

## SEND Information Report for Tanners Wood Primary JMI School (Sept 2018)

A pupil has special educational needs (SEN) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice: Jan 2015)

### **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 Tanners Wood School, children are identified as having SEND through a variety of ways including the following:

- Liaison with previous school/early years setting
- Child performing below age expected levels
- Concerns raised by parents/carers
- Concerns raised by teacher; for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical/speech and language therapist etc
- Health diagnosis through paediatrician

How will I raise concerns if I need to?

- Talk to us – firstly contact your child's class teacher or SENDCO.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **2. How will the school support my child?**

- Our SENDCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support begins.
- There may be additional support for your child either individually or as part of a group; the regularity of these sessions will be explained to parents when the support starts.

Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's Evening) to discuss your child's needs, support and progress.
- For further information, the SENDCo is available to discuss support in more detail.

How are the Governors involved and what are their responsibilities?

- The SENDCo provides a report to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- A named governor is responsible for SEND and meets regularly with the SENDCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support they need in order to make progress.

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

How will the curriculum be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We may operate a home/school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEND register they will have pre-planned targets. These are discussed on a termly basis and parents are given a copy of the targets (September, January and April). The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) with the expectation that the child will achieve the targets by the time they are reviewed.
- Some children with SEND may have an Education, Health Care Plan (EHCP) which means that a formal meeting will take place to discuss your child's progress. The EHCP outlines the child's needs and how they will be met.

How does the school know how well my child is doing?

- As a school we measure children's progress and attainments using school tracking systems at least termly.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Foundation through to Year 6.
- Children who are not making expected progress are picked up through Pupil Progress Meetings with the Class teacher, SENDCo, Deputy and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's SEND target is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

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

- Class teachers continually assess the children using formal and informal assessment tools alongside observations. All lessons are differentiated to meet the needs of each pupil. Where children have SEND, lessons are differentiated further, as necessary, so that they can access learning and make small but steady steps of progress. Interventions offered are matched to the needs of each child using the 'Assess, Plan, Do, Review' model so that there is constant monitoring of how things are going.
- Interventions are not intended to be something children are doing all the time but rather to bridge gaps in learning.
- Children with significant SEND may need to use an alternative curriculum where their learning is tailored specifically to their needs. The school is given advice by external professionals where an alternative curriculum is required.
- Evidence of progress is kept for all the interventions indicated on the class provision maps and 1-1 SEND support taking place each term.
- The SENDCo has discussions with the TA leading interventions as well as the class teacher so that the intervention continues to match the needs.
- Children receive regular feedback on their progress, and reward charts and merits are used to encourage them. Children are encouraged to talk about their learning and progress.
- Parents/carers are welcome to talk with the class teacher informally about their child's learning after school and to share views and ways to support at home.

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

Tanners Wood Primary School is an inclusive and nurturing school. The medical, emotional, mental, physical and social support of children is addressed from Nursery through to Year 6 and includes care for the whole school community in the following ways:

- Parents/carers are required to sign a consent form if medication is to be administered by staff.
- School has access to a Behaviour Intervention Support Worker (Chessbrook Education Support Centre), School Family Worker, Counsellor and Therapeutic Play worker.
- Children with personal care issues have an Intimate Care Plan.
- The School has a School Council where views can be shared and pupil-based projects agreed.
- Where children are struggling socially, Social Stories and small group sessions are used as needs arise.
- Worry Boxes in every classroom provide opportunities for pupils to share concerns privately. Helping Hands are completed at the beginning of every year so pupils are aware of who they can talk to if they have a problem. Worry Books are available for children who may have anxiety issues and they can write or draw their worries which are then followed up with the child.
- The School has a zero tolerance approach towards all forms of bullying. This is addressed individually and, for example, through PSHE, Circle Times and assemblies.
- The school holds an Anti-Bullying Day each year to highlight positive behaviours expected and to make children aware of the impact bullying can have on individuals.
- A transition programme is put in place for the whole school. Children with SEND are given a transition book of photos and text about their (new) class.
- Where behaviour issues arise there is a policy to address and support behaviour needs. Tanners Wood Positive Behaviour Policy follows Herts STEPS - therapeutic approach to behaviour management.
- Some children have access to Forest School/Green Team activities where there is a need.
- Exclusions are only ever used as a last resort when all other strategies have not worked.

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

- The new SENDCo will complete the National Award for Special Educational Needs Coordination (NASENCo), a yearlong course at Masters level, from January 2019.
- The SENDCo has attended numerous courses covering a wide range of special educational needs and regularly does so as part of Continuing Professional Development (CPD).
- We have four members of staff trained in Paediatric First Aid.
- Training is also given annually in the use of Anaphylaxis (Epipens), Asthma and as needed for Diabetes. Where needed, staff are trained in the use of medication for epilepsy.
- Members of staff carry a badge which can be given out to request additional support as appropriate.
- As part of CPD, staff continue to receive in-house training in different aspects of SEND as well as attending specific external courses relating to particular individuals or groups of children e.g. attachment issues.
- There are weekly TA meetings for sharing good practice and identification of training needs as well as in-house updates.
- Safeguarding training/update for all staff in September 2018.
- Where external professionals come in to support children and staff, training and modelling of strategies is given; for example by Chessbrook Education Support Centre, Laurance Haines SpLD Outreach Service, Colnbrook Outreach Service (Dyslexia –friendly approaches to supporting children, Phonological Awareness, Jigsaw maths, autism friendly classes), Speech and Language Therapy Service (communication issues, visual timetables, Lego therapy), Communication and Autism Team (specific strategies).

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

We have access to the following specialist services and expertise following a referral:

- Speech and Language Therapist and Assistant
- Specialist teacher for Autism and a Family Support Worker
- Adoption Support Team
- Educational Psychologist
- Laurance Haines Specific Learning Difficulties Outreach Specialist teacher
- Occupational Therapist and Assistant
- South West Herts Schools' Partnership – range of intervention support re behaviour and School Family Worker
- Visual Impairment Specialist Teacher
- Chessbrook Education Support Centre including Family Support Worker
- DSPL9 and specialist provision – Acorn Centre
- School Nurse
- Hearing Support Specialist teacher

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

- Each term class teachers send out information in the form of Topic Webs to parents about the learning that will take place so that parents can encourage their children's interest in the subjects.
- At the beginning of each new school year, class teachers invite parents to a meeting to hear and discuss the learning that will be happening and how they can support their children.
- Parent/Carer Consultation Meetings promote a discussion about effective ways for parents to support their children. They can also discuss the end of year report.
- SEND Support Plan Review Meetings with parents/carers and staff provide opportunities each term to discuss ways to support children with SEND at home and to promote learning in school. The child's voice is also sought and included in planning next steps where appropriate.

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

- Children who have an Education Health and Care Plan have, in addition to SEND Support Plan Review Meetings, an Annual Review of their needs. This provides an opportunity for parents/carers and all those involved in supporting the child to discuss the legal document so that it can be updated to reflect current needs, support required and provisions to be made.
- Visits by external professionals usually involve meetings with parents/carers to discuss ways forward and specific strategies for supporting their children at home.
- A Homework Club takes place once a week.
- Computing programs are shared with parents/carers.
- SENDCo Coffee Morning group for parents/carers of children with additional needs. This group meets at least once a term. Invited speakers come to share information and strategies that enable parents/carers to effectively support their children at home. It is also a vehicle for signposting parents to particular forms of support and advice.
- Reports and other information is shared and discussed with parents/carers and a copy sent home.

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

- Tanners Wood Primary School is an inclusive school and reasonable adjustments are made to enable a child with SEND to access activities and learning opportunities outside the classroom including school trips; for example, having an additional adult to support a specific child and/or inviting parent to attend.
- Parents/carers of children with significant SEND are involved in the planning for example for a residential trip, as it relates to their child. Parents/carers have accompanied children with significant SEND so that a child can benefit from the experience.
- Class teachers conduct pre-visits and carry out risk assessments to ascertain for themselves what facilities are available for all the children accessing school trips. Plans are made in the light of these visits to ensure that children with SEND are kept safe and appropriate support is put in place.

## **11. How accessible is the school environment?**

- The interior building is wheel-chair accessible.
- There are disabled changing/toilet facilities available.
- Ramps and steps are painted/edged in yellow to provide visual contrast for children with a visual impairment.
- We are a 'Dyslexia Friendly' school. We use coloured backgrounds on whiteboard surfaces, visual timetables and all equipment is kept in drawers which are labelled clearly with a picture as well as text. Where needed, children are provided with checklists, a variety of visual aids and resources to enable them to access the curriculum.
- Children have access to iPads/ computers in classrooms as an alternative way to record and access their learning.
- Outside, children with SEND can access the playgrounds via a ramp or by alternative routes when needed.
- For children who have English as an additional language and SEND, the school uses computer translator programs.

## 12. Who can I contact for further information?

- Parents of children with SEND who have a concern are invited to speak to the class teacher in the first instance.
- The SENDCo can be contacted at the school via the School Office. The school telephone number is 01923 262229 should parents wish to contact her that way. The SENDCo will endeavour to reply to your concern within five working days. If parents are dissatisfied after speaking with the class teacher and SENDCo, they should bring it to the Head Teacher's attention by making an appointment to see or speak to her.

## 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?

- Before a child with SEND joins Tanners Wood the SENDCo will meet with the family.
- Where the child is in Pre-School, the receiving class teacher will speak to staff and gain information about each child before they start.
- The child is invited to visit the school on a number of occasions before starting.
- A transition book of photos of the Early Years Unit and the staff is given to the child so that parents/carer can look at the book with the child.
- If needed, a child joining the Nursery Class is able to stagger the time of arrival and departure, and the number of mornings he/she will attend. Over time, this can be built up to the full 15 hours each week.
- Where a child joins Tanners Wood from another school, visits are encouraged and if possible, conversations held with the SENDCo of the 'sending' school so that a full picture of the child's needs is formed.
- All paperwork pertaining to the child is requested and used to make sure that appropriate provision is in place.
- Where a child with SEND is transitioning from one year group to another, and if it is needed, staff work with the pupil to create a transition book about the new classroom, teacher and teaching assistant.
- Visits are made on a number of occasions to familiarise a child with SEND with their new room. Sessions are timetabled for all the children to spend time in their new classroom with the staff before the end of the summer term.
- Where children with SEND are transferring to a new secondary school parents/carer are involved in making decisions about how the transition will be planned and carried out. Additional visits are arranged by the SENDCos as required.
- At our 'feeder' secondary schools, and in partnership with Chessbrook ESC, schools often run a programme specifically tailored to aid transition for the more vulnerable pupils.
- Where a child transitions to a special school, the SENDCo is able to visit the receiving school and to spend time with the receiving SENDCo.

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

- The School receives a SEND budget which is used to provide support for children with SEND in the form of adult support and practical resources.
- TAs support most children with SEND under the direction of class teachers and the SENDCo. This works well as part of a strategic plan of interventions recorded on class provision maps and monitored closely by the SENDCo and class teachers.
- Where a child needs 1-1 support because their needs are considered 'exceptional', the school can apply for Exceptional Needs Funding (ENF). This funding is allocated by an external panel according to need and the exceptionality of that need. Where ENF has been granted it is used to provide a 1-1 named adult to support the child named in the application.
- There are instances where a child needs 1-1 support but their need is not considered exceptional because there are many children in schools with the same need. Tanners Wood School may provide the support from within its own budget.

NB: 'Schools are not expected to meet the full costs of more expensive educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year.' (Code of Practice 2015)

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

- Children who are not making good progress are discussed in Pupil Progress Meetings each term with the Head, Deputy, Class teacher and SENDCo. Where a child needs support to access the curriculum in a specific way, additional adults/support may be made available put in place interventions.
- Where a child has an identified special educational need, the class teacher and SENDCo will discuss with the parents/carers how best to meet the needs. This may involve making a referral to an external professional or, if the child is already being seen by an agency inviting the relevant specialist teacher to come to see the child. They will then be able to advise on the best course of action and support after conducting observations or assessments of their own.
- Where a child is suspected to have a special educational need, the class teacher and SENDCo will speak with the parents/carers and discuss how best to identify the need and how to support the child. Depending on the nature of the need, the school may suggest making an appointment to see a GP/Health Visitor or the School Nurse in the first instance.
- Where a child needs to have a designated 1-1 SEN TA in order to access the curriculum, discussion with parents/carers, Head teacher and SENDCo takes place as there will be funding implications to consider.
- All interventions are monitored closely for the impact they are having.

#### 16. Where can I find out about the Local Authority's local offer of services and provision for children and young people with SEND?

- Each Local Authority has a Local Offer which Hertfordshire's Local Offer informs parents/carers and young people about all the services available to them. It can be accessed at: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)
- Hertfordshire's Local Offer covers the following areas to support children and young people from 0 – 25 years of age: Activities and Leisure, Childcare, Children's Centres, Education and training, Health, Social Care, Support and advice, Transport.