



St John's Church of England Infant and Nursery School SEN(D) Information Report

How we support children with SEND

Revised July 2016



St John's CE Infant and Nursery School Core Offer

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(Please note , there is a list of acronyms at the end of this report)



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?

At St John's we implement a graduated response to identifying individual's needs as detailed in our SEN policy and our follow chart of 'Identification and support for SEN at St John's Infant and Nursery School' See appendix 1

Class teachers have a good awareness of special needs, through regular training in staff meetings / training days, internally and externally led by a variety of professionals. They will flag and children of concern with the Inclusion Leader.

The senior leadership team (SLT) regularly observe classes and look at achievement data to identify any children who may need additional support.

The SLT meet with teachers each term in Pupil Progress Meetings, where each individual child is discussed, and additional provision and support to narrow gaps is planned.

Parents are welcome to meet with the class teacher, SLT, Inclusion Leader or Headteacher if they have any concerns regarding their children. Inclusion coffee mornings and parents' evenings give an opportunity for parents to discuss queries with the Inclusion Leader.

The Inclusion Leader, in consultation with parents and carers, will raise any concerns with relevant external agencies such as Speech and Language, Educational Psychologist, and make the necessary referrals to these services. The flow chart of 'Identification and Support for SEN' clearly details all stakeholder involvement and the assess, plan, do, review process.

2. How will school staff support my child?

'High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN' (Code of Practice 6.37)

The SEN policy outlines the responsibilities of all staff within the school.

School staff support children in a variety of ways and these are set out on class provision maps.

Support may be through:

- Differentiation of high quality ,first teaching and learning
- Individual Support Plans
- Precision teaching – teaching to fill specific gaps in children's learning
- Small group interventions
- Additional one to one interventions with Learning Support Assistants (LSAs) and Inclusion Teachers
- Additional adult support in class
- One to one support through Exceptional Needs Funding
- External agencies wither working directly with children or with school staff to support them working with that child



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

Staff are constantly assessing children's progress. Data for maths, english and science is entered onto the school's data base each term. Classroom staff then have termly pupil progress meetings with the SLT where progress is discussed, provision planned and reviewed.

- All parents are invited to two parents evenings within the year
- Any concerns regarding individual's progress is raised with parents following the graduated response model (See the SEN policy and flow chart of Identification and Support)
- All parents receive an annual report from their child's class teacher
- Parents are invited to regular 'coffee mornings' where they can chat informally to school staff
- Parents of children on the Special Education Needs and/or Disabilities (SEND) register are invited to meet with the Inclusion Leader and class teacher at least 3 times per year at Assess, Plan, Do, Review meetings
- Any parent with queries about their child's achievement can request a meeting with their child's teacher or member of the SLT
- If external agencies are involved, they invited each term to updates regarding their child's progress
- Children with an EHC plan have review meetings annually
- Where needed, children and parents may have a home school link book to support liaison between home and school.

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

At St John's we use the Assess, Plan, Do and Review model of intervention as laid out in Chapter 6 of the Code of Practice to identify and support SEN Needs.

Teachers use assessment for learning, daily as part of their good practice, and this directly impacts on planning for future lessons, matching teaching to children's needs. Next step marking enables teachers and LSAs to identify specific learning needs and targets for individual children, whilst explaining these targets to the child. Pupil Progress Meetings allow the SLT and class teachers to plan provision to meet individual needs and narrow gaps in their learning.

Some children have additional intervention, in the form of small group or individual teaching, to further support their needs.

In consultation with parents, it may be appropriate to contact external specialists who can give further advice regarding how to meet individual's needs.



If a child's needs are deemed to be exceptional, the school will discuss with parents the possibility of apply to the local authority for Exceptional Needs Funding to further support their child.

Parents are involved at an early stage of the process as set out in our flow chart of Identification and Support (See Appendix 1)

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

Our values education forms an integral part of our curriculum, ensuring we focus on the whole child's development, not only the academic areas. We work closely with

the school counselling service so that we can offer play and arts therapy when needed. We also work closely with support services (Chessbrook ESC outreach and Highwood PSP), and our Family Support Worker, to enable us to access advice and support for a wide range of needs for our children and their families.

Staff training, such as supporting children with anxiety, ensures adults within our school can support children's complex needs.

We offer a range of clubs and enrichment opportunities such as choir, cheerleading, football and individual music tuition.

Pupil voice is a key element of our behaviour policy. Children create class rules for their own classes. The children had an input into our behaviour policy. Pupil voice is a key part of our subject monitoring.

Occasionally children have a behavioural support plan to reduce risk of exclusion and continue to promote positive behaviour within our school.

There are a high number of paediatric first aiders within the school, and key staff have additional training where needed to ensure we are meeting individual's medical needs.

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

We work in partnership with a wide range of services including:

- Speech and Language Service
- Educational Psychologist
- The Communication Disorders Team Service - supporting children with Autistic Spectrum Disorder – (ASD)



- The Sensory and Physical Impairment Team
- Local Authority SEN Officer
- Physiotherapists
- Family Support Worker (South West Herts Partnership)
- Occupational Therapists
- Counselling in Schools
- Behavioural Support
- Early Years Advisory Team
- Hearing Impairment Team

Where a number of services are supporting school, children and their families it may be appropriate to instigate a CAF (Common Assessment Framework). In this instance, meetings are held regularly with specific, timed targets to ensure services have as much impact as possible in supporting individual's and family's needs.

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

Staff attend a wide range of training to support children with a variety of SEND. The Headteacher attends County updates which include all current training/legislation about pupils with SEND and the services available. The Inclusion Leader regularly attends cluster SEND training sessions to ensure St John's is up-to-date with all key SEND information. School work closely with County advisors to ensure practice is meeting children's needs and to support identification of next steps for SEND provision. Professionals from many services communicate directly with school, including those from specialist schools. They visit classes to give specific, targeted support to ensure we are meeting individual's needs. All teaching staff attend SEND staff meetings each year. LSAs and teaching staff have visited other settings, and specialist provision placements to gain a greater understanding of best practice when supporting children with SEND. The school CPD and Performance Management systems ensure gaps in knowledge are filled in line with key priorities from the School Development plan.

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

Parental involvement in supporting children with SEND can be clearly seen on the flow chart of 'Identification and Support for SEN'

Parents with children on the SEND register are invited to meet with the Inclusion Leader and class teachers at least once per term in assess, plan, do, review



meetings to discuss provision for their child . Children are also invited where appropriate.

Parents of all children receive regular feedback as to how they can support their child's learning through a range of opportunities such as parents evenings, coffee mornings, and Maths and English sessions.

Children in Reception, Years 1 and 2 receive homework.

Parents of children with a Common Assessment Framework (CAF) have meetings at least one per term with the Inclusion Leader and other services.

Some children with SEN have Individual Support Plans, with clear targets for pupils. Targets are written and reviewed in consultation with parents and pupils at their assess, plan, do, review meetings. Support from parents in achieving these targets is welcomed.

Where other services are involved, parents are invited to come into school to discuss specific needs with the Inclusion Leader and representatives from the service.

The Family Support Worker will support parents and children at home. Parents are very welcome to come into school to discuss their child's progress.

School offer wider opportunities for parents to come into school and learn how they can further support children's learning, e.g. through coffee mornings, parent workshops such as our phonics session.

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

Parents are involved throughout the process of planning to support their children's needs as can be seen in the flow chart of 'Identification and Support for SEN'. Assess, plan, do, review meetings are held termly as part of our Graduated response to supporting children with SEN(D).

In addition to this opportunities may be through :

- CAF meetings
- Parents Evenings
- Professional Feedback sessions (e.g. with the Educational Psychologist or Speech Therapist)
- Parents Evening
- Transition meetings
- EHC plan/ Statement Review meetings
- Early Years Learning Journal meetings.



- Coffee mornings to receive input into wider SEN issues, e.g. New Policy

Parents are always welcome to book a meeting to discuss decisions and planning for their child's education with the class teacher and Inclusion Leader

Children's views are also sought at all times, and where appropriate they are also involved in discussions in the 'Assess, Plan, Do, Review' meetings. For example asking them how they have found their learning, considering how they like to learn, where they have improved and what they would like to continue to improve.

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

We aim to include all of our children in our activities outside of the classroom. Reasonable adjustments are made to support children with SEND so that they can access these opportunities. Health and safety is paramount in our decision making. Parent consultation is at the centre of discussions and their support often enhances our ability to offer opportunities to all.

11. How accessible is the school environment?

The accessibility plan clearly outlines how St John's provides good levels of access to all pupils. It also identifies areas for development and how we are working to overcome these.

12. Who can I contact for further information?

Here are key people and contact details if you require further information:

Inclusion Leader – Arabella Mooney
Headteacher – Alice Aharon

Email: admin@stjohnsradlett.herts.sch.uk
Tel: 01923 856594

Our SEN policy outlines responsibilities of all members of our school community and how to seek additional support and advice.



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?

We work very closely with parents, previous and new schools and external agencies to support smooth transition at these important times. This may include:

- Pre entry meetings (often with advisors such as the Early Years Team
- Statement review meetings
- Transition Meetings (before moving onto Junior School)
- Robust transition plan for vulnerable pupils
- Transition Meetings – before coming to our setting from another Early Years Setting, with all key adults
- Visits to children in their current setting
- Joint Exceptional Needs Funding applications – to ensure funding is in place, if eligible, prior to entry to our school, or moving to another school
- Staff accompanying parents to visit specialist provision where appropriate
- Home visits
- Support from our Family Support Worker

Parents are involved with all of the above.

In addition, the Inclusion Leader meets with the Inclusion Leader from Fair Field (our link Junior School) to ensure all key information is passed on.

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

Our school aims to narrow gaps in all children's learning and to ensure children make as much progress as possible. Individual children's needs are identified through a range of opportunities including:

- Formal assessment
- Pupil progress meetings (between the class teacher and the SLT)
- Class observations
- Class teacher /Inclusion Leader provision meetings
- Assess , plan, do , review meetings
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Resources are then allocated to meet specific needs in children's learning. The Inclusion Leader reviews the effectiveness of interventions to ensure the school are implementing those which have the most impact.

Some children may have specific needs that are set out in a Education Health and Care Plan (EHC). Resources are then allocated to ensure the appropriate support and agencies are involved to meet the child's needs.



Some children may have needs that are identified as 'Exceptional'. In these cases it may be appropriate to apply for 'Exceptional Needs Funding' to access additional funding to support the specific needs of the child.
(See SEN Policy for additional information)

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

The Senior Leadership team work together with class teachers and parents to discuss individual children's needs and how these needs can be met. All provision is detailed on class provision maps. In addition to this, the Inclusion Leader works closely with teachers, parents and outside agencies to ensure external expertise is sought if needed.

Parents are involved throughout the process of planning to support their children's needs as can be seen in the flow chart of 'Identification and Support for SEN'

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?

Information about Hertfordshire's local offer can be found at :
www.hertsdirect.org/localoffer

Information about Hertfordshire's support of SEND can be found at:
www.hertsdirect.org/send



Acronyms

ASD- Autistic Spectrum Disorder

CAF – Common Assessment Framework

EHC – Education Health and Care

ISP – Individual Support Plan

LSA – Learning Support Assistant

SLT- Senior Leadership Team

SEND- Special Educational Needs and/or Disabilities