

SEND Information Report 2016 - 17

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?

The New SEND Code of Practice 2014 states that a child has a special educational need or disability **if she or he has a significantly greater difficulty in learning than the majority of others at the same age.**

The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. Following the guidance in the New SEN Code of Practice the school follows a graduated response to the identification and assessment of children falling behind age appropriate expectations. The parents and child are part of the process of Assess, Plan, Do, Review (APDR) framework from the outset of identification.

The APDR framework termly is carried out termly. The whole school takes part in an assessment week. Pupil Progress Meetings then follow. These meetings are attended by the class teacher, Headteacher and SENDCo and identify where pupils are not making expected progress. The meetings involve discussion regarding next steps for these pupils. If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have and plan any additional support your child might need.

However if your child's class teacher has any concerns about your child's learning, social interaction, speech and language, health or any other area of well-being he or she can fill in a Record of Concern and pass it on the SENDCo **at any time**. This Record of Concern will also trigger the APDR process and parents will be contacted. If you would like to discuss your child's SEND provision at any time you can contact the SENDCo through the school office on **01923 262825**.

2. How will school staff support my child?

All support begins via excellent targeted classroom teaching (Quality First Teaching) followed by targeted interventions by teaching assistants.

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or use of particular equipment.
- That specific strategies (which may be suggested by the SEND Coordinator) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- Teaching Assistants may also support and build on the work being taught in the class by running interventions. These may be on a one to one basis or small group work. You will always be informed if your child is taking part in an intervention. The class teacher will monitor the impact of these interventions and use this to inform her planning.

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

We hold regular meetings for all parents. These include:

- Meet the Teacher Evening – this is held at the start of the academic year to ease transition between year groups and for those new to school.
- Parents’ Evenings in October/November and February - these are used to discuss pupil progress and keep parents informed of children’s social development. We hold additional meetings for parents/carers of children with Special Educational Needs as well in order to review any additional support children are receiving and to plan next steps.
- Annual Reports are produced in July. These are a written summary of children’s achievements and next steps
- Some children for whom we have external advice have an Individual Education Target Sheets which are reviewed with parents each term.
- The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SEND Coordinator is available at parent’s evenings and is available for parents to drop in to discuss any worries or concerns that they might have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- The progress of all children including those with SEND is evaluated, reported to governors and monitored by Ofsted. This ensures the school maintains a robust framework for assessment.

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

Specific group work

If your child is identified as requiring additional support they may be part of an intervention. All parents are informed if this is the case. The intervention is usually run in the classroom by a teacher or a teaching assistant (TA). These interventions could include social skills groups, booster groups, in literacy and maths and groups to support the development of fine motor skills. The types of groups provided by the school will vary to meet the needs of the children. The class teacher and the SENDCo will monitor the impact of these interventions. This forms part of the Assess, Plan, Do, Review cycle. The impact of the interventions will form part of the conversations with parents of children (and the children when appropriate) with SEND and inform the planning to support the child’s needs.

Specialist support run by outside agencies, e.g. Speech and Language Therapy or Occupational Therapy

This means a pupil has been identified by the SEND Coordinator and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority central services, such as the ASD Outreach Team, Speech and Language Service or other outside agencies such as the Education Psychology Service.

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

We have an effective behaviour policy which is supportive and positive. The school feels that it is essential to build children's confidence and self-esteem at all times. Rewards are given a higher priority than sanctions.

All children follow the school's PSHE programme which can be adapted at any time to suit events that occur.

An experienced TA runs a social group at lunchtimes in the Hub. This group is for children that may be having friendship issues at playtime or just need an adult to talk through their concerns with. Any child that has been given a 'red' card as part of our behaviour policy is also given the chance to talk through the incident and reflect on their behaviour during lunchtimes in the Hub.

The School accesses Play Therapy from our Extended School Partnership and the School's Counselling Service from Hertfordshire Counselling Service. We also have a family support worker that can work with the parents and the child in the home and in the school.

For children with a serious and on-going medical condition the school will set up a Healthcare Plan which details the exact nature of the child's illness, any medication that they may be on and what action to take in an emergency. If your child has SEND and a Health Care Plan their provision will be delivered in a coordinated way with the Plan. The Healthcare Plan is reviewed termly by the SENDCo.

Any child that has an inhaler, EpiPen or food allergy will be made known to all relevant members of staff. Inhalers or EpiPens will be stored safely in a locked cupboard in the classroom within easy access.

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

The school has access to a variety of outside agency support including health provision. This includes:

- Speech and Language Therapy
- Advisory Teachers for Communication Disorders, Specific Learning Difficulties and Physiological and Neurological Impairments
- Visual and Hearing Impairment Services
- Educational Psychology Service
- School Nurse
- Occupational Therapy & Physiotherapy
- Family Support Worker

- Counselling Services including Play Therapy

These outside services play an important part in helping our staff to identify, assess and provide appropriate provision for our pupils with SEND. Parents are always part of the process of involving external professionals and are invited to all meetings and given feedback about future provision and involvement of external support.

A child may come to Bedmond Village Primary with external support already in place or the need for more specialized support may be identified by the class teacher and SENDCo during the Assess, Plan Do, Review cycle which is part of our whole school monitoring framework.

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

The school SENDCo is experienced in the role and has a Masters in Education. The SENDCo and Senior Leadership team provide training for all staff including support staff and Teaching Assistants (TAs).

The TAs also attend continuing professional development (CPD) to ensure the highest standards in support for our children.

Bedmond Village Primary has staff trained in:

- Supporting children with ADHD and ASD
- Behaviour for Learning Training
- Running Nurture Groups
- Elklan Speech and Language Support
- Wellcomm Speech and Language Screening
- Makaton signing
- Early Years qualifications
- Phonics Training

Our TAs are also qualified in running a selection of interventions such as Springboard Maths and Attack Spelling. We also have regular training to support children with epilepsy, asthma and those who require an EpiPen.

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

The school sends home a report detailing your child's attainment in maths, literacy and science at the end of the autumn and spring term. At the end of the summer term parents receive a more detailed report which covers all areas of the curriculum. If your child has special educational needs then you will also be invited to take part in a meeting to review their progress and discuss possible goals or targets for the next term. Parents are consulted and encouraged to take an active role in deciding their child's SEND provision at each stage of the Assess, Plan, Do, Review Cycle.

The school also holds Parent Forum Meetings to which all parents are invited. These usually happen during the school day and often have a focus such as supporting your child in maths. The New to Year Meetings which take part early in September also

inform you of what will be taught throughout the year which enable parents to support at home.

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

Parents of children with SEND are involved at every stage of the SEND cycle. You and your child will be invited to meet with the SENDCo, the class teacher and any relevant professionals to decide how to proceed with your child's SEND provision. Your child will also be consulted in agreeing learning outcomes and will contribute to the review process. There is also a parent and SEND role on the governing body. It is the job of these people to ensure that the best interests for the children with SEND are at the forefront of all school policies.

In addition to the above:

- Both the class teacher and the Special Needs Coordinator are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

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

After-school provision is accessible to all children, including those with SEND.

Extra-curricular activities are accessible for all children, including those with SEND.

School staff will liaise with parents and carers to plan for the needs of those children with special requirements in advance of trips.

11. How accessible is the school environment?

Bedmond Village Primary and Nursery School is committed to providing an environment that enables full curriculum access. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability. We value the parents and carers knowledge of their child's disability and encourage meetings prior to a child starting with us to discuss needs and any possible alterations to the school site or equipment. We will make all possible reasonable adjustments to accommodate a child with SEND.

12. Who can I contact for further information?

Each day at Bedmond we make many decisions which we consider to be in the best interest of our children. If a parent has a concern then we hope at all times that these can be resolved without formal procedures. In most cases a parent's first port of call is the class teacher. If you wish to take the matter further the SENDCo and the headteacher can be contacted as follows:

- Mrs Gobby, our SEND Coordinator can be contacted through the school office on 01923 262 825 or by email senco@bedmond.herts.sch.uk
- Mrs Woollon, the Headteacher can be contacted through the school office on 01923 262 825 or by email admin@bedmond.herts.sch.uk

If you feel that your complaint has not been resolved then there is a formal complaints procedure which can be accessed via the school website. There is also a full list of the school's policies

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?

For children with Special Educational Needs in Y6 who are transferring to local secondary schools, a programme of transition, appropriate to the child, begins during the Summer Term of Y6; this can include additional visits to their receiving secondary school as well as access to resources in school which are designed to address issues surrounding transition. Where necessary, the SEND Co-ordinator meets with the appropriate professional from the receiving secondary school such as the SEND Co-ordinator, Pastoral Support Lead, Head of Year etc to discuss specific needs of the child. If a child has an EHC Plan, the representative from the receiving secondary school will be invited to the annual review at Bedmond Village School. All files and information regarding a child's Special Educational Needs are delivered to the receiving secondary school prior to the child starting at the school in September. For children with Special Educational Needs starting mid-year at Bedmond, we encourage parents/carers to meet with us prior to them taking up a place for their child. The SEND Co-ordinator can then consider support and possible interventions for the child as well as discussing the child's needs in further detail with their parents/carers.

For children starting in our Early Years we encourage prospective parents who have children with SEND to make an appointment to visit the school and meet with the SENDCo to discuss their child's needs. We also endeavour to visit the child in their previous setting.

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

The school budget, received from the Local Authority, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SEND Coordinator discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

Additional funding called Exceptional Needs Funding (ENF) can be applied for in certain circumstances. Parents would be consulted in these cases.

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

Once appropriate assessments are completed for children, this information will be used by the school to inform the discussions around an individual child's needs to ascertain whether the child requires additional support to help them make better progress.

Class teachers agree, in consultation with the SENDCo, as to suitable interventions and support for individual pupils. This discussion begins in Pupil Progress Meetings where provision for **all** children is considered. Once it is decided that a child may have SEND the parents and the child will be involved at all stages of the decision making process.

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?

The Local Authority publishes a local offer, setting out in one place information about provision they expect to be available for children and young people in this area.

It can be accessed at

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

What is Delivering Special Provision Locally (DSPL)?

DSPL is a Hertfordshire-wide partnership approach where parents, carers, and staff work together with the local authority and representatives from other agencies as part of an area group to ensure that there is a range of provision and support services available in our local community that:

- Meet the needs of children and young people with special educational needs and/or disabilities (SEND) as close to home as possible.
- Improves outcomes for well-being and attainment.
- Widens chances for children parents and carers.
- Removes barriers to learning
- Uses resources effectively.

Bedmond Village Primary School and Nursery is part of DSPL 8

Further information about the DSPL system of provision can be found on the Hertfordshire Grid for Learning at:

http://www.thegrid.org.uk/learning/sen/whole_school/dspl/