



SANDON JMI SCHOOL

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SEN (Special Educational Needs) Information Report/School Offer

Definition of SEN: "A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age." (Code of Practice June 2014).

This SEN Information Report/ School Offer has been compiled in consultation with all relevant stakeholders: staff, parents and governors. We always welcome comments and feedback.

The SEND (Special Educational Needs and Disabilities) Code of Practice (2014)

The code of practice covers children and young people from 0 – 25 years. Here are some key points from the document:

It involves Health, Social Care and Education.

It states that the views, wishes and feelings of the child and the child's parents / carers are taken into account.

The code highlights the importance of the child and the child's parents / carers participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.

The code emphasises the need to support the child and the child's parents / carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The Code identifies 4 Broad Areas of Need:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health*
- *Sensory / Physical.*

Behaviour can come under any of these areas. Under the Code of Practice, behaviour is not identified as SEN, as there must be an underlying cause to the behaviour.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Once a term every child in the school is academically assessed by their class teacher in Reading, Writing, Mathematics and Science.

- Following this, termly Pupil Progress meetings are held involving The Headteacher, SENCo, Class Teacher and Teaching Assistant (if possible) where each child's academic progress and overall wellbeing is formally reviewed.
- A member of staff may raise concerns at any point in the term by filling out a 'Four plus One' form and returning it to the SENCo).
- Parents and carers can raise a concern initially with their class teacher, after which a discussion with the SENCo may follow.

2. How will the school staff support my child?

If children are identified as possibly having a SEN or are not making expected progress, the school will react in accordance with the policies and practices we have in place.

If an individual's progress is not as it should be, they will be offered the opportunity to join interventions. These may take place within the classroom or out of class. The interventions are tailored to the needs of the individual pupils in them and based on the principles of – Assess, Plan, Do and Review. A child's progress is formally reviewed every term during pupil progress meetings.

Following this, 3 options are available:

- A child will no longer require additional interventions. The child will continue to be monitored.
- A child will continue as part of the in-class booster group intervention.
- Parents/carers will be contacted by the SENCo to plan the next stage of support.

Parents/carers, the child, the Class Teacher, the SENCo will then be involved in creating an SEN Support – Assess, Plan, Do, Review document called a Provision Passport. At this point, the child will be placed on the SEN support register -if they have not already been so. A Provision Passport will be created for the child in a Person-Centred Meeting, which will involve parents/carers, the child, relevant school staff, the SENCo and any professionals involved with the child. The Class Teacher/s and SENCo will use a variety of age appropriate 'tools' to ask the child about their views on their development. The Provision Passport will include:

- A One Page Profile of the child;
- A personalized Provision Plan;
- Assessment information for the child;

Reasonable Adjustments will be made:

A 'reasonable adjustment' is an individualised change in usual classroom practice to enable learning or participation, which should allow progress to be made. For example:

- homework provided in larger font,
- a colour filter used for reading;
- use of a scribe in some writing tasks;
- activities outside the classroom;

Progress is then reviewed at the termly pupil progress meetings.

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

We have an 'open door' policy at Sandon JMI School and all parents are encouraged to discuss their children's progress with the Class Teacher. There are two formal parents' evenings in the school year, and a written report is produced for children at the end of the Summer Term. Parents/Carers of children on the SEND register will be invited to Person-Centred Planning Meetings termly.

All parents can contact the SENCo by phone, in person (Please make an appointment at the school office) or by email:

head@sandon.herts.sch.uk

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

The provision offered to individual children will vary according to need. Outcomes for each child will be agreed at the Person-Centred Planning Meetings. Provision and reasonable adjustments will be agreed and recorded.

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

At Sandon JMI School we are fully focussed on the 'whole child', not just the child's academic achievements. We are committed to safeguarding the mental health and wellbeing of all members of our school community. We are a 'growth mindset' school and teach the children how to strive for their goals. We teach regular PSHE lessons and whole school assemblies focus on social and emotional issues.

All children experience times during their school life where they may find things difficult. Staff are sensitive to all pupils' needs and will always offer support at such times. We are acutely aware of the impact that low self-esteem has upon a child – this is our primary consideration during pupil progress meetings.

Families have the option of being involved in Families First (Formerly CAF). This is created by documenting information from all involved with the child e.g. parents/carers, the child, staff at the school, external agencies, social services etc. As part of the Families First, outcomes for the child are agreed by all involved. The outcomes are reviewed, on average, every six weeks in a Team Around the Family (TAF) meeting.

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

Hertfordshire Integrated Services for Learning is a multi-professional service working in four integrated area teams across the county helping schools, settings and families to improve outcomes for children and young people with additional and special educational needs. Services include:

Educational Psychology: Psychologists help schools, settings and families to understand and manage a wide range of developmental issues and special educational needs

Early Years SEND: The team works with children age 0-5 with a range of developmental difficulties and complex needs following a multi-professional approach with families at the center.

Communication and Autism: This team provides specialist advice and intervention for children and young people with autistic spectrum conditions and/or speech, language and communication difficulties.

SplD Outreach: The team provide support, specialist advice and interventions for children and young people. They support children and young people who may experience difficulties in learning to:

Read, write, spell, use and understand numbers

Despite extra help in school, some children don't do well in these areas. They may also experience problems with:

- How quickly they're able to process information:
- Remembering things:
- Organising themselves:
- Their physical co-ordination:
- Phonological awareness - the sound structure of words.

Physical and Sensory Impairment: The team provides specialist advice and support for individual children with visual or hearing impairments or both, or physical disabilities.

Access to Education for Refugees and Travelers: The team supports families to access appropriate education for their children.

Hertfordshire Steps: This is a positive approach to behaviour management which is grounded on sound evidence-based practice. It provides consistency across all education phases and settings.

Attendance: Attendance Improvement Officers work directly with children, their families and schools assessing difficulties and helping to develop practices and strategies to improve pupils' participation in education. Our central team carries out statutory functions in relation to children of compulsory school age including Children Missing Education and Elective Home Education.

Education Support for Medical Absence: The team supports children and young people who are unable to attend school temporarily because of medical reasons.

Special Educational Needs (SEN): SEN officers work with a range of people including parents, carers, professionals from education, social care and health agencies, to ensure that the individual educational needs of children are met.

A Single Service Request (SSR) is made to ISL services requesting support for the child.

Other services we may refer to come under NHS provision. These include:

- Speech and Language Therapy
- School Nursing Service
- PALMs
- Step 2/CAMHs

We also work in partnership with other services including:

- Woolgrove Outreach;
- NHESC (Behaviour Support);
- Families First;
- Children's Services.

The external agency visits the school/child and consults with the class teacher/SENCo/ parent /carer.

Following external agency advice, outcomes on the Personal Provision Plan are adjusted and reviewed.

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

At Sandon School, all the class teachers are fully qualified, and part of their teacher training requires them to have an understanding of special educational needs and differentiation. The school SENCo holds the National SENCo Award and keeps up to date by attending special needs courses and briefings.

Teaching assistants who work with specific children have training relevant to the needs of those children. Some of the training is in-service with the SENCo. Other courses are provided by external services.

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

- We offer regular Parent Workshops;
- There is a parent library that you can borrow books from;
- Read the newsletter,
- Contact local support groups for more advice;
- Be involved – come to meetings and feedback information;
- Be proactive – if you have a concern please speak to us;
- Do extra work at home – this could be extra reading, mental maths, speech therapy exercises, spelling. Please ask your child's teacher or the SENCo for details.

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

Parents/Carers will be active participants in the Person-Centred-Planning meetings detailed above. Also, referrals to external agencies will be planned with direct involvement from Parents/Carers.

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

We make every effort to make reasonable adjustments in order for children with SEN to learn outside the classroom, including school trips. These opportunities are an important part of every child's education. We are an inclusive school and would not exclude a child on the grounds of

SEN. If it is felt that a child may require additional support to access any activities, the class teacher and SENCo will meet with the parent/carers to discuss requirements. If there is a safeguarding concern, a risk assessment will be carried out by the Headteacher with input from the SENCo and the parents/carers.

11. How accessible is the school environment?

All area of the school are accessible via ramps and there are two disabled toilets.

12. Who can I approach for more information?

- Your child's class teacher;
- The school SENCo – Mrs Emma McGill– head@sandon.herts.sch.uk;
- Hertfordshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).
<https://www.hertssendiass.org.uk/home.aspx>
- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

13. How will the school prepare and support my child join the school, transfer to a new school or the next stage in educational life?

For children with SEN all transition are planned with the involvement of the child, parent/carer and school.

All child entering the school from Reception to Year 6 have an opportunity to attend a session in their new class prior to joining the school.

Reception parents/carers are invited to information meetings, explaining how they can support their child(rens) transition.

At the end of each academic year staff from the current class meet with staff in the receiving class to pass on all information regarding academic ability and overall wellbeing. When children move from Sandon JMI School in Years Reception to Year 5, their new school is contacted, and the appropriate information is passed on.

Children moving from Year 6 to secondary school have a thorough transition programme including visits from Year 7 staff and SENCos/INCos, additional visits to their new school (where applicable) and PSHE lessons. The SENCo will pass on any relevant paperwork.

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

Once a child's additional needs have been established and a Personal Provision Plan has been drawn up the SENCo then feeds this into the Whole School Provision Map.

All schools are given a fixed budget for SEN from County, regardless of how many children are on the SEN register. This money is used towards employing teaching assistants to run interventions and/or work with individual children for limited times in the week. Where possible, the budget is also used to purchase resources.

Schools can apply for additional funding for individual children if they reach certain criteria.
This process is currently under review and will be revised in April 2020.

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

This will be discussed in the Person-Centered Planning Meetings.

16. How can I find information about the Hertfordshire's Local Offer of services and provisions for children and young people with special educational needs?

If you require further information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability please see:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>