachers, support staff, governors, the Special Educational Needs Coordinator (SENCo) 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.



Introduction

Schools within Hertfordshire all have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress at school and are given equal opportunities.

The four broad areas of need are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs



What is the Local Offer?

The Children and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the Local Offer.

The intention of the Local Offer is to improve choice and transparency for families. It also enables parents and carers to develop their understanding of the range of services available.

If you need any further information about the local offer of services and provision for young children and young people with SEND please follow the link below.

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



Please click on each question to find out more about how we can support you and your child.



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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 child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (SEND Code of Practice, 2014)

Your child's progress is continually monitored throughout their time at school through daily observations, interaction, marking and feedback. 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, you 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:

- Universal 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.
- Targeted provision: targeted support for short periods to work individually or as part of a small group with a trained teaching assistant.
- Specialist provision: specialist 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. This may also include one to one support in the classroom from a trained teaching assistant or Learning Support Assistant if such provision is considered necessary.

If your child requires any of the above Targeted or Specialist 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 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 are 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 and support strategies will be set for the term in order for the child to grow, learn and be successful. Data will be collected in line with the Assessment Policy of the school.

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 SEND Policy). The children receive a broad balanced curriculum with plenty of positive, enriching opportunities. The children's achievements are recognised and celebrated in class and in Collective Worship. 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. 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.

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:

- DSPL 9 (local Triage support for schools and families)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech, Language and Communication and Autism Team
- Specific Learning Difficulties Team
- Educational Psychology Service
- Educational Support for Medical Absence (ESMA)
- Family Support Workers (Counselling services)
- Occupational Therapists
- Physiotherapists
- School Nurse Team
- Speech and Language Therapists
- Visual and Hearing Impairment Specialist teachers
- Colnbrook (a local school specialising in Moderate Learning Difficulties)
- Chessbrook (a local education behavioural support centre)
- Acorn Centre (further behaviour support for children at risk of exclusion)
- Specific Learning Difficulty Team
- Paediatric Occupational Health
- Families First



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

Both of our school SENCOs are qualified teachers who have completed or are completing the NaSENCO award.

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 SEND 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 9 (Developing Special Provision Locally).

When a training need is identified, the school is committed to meeting it.



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, Collective Worships, concerts and productions
- Friends of St. John's meetings
- Children with exceptional needs may have a detailed home-school link book

All of these meetings/events give advice/information/materials to help support learning and development- 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 :

- The school website which contains curriculum Maps and recommended websites
- Parents are invited to discuss the SEND 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 SEND policy



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

Parents are involved in the 'assess plan do review process' as soon as concerns have been raised. In addition, virtual or face to face parent meetings offer further opportunities to meet with staff. Following receipt of their child's annual school report, parents are invited to make an appointment to meet with the teacher should they wish to do so.

Where a SEND Support Plan is in place, parents meet termly with the class teacher, SENDCo and the child wherever appropriate and with the class teacher at least once between these meetings.

If you are worried or unhappy about your child's provision, please contact one of our SENCos, the Deputy headteacher or the headteacher.

Parents are involved in every stage of their child's educational journey and St John's welcomes all parents and pupils to be involved in such discussions.



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 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?

St John's is fully compliant with the Equality Act and adaptations are made for all children with SEND, where necessary. St John's is situated on a purpose built site on Clarendon road. A lift ensures that all parts of the school building are now wheelchair accessible and there are disabled toilet facilities on every floor.

The ground floor medical room is equipped with a shower, hoist and medical bed. The top floor has a designated First Aid room where individual treatments can be implemented. Specialist equipment is provided where appropriate for children with SEND 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.

Parents are encouraged to talk to the school to meet individual requirements, such as communication with parents and carers whose first language is not English. Please contact the Inclusion team if your child has any specific requirements.



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.

Your child's teacher is always the first person you should contact if you have any concerns about your child. The Special Educational Needs Coordinators are Miss Ayanna Stevens and Mrs Sarah Cavalier. They are always happy to discuss any concerns you may have about your child's needs. In addition to this, there is further information about organisations on the final page of this document.

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 are subsequently invited to lunch at the school and there are opportunities to join in with several transition sessions with parents and independently.

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 the 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. The school website is updated regularly, as are other social media platforms, which parents can use to inform their child of activities and events.

We actively support the transition to secondary school for all Year 6 pupils, providing support for parents in navigating the complicated local system of secondary transfer and preparing pupils through transition work in the classroom. For pupils with special educational needs, we work closely with the receiving school to ensure that appropriate provision will be in place from the beginning of the child's secondary school experience.

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.



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 allocates it to the yearly budget. This budget is used to support the children with SEND through the employment and training of staff and the purchase of resources. Each term, pupil progress meetings and SEND support reviews inform the planning for allocating resources.

If a child requires provision which exceeds the nationally prescribed threshold, then Local High Needs Funding (LHNF) can be applied for through the local DSPL. Children in receipt of EHCPs will be banded as part of the EHCP application process.

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 has to be carefully matched to children's needs. Some children may require long-term support while others may need intensive 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 Ayanna Stevens, to obtain a hard copy.

Another useful resource for parents is the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). This is an impartial service funded by Hertfordshire County Council. They offer a personalised, confidential service to help parents understand how special educational needs are assessed and managed, so they can make decisions about their child's education.

Telephone: 01923 555847

Email: sendiass@Hertfordshire.gov.uk

Website: <https://www.hertssendiass.org.uk/home.aspx>

