



The Leys Primary and Nursery School

SEND Information Report 2022-2023

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

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, 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.

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.

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 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.

3. 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 SEND Lead and SEND teacher 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 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 through the summary report and consultations.
- 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 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 Lead/SEND teacher 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.

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 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 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, teaching assistant, head teacher, SEND Coordinator and other members of the Senior Leadership team (and if appropriate, the child themselves will be spoken to separately).

- 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. 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.

5. 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 Sex-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. (Please see the relevant policies on the website.)
- Twice a year the children from Year 1-6 complete an anonymous Well-Being questionnaire and also an annual Anti-bullying questionnaire, 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 and KS1 and 2 hubs staffed at lunchtime to support any children wanting help or time in a more structured setting. Children in Year 6 have also been trained as peer mentors to support the younger children with relationship issues. Each class, from 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, Nessie or the Mental Health Support Team.

- The school identifies children who may need additional support through the 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 (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 prioritises good attendance and timekeeping. Key staff meet half termly to review attendance data and help identify strategies to support parents/carers and children struggling with poor timekeeping and/or attendance. Support strategies include; stickers for children, phone calls home, termly review letters, an individual plan and free breakfast club placements where appropriate.

- 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.

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

- The school employs 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, Specific Learning Difficulties, Physical and Medical Needs and Autism.
- The school buys the services of a Counsellor for one half day a week and has access to the School Health Advice and Mental Health Support Team.
- The school also accesses support through the Stevenage DSPL (Delivering Special Provision Locally), who fund additional counselling, through Nessie, and tiered behaviour support.
- The school also communicates regularly with social care and health professionals at the Child Development Centre in Danestrete and the Child and Adolescent Mental Health Service (CAHMS) 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 the importance and strategies to support children's speech language and communication based on this work and the Word Aware programme.
- Staff receive annual training around strategies to support children with specific learning difficulties and new staff receive an induction regarding basic expectations around teaching and learning for children with Dyslexic type difficulties.
- 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 received Autism Education Trust level 1 training and there are staff who have completed the level 2 and/or 3 training.

- Staff complete the level 1 mental health training and many have completed further online training. The Mental Health lead also has a Level 2 Mental Health Qualifications.
- In addition to this some staff have completed; more specialist training in Autism, supporting SEN pupils training from Woolgrove or Greenside Special Schools, county training to support children with visual or hearing impairments, training in specific Speech Language and Communication provisions and training in delivering provisions to support reading, writing, spelling and maths. One member of staff has also completed EKLAN training covering Early Years Speech and Language needs.
- The Deputy Head 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, currently this is around Anaphylactic Shock, Epilepsy and Asthma.
- School currently subscribes to the National College and all staff have access to their considerable online catalogue of training, including a variety of SEND, equality and safeguarding qualifications.

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

- Please look at the school website. It can be found at <https://leys.herts.sch.uk/> 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 weekly maths and spellings and other tasks from reception upwards (see the 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, professional or SEND Lead will also suggest additional ways of supporting your child's learning at home on the reports provided, through half termly year group newsletters and at consultations.
- When possible, 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 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.
- 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 Coordinator 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 Lead 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.

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 parents/carers where appropriate, are invited to attend in order to meet these safety expectations.

If parents/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 Deputy Head teacher or the SEND Coordinator.

11. 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.

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, then make an appointment to discuss them with SEND Coordinator, Mrs Pomroy on 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. If parents are not happy with the support provided please refer to the school's Complaints Policy in the statutory policies and procedures section.

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.
- 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 SEND Coordinator 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. The Early Years transition workers for 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 where 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:

- 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 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, more vulnerable children are identified for further group or individual work either through the current school staff or the receiving school to prepare them for transition.

These opportunities are further enhanced for pupils with SEND.

- The annual review in Year 5 for pupils with an Education Health and Care Plan (EHCP) begins the process where parents/carers are supported to make decisions regarding secondary school choice.
- Parents/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 and accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For SEN children transferring to local schools, the SEND Coordinator will speak to 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 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, SEND Coordinator 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 is a fund devolved to schools to support them to meet the needs of pupils with SEND.

3. 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.
4. 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.

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 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.

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