

The Leys Primary and Nursery School

SEND Information Report Autumn 2017

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a **learning difficulty or disability that calls for special educational provision to be made for him or her.**

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.**

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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?

We know when a child needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the child's previous school, regarding a child's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress and or attainment.
- Observation of the child indicates that they have additional needs in one or more of the four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical (as identified in the Code of Practice 2015)
- A child asks for help.

If parent/carers are concerned that their child has SEN they need to discuss their concerns initially with their child's class teacher. If after this conversation they still have concerns they should make an appointment to discuss them with the Special Educational Needs Disability (SEND) Leader, Head or Deputy Head teachers or Family Liaison Worker through the school office.

2. How will school staff support my child?

- Teachers will adjust lessons as appropriate. All classes provide children with a range of age appropriate resources to support access to the curriculum. These include visual resources around the walls and on desks including alphabets, high frequency words, topic words, number lines and a visual timetable.
- Staff will make ongoing assessments of all children in their class and plan lessons carefully to ensure all children can make good progress. Some children require more differentiation or support in order to grasp a new concept and this is provided by both class teachers and teaching assistants according to need.
- Given the above support, if children are still struggling to make expected progress additional assessment and support can be provided through small group or one-to-one additional lessons. These can occur after school or during the school day (where possible avoiding children missing core subjects or PE). These sessions can occur once a week or more regularly and are provided by both teachers and specially trained teaching assistants. This additional support is overseen by the SEND Leader and Leader for Disadvantaged Pupils.

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

- Parent/carers are invited for parents meetings in both the autumn and spring terms (usually October and February) where all parents

are given a summary report with targets for their child in core subjects. The SEND Leader is available to meet with parents of children receiving additional support during parents evening and at other times termly.

- Many pupils with an on-going identified SEN have a pen picture and their progress is tracked closely with targets linked to their specific needs and suggestions are offered to parents about how they can support their child.
- An annual report is also written at the end of each academic year which summarises progress and achievement.
- For some children with more complex needs: parent/carers, outside agencies supporting the child or family, meet with staff on a regular basis to discuss the child's needs and ways forward. Such children may also have a home school diary to aid daily informal communication.
- The SEND Leader or class teachers are happy to talk about a child's progress with parent/carers at other times upon request.

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

- All children will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Children with a disability will be provided with reasonable adjustments (such as a writing slope or enlarged printed materials) to help overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

- Children's attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These children are then discussed in termly progress meetings that are undertaken between the class teacher, head teacher, SEND Leader and other members of the Senior Leadership team (and if appropriate, the child themselves).
- Additional action to increase the rate of progress will be identified and recorded. Such provisions are reviewed in terms of their impact as identified by the teacher. Additional strategies and advice to further support the success of the child are then offered to the teacher if required.
- Where it is decided during this early discussion that special educational provision is required to increase the rate of progress, parents will be informed that the school considers their child may require SEN support and their partnership is sought in order to improve attainment.
- Action relating to SEN support will follow an assess, plan, do and review model.

Assess: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the child's needs. Parent/carers will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If the review indicates that support "additional to and different from" current practice will be required, then the views of all involved (including the parents and the pupil) will be obtained. At this stage appropriate evidence-based interventions would be identified, recorded and implemented by the class teacher with advice from the

SEND Leader.

Do: SEN support will be recorded on an individual tracking document that will identify a clear set of expected outcomes that will include stretching and relevant academic and developmental targets (this may include, for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child.

Parents/carers and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parent/carers and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality provisions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil, as available. This will only be undertaken after parent/carer's permission has been obtained.

If deemed appropriate, and with parent/carer's permission, an Education Health and Care plan (EHCP) can be requested from Hertfordshire Local Authority, which formalises the assessment and provision required to meet an individual child's needs.

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

The school offers a wide variety of support for children. These include:

- A Personal, Social, Health and Economic (PHSE) curriculum,

including Circle Time and Philosophy for Children (P4C), that aims to provide all children with the knowledge, understanding and the skills they need to promote their emotional and social knowledge and well-being. (Please see Pupil Wellbeing Policy on website.)

- Small group or one to one provisions on social skills are available to support children who are presenting with more difficulties.
- In addition a counsellor comes in for two half days a week. This support targets improved interaction skills, emotional resilience and well-being.
- The school has a Pupil Wellbeing Worker who works closely with class teachers, the SEND Leader, parents and children who may present with challenging behaviour. This support can take a variety of forms including, the setting up of daily or weekly monitoring, strategies for the child, staff or parents, lunchtime support, rewards as an incentive for positive behaviour, help getting into or settling in school.
- If a child has an on-going condition requiring daily care or medication an individual care plan is drawn up between school, parent/carers, the school health advisor and where appropriate the child (under the statutory guidance of Supporting Children at School with Medical Conditions Dec 2015). Trained voluntary staff can administer medication and if necessary a risk assessment is drawn up.
- The school also supports parent/carers and children struggling with poor attendance through plans drawn up by the Family Liaison Worker, Pupil Wellbeing Worker and Attendance Officer working with the family.
- Sometimes children, families and school require the support of

other professionals, in such cases either a Families First Assessment or an Early Support Plan is completed with the parent/carers, and regular meetings are held in school to tackle identified issues.

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

- On site we have two bases; one for Specific Learning Difficulties (SpLD) and one for children with Social Emotional and Mental Health Difficulties, known as the Pupil Support Base (PSB). The staff in the SpLD base support teachers and teaching assistants in 53 mainstream schools (including The Leys) with advice and guidance regarding the assessment, teaching and learning of children struggling to acquire basic reading, writing and number skills. The PSB also supports a number of schools and individual children in and around Stevenage (including The Leys) with outreach help for specific children who present with significant Social Emotional and Mental Health Difficulties. Class teachers at The Leys can informally access support and advice from staff in both bases. Both Base Leaders also form part of our Leadership Team.
- The school employs a Reading Recovery teacher who works with children in Year 1 and 2 to specifically support their reading and literacy development, a specialist teaching assistant to support children's language development and specialist teachers for Music and PE.
- The school is able to access services from the Local Authority including an Educational Psychologist, Speech Therapist and

Advisory Teachers for Visual Impairment, Hearing Impairment, Physical Needs and Autism.

- The school buys the services of a Counsellor for two half days a week and has access to School Health Advice.
- The school also communicates regularly with health professionals at the Child Development Centre in Danestrete and the Child and Adolescent Mental Health Service regarding any children who are also under their care.

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

- The school spent three years (2014-16) participating in a national research project called Talk of the Town, through which staff accessed a high level of training from a qualified speech therapist in strategies to identify, assess and support children's development of Speech, Language and Communication. All new staff receive an induction regarding supporting children's speech language and communication based on this work.
- The school is recognised by the British Dyslexia Association as being a Dyslexic Friendly School. As such staff receive annual training around strategies to support children with specific learning difficulties and new staff receive an induction regarding basic expectations.
- Staff undertook Hertfordshire's Steps training, covering de-escalation and the management of children with challenging behaviour in 2016/7. In addition to this a small group of staff including the SEND lead, Well Being Worker and Family Liaison

Worker, also received **Step Up** training around safe physical management of children should this be required.

- In Autumn 2016 all staff, and some parents, undertook Autism training with Fintan O'Regan.
- In addition to this some staff have completed; specialist training in Autism, supporting SEN pupils training from Woolgrove or Greenside Special Schools, county training to support children with visual impairments, training in specific Speech Language and Communication provisions, Down's Syndrome and training in delivering provisions to support reading, writing, spelling and maths. We also have a qualified Reading Recovery teacher.
- The SEND Lead and a class teacher are also due to undertake county training to support children with Hearing Impairments in Autumn 2017.
- The SEND Leader has completed the National Awards for Special Educational Needs Co-ordinators, level 5 and 7 training in both assessing and teaching children with dyslexia and Post Graduate courses in general Special Educational Needs and Emotional, Behavioural Difficulties.
- A number of the staff are trained First Aiders and the school health advisor provides additional specific training when required.
- All the SpLD base staff have level 5 training in teaching children with dyslexia and 1 has the level 7 training in assessing children.

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

- Please look at the school website. It can be found at [leys-](#)

[herts.frogprimary.com](https://www.herts.frogprimary.com) and includes information about the curriculum, topics covered, links to other websites and resources that we have found useful in supporting parents to help their child learn at home.

- All parent/carers are asked to support their children with homework, including daily reading and maths challenge and weekly spellings and other tasks from reception upwards (see Homework Policy for further details). These tasks are differentiated to meet the needs of individual learners. When children receive additional small group or 1 to 1 support often additional tasks are sent home. The class teacher or SEND Leader may also suggest additional ways of supporting your child's learning at home.
- The school organises a number of parent/carer workshops during the year, including an annual parent introduction to each year group. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parent/carers to learn more about how to support your child's learning.
- If you have ideas about specific help that you would like to have access to in order to further support your child's learning, please contact the SEND Leader or Family Liaison Worker who will, where possible, locate information and guidance for you in this area.

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

This will be through:

- discussions with the class teacher, SEND Leader or senior

leadership team member,

- during parents evenings,
- meetings with support and external agencies.

Parents are also involved in the school in a variety of ways including; a Parent Forum, listening to readers, helping with activities, paid employment or sitting on the Governing body. We also have an active PTA.

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

School trips are an important experience for all children and greatly enhance the curriculum.

- Staff plan school trips carefully to ensure that they are accessible for children with SEND, if their parents wish them to attend.
- Individual risk assessments are undertaken for specific children as required to ensure their safety and that of the rest of the group.
- Often additional adults, including parent/carers where appropriate, are invited to attend in order to meet these safety expectations.

If parent/carers have concerns about their child's inclusion in activities or trips they should speak to the class teacher organising the event. If this does not resolve the issue then please make an appointment to speak to the Head or Deputy Head-teachers or the SEND Leader.

11. How accessible is the school environment?

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. This is available via the school website.

12. Who can I contact for further information?

The first point of contact if you want to discuss something regarding your child is the child's class teacher. If a child has SEND and there are still concerns they should make an appointment to discuss them with SEND Leader, Mrs Alison Barr 01438 314148. Parents might also want to contact the Family Liaison Worker Sally Clibbon about wider family issues or if they need help in accessing other agencies.

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?

A number of strategies are in place to enable effective pupils' transition.

These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for children starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SEND Leaders contacts all new parent/carers of pupils who

are known to have SEND to allow for discussions to take place, concerns to be raised and solutions to any perceived challenges to be located prior to entry. The local Children's Centres in Stevenage can also provide additional support for SEND or more vulnerable children starting school for the first time.

- If pupils are transferring from another setting, the previous school records will be requested immediately and a visit to the setting by staff undertaken. If children are entering education for the first time from home, then staff will arrange a home visit to meet both parent/carer and child and discuss any concerns.

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. All children at The Leys participate in a number of activities and discussions whilst in Year 6 to prepare them for Hertfordshire's transition day in early July.
- Staff from local schools visit prior to the transition day to meet with children and staff to discuss expectations, concerns and the needs of individual children.
- In addition more vulnerable children are identified for further group work either with school staff or the Stevenage Education Trust Transition Worker to prepare them for transition.

These opportunities are further enhanced for pupils with SEND.

- The annual review in Y5 for pupils with an Education Health and Care Plan (EHCP) begins the process where parent/carers are supported to make decisions regarding secondary school choice.
- Parent/carers will be encouraged to consider options for the next

phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

- Accompanied visits to other providers may be arranged as appropriate.
- For SEN children transferring to local schools, the SEND Leader will meet staff from the receiving school to discuss the needs of pupils and successful strategies to support them in order to ensure a smooth transition.
- For some children additional visits are arranged to support transition.
- All records of children, including SEND records are transferred prior to the children starting school.

Mid-phase transitions:

- The records of children who leave the school mid-phase will be transferred as soon as the office staff are formally notified of the in-admission and of a start date at the new school.
- Where children have more complex needs the SEND Leader will contact the receiving or out-going school to discuss the needs of pupils and successful strategies to support them in order to ensure a smooth transition.

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

The school receives funding to respond to the needs of pupils with SEND

from a number of sources that includes:

1. A proportion of the funds allocated per child to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for disadvantaged pupils who are claiming Free School Meals, who are in or have been in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may apply for additional educational needs funding from the Local Authorities High Needs SEN Funding allocation, known as 'Exceptional Needs Funding'.

The funding available to school is overseen by *Governors* and used to provide the staffing, equipment and facilities to support pupils with special educational needs and disabilities.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SEND Leader or a member of the Senior Leadership Team.

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

The school strives to give all children the best opportunities and access to the curriculum within the allocated resources and time available.

- For children with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SEND Leader, Class teacher, Leader for Disadvantaged Pupils and Head teacher. The main criteria when allocating support is the child's needs and the impact of the support both on the child and their peer's learning.
- For pupils with an EHCP, this decision will be reached in agreement with parent/carers when the EHCP is being produced and revisited at annual reviews.

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's local offer can be found at

www.hertsdirect.org/localoffer