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SEN Information Report 2023-2024



SEN Information Report

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Introduction

Welcome to The Leys. We are a two form entry primary school with Nursery.

We have co-produced this special educational needs information report with our parents to best describe what we do as a school to support children with special, educational needs.

Please click on the questions on page one to find out more information.

Click the further links on the pages to find out more.

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[Who you need to know](#)

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Who you need to know

Special Educational needs and Disabilities coordinator (SENDCo)	Jess Pomroy
Head Teacher	Davinder Khangura
Deputy Head Teacher	Alison Barr
Family Liaison Worker	Sally Clibbon
Mental Health Lead	Alison Barr

See our full staff list [here](#).

About our school

What our school looks like:

14 chn (3.2%) EHCP

104 chn (23.8%) SEN support

49/118 (41.5%) children with SEND are also disadvantaged

51/118 (43%) girls and 67/118 (57%) boys

2021/22 National data 4% EHCP and 12.6% SEN support

Types of main presenting need:

Note there are many children with co-occurring needs

Need	Number of Children	% of wh
ADHD	1	0.84%
Autism	12	10.16%
Hearing Impairment	1	0.84%
Moderate learning difficulty	4	3.38%
Physical disability	1	0.84%
Social emotional and mental health	32	27.11%
Specific learning difficulty	27	22.88%
Speech Language and Communication needs	32	27.11%
Tourette's Syndrome	1	0.84%
Vision Impairment	3	2.54%
Global developmental delay	2	1.69%
Memory difficulties	1	0.84%
Other	2	1.69%

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How does the school know if the child needs extra help?



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, as a result of a concern being raised or regular assessments, indicates a gap in knowledge and/or skills, which they are struggling to acquire.
 - Whole school tracking of attainment indicates a lack of expected 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, emotional and mental health
 - Sensory/physical
- (as identified in the Code of Practice 2015)
- A child requires lots of additional support or scaffolding in class in order to make progress.



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What should I do if I think my child may have special educational needs?

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) Coordinator or Family Liaison Worker through the school office.



How will the school support my child?

- Teachers will adjust lessons as appropriate. All classes provide children with a range of age appropriate resources and scaffolding to support access to learning and the year group curriculum. These include visual resources around the walls and on desks including alphabets, high frequency words, topic words, number lines and a visual timetable and practical equipment, such as Dienes or Numicon.
- Staff will make ongoing formative assessments of all children in their class and plan lessons carefully to ensure all make good progress. Staff also provide high quality modelling of expected learning and some children require more scaffolding, over learning or support in order to grasp a new concept or overcome a misconception 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 Lead and Leader for Disadvantaged Pupils.



[See some examples of what we might do to support your child](#)

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What we might do to support your child



- ✓ Decide the best place for him/her to sit in the classroom
- ✓ Pre teaching
- ✓ Over learning
- ✓ Have a pencil grip/ a different writing tool
- ✓ Daily reading
- ✓ Extra phonics teaching
- ✓ Different spellings to take home to learn
- ✓ Invitation only clubs
- ✓ Fiddle toys
- ✓ Individual word books
- ✓ Tailored interventions and group work



How will I know how my child is doing?

- Parent/carers are invited for parent consultations 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 or their SEND tracker with targets based on current provisions. The SENDCo & Deputy are available to meet with parents of children receiving additional support during parent consultations and at other times termly.
- Pupils with an on-going identified SEND have a pen picture & their progress is tracked closely with targets linked to their specific needs & suggestions are offered to parents about how they can support their child through the summary report & consultations.
- An annual report is also written at the end of each academic year which summarises progress & achievement.
- For some children with more complex needs: parent/carers, outside agencies supporting the child or family, meet with staff to discuss the child's needs & ways forward. Such children may also have a home school diary to aid daily informal communication.
- The SENDCo or class teachers are happy to talk about a child's progress with parents/carers at other times upon request.
- Children with an Education Health and Care Plan (EHCP) will also have an annual meeting to review this document and parents/carers are invited to participate and give their perspective.



How will the school's approach to teaching and learning be matched to my child's needs?

- All children will be provided with high quality teaching that is scaffolded 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 school and increase their access to the taught curriculum.
- Children's attainment is tracked using the whole school tracking system & 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 and SEND Coordinator
- 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 & 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 needed, 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, Plan, Do, Review- SEND trackers

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. Parents/carers' views will be sought, 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 Coordinator.

Do: SEN support will be recorded on an individual tracking document that will identify a clear target (this may include, for young people, targets around preparing for adulthood) that takes 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 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.

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

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

- Personal, Social, Health and Economic (PHSE) and Relationships and Self-Education (RSE) curriculums, including Circle Time, British Values and SMSC, that aim to provide all children with the knowledge, understanding and the skills they need to promote their mental health, emotional and social knowledge and well-being.

- Twice a year the children from Year 1-6 complete an anonymous Well-Being questionnaire & an annual Anti-bullying survey, which helps staff identify areas of concern or additional need at a cohort level.

- Small group or one to one provisions on social skills are available to support children who are presenting with more difficulties. There is a Nurture room, where staff provide specialist support for identified children. At lunch time KS1 and 2 hubs run to support any children wanting help or time in a more structured setting. Year 6 pupils have been trained as peer mentors to support the younger children with relationship issues. Year 2-6, has a Well-Being Champion who meet half termly to discuss support and strategies at whole class level.

- In addition, a counsellor, funded by school, comes in for one half day a week. This support targets improved interaction skills, emotional resilience and well-being. With permission, children or families can also be referred to outside agencies such as School Health or the Mental Health Support Team.

- The school identifies children who may need additional support through well-being meetings. Here children's needs can be discussed with class teachers using the Herts Steps documents to identify needs and triggers. If required, extra support can be given in 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. Trained voluntary staff can administer medication and if necessary, a risk assessment is drawn up.

- The school also prioritises good attendance and timekeeping. Key staff meet half termly to review attendance data and identify strategies to support families struggling with poor timekeeping/ attendance

- Sometimes children, families and school staff require the support of other professionals, in such cases individual referrals are made or a Families First Assessment is completed with the parent/carers, and regular meetings are held in school to tackle identified issues.

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

The school has access to a variety of different services to help support children with their learning or behaviour. Some can be accessed by parents as well. This can occur when it is felt specialist involvement and advice is needed. Click on the links to take you to their websites.

<u>Speech and Language</u>	<u>Greenside- learning difficulties school</u>	<u>Speech, Lanugage and Communication and Autism team</u>	<u>Occupational Therapy</u>
<u>Educational Psychologist</u>	<u>Specific learning difficulties</u> (including dyslexia, dyscalculia)	<u>Early Years team</u>	<u>Ask Sali</u>
<u>School Nurse, or Health visitor</u>	<u>Attendance team</u>	<u>Children and Adolescent Mental Health service (CAMHS)</u>	<u>Visual Impairment</u> <u>Hearing Impairment</u> <u>Physical Impairment</u>

Other professionals may become involved with children diagnosed with specific needs.

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What training have the staff, supporting children with SEND, had or are having?

- ✓ The SENDCo of the school (Mrs Pomroy) and other members of the SEN team continue to attend extensive training relating to SEN. The leys have two staff members with the National SENDCo award.
- ✓ The school has 2 Herts Steps trainers who undertake annual training and ensure all staff receive updated Hertfordshire's Steps training each year. This covers ACES, mental health, de-escalation and the management of children with challenging behaviour.
- ✓ Staff also have training in the following:
 - ✓ EKAN
 - ✓ level 5 and 7 training in both assessing and teaching children with dyslexia
 - ✓ Post Graduate courses in general Special Educational Needs and Emotional, Behavioral Difficulties.
 - ✓ First Aid - including Anaphylactic Shock, Epilepsy and Asthma
 - ✓ Level one and two mental health training
 - ✓ ELSA training
 - ✓ Autism trust level 1,2 and 3
 - ✓ Access to the national college



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

- Please look at the school website for information about the curriculum, topics covered, links to other websites and resources that are useful in supporting child learn at home.
 - All parent/carers are asked to support their children with homework: daily reading, weekly math's and spellings. These tasks are differentiated to meet the needs of individual learners.
 - When possible, the school organises a number of parent/carer workshops during the year, including an annual parent introduction to each year group. They aim to provide useful opportunities for parents/carers to learn more about how to support their child's learning.
 - Information regarding local courses to support parents are sent through the school's text messaging system to identified parents or through the whole school newsletter.
- ✓ [Click here](#) to find out about upcoming parenting courses in Hertfordshire
 - ✓ Find other courses and activities on Hertfordshire's [local offer](#)



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How does the school enable constructive partnership working with families?

This will be through:

- discussions with the class teacher, SENDCo or senior leadership team member,
- during parent consultations,
- meetings with support and external agencies.

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

- Children with SEND are included on all whole school monitoring and pupil voice to ensure they are part of the decision-making process for whole school issues

- The school has pupil parliament and wellbeing ambassadors. Any child in the class can stand for election and are voted in by their peers. There is often a children with SEND represented in these two groups.

- Parents have co-produced this SEN information report to ensure it is accessible to all and reflective for their experiences.

- Parents and children are part of the decision making process of which provision is needed to best support the child.

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 parents/carers where appropriate, are invited to attend in order to meet these safety expectations.
- When outside agencies are running an event, they are made aware of each child's needs so they can adapt the experience to meet everyone's needs.
- We have a wide range of clubs for all children to access. Some clubs are invite only, such as STEAM club and young carers.

How accessible is the school environment?

Our school site is on one level with accessible access to all buildings.

Each building has a wheelchair accessible toilet and the EYFS classrooms have nappy changing facilities.

There is a nurture group with a small safe environment in the junior block, which has access to both inside and outside space.

There are also hubs available during lunchtime for each playground, with access to a quieter and more structured indoor space.

Where children have specific requirements, for example a hearing impairment or visual impairment, these are taken into consideration when planning which class children will transition to and with the support of the specialist need teachers, access to any specific equipment or additional support required.

[Our Accessibility Plan 2020-23](#) (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to information. This is available via the school website.

Who can I contact for further information?

- In the first instance parents should contact the pupil's class teacher.
- If they would like further information or advice they may contact the school SENDCo.
Mrs Jess Pomroy - 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.

SENDIASS is an organisation that supports parents and families to promote independence and self-advocacy to enable you to participate in making informed decisions.

- ✓ HPCI is an independent parent carer led organisation which aims to improve services for children who have SEND. We do this by ensuring that family voices are heard by service planners and decision makers.

Complaints

- ✓ If parents wish to make a complaint they should initially refer to the school's complaints policy.

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?

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for children starting school in September.
- Parents/carers are invited to meet 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 SENDCo contacts all new parents/carers and/or previous settings for 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.
- If pupils are transferring from another setting, the previous school records will be requested and if possible, a visit to the setting by staff is undertaken. If children are entering education for the first time from home, then staff will arrange a visit to meet both parent/carer and child and discuss any concerns.

Transition to the next school:

- Opportunities for pupils and parents to meet staff in the new school.
- In class activities and discussions whilst in Year 6 to prepare them for transition day in early July.
- Staff from local schools meet with children prior to the transition day with children and staff discussing expectations, concerns and the needs and current provision for individual children.
- In addition, vulnerable children are identified for further group / individual work either through the current school staff or the receiving school to prepare them for transition. This provision is enhanced for pupils with SEND.
- Accompanied or additional visits to other providers may be arranged as appropriate.
- For SEN children transferring to local schools, the SENDCo will speak to staff from the receiving school
- All children's records, including SEND records, are transferred when the child starts at the new 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 class teacher, SENDCo will contact the receiving or out-going school to discuss the needs of pupils and successful strategies to support them in order

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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.

1. The Notional SEN budget is a fund devolved to schools to support them to meet the needs of pupils with SEND.

1. The Pupil Premium funding provides additional resources 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.

1. For those pupils with the most complex needs, and usually an EHCP, the school can access additional educational needs funding, known as 'High Needs Funding' or interim funding through Stevenage DSPL known as 'Local High Needs Funding'. This provision is banded and assessed according to need, based on information in the EHCP or LHNF application form, which is overseen and monitored by SEND professionals locally.

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

How are decisions made about the range of 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 Coordinator, Class teacher, Lead 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 parents/carers when the EHCP is being produced and revisited at annual reviews.

Where can I find out about the local Authority's local offer of services and provision for children with SEND?

- ✓ For Hertfordshire's Local Offer please [click here](#)
- ✓ It included information about support available for children and young people aged 0-25 with special educational needs or disabilities (SEND) and their families.

