

THIS SEN INFORMATION REPORT HAS BEEN WRITTEN IN CONSULTATION WITH SCHOOL STAFF, GOVERNORS AND PARENTS/CARERS. IT IS REVIEWED ANNUALLY AND ANY CHANGES TO THE INFORMATION OCCURRING DURING THE SCHOOL YEAR WILL BE UPDATED AS SOON AS POSSIBLE. LAST REVISED IN NOVEMBER 2019.
CHANGES TO SEND FUNDING SYSTEM ADDED IN APRIL 2020.



St Mary's Infant School SEN Information Report - with regard to the Special Educational Needs and Disabilities Code of Practice: 0 - 25 Years (2014)

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?

Children who have special educational needs may initially be identified in a number of ways. Initial concern is most likely to be the result of parent/carer or teacher observation and teacher assessment. This may include formal test results but is more likely to be by informal classroom and playground observation of children's approaches to learning and to socialising.

If parents/carers have a concern about their child's learning, development or behaviour, the first person to speak to is the class teacher. This may be followed by a further conversation with Mrs Clare Jablonski, the Special Educational Needs Coordinator (SENCo), to determine next steps.

If children are not making expected progress in their learning, in accordance with age related expectations, our experienced teachers and teaching assistants, together with the SENCo, use their professional expertise to identify learning needs and will meet with the child and the child's parents/carers to suggest appropriate action.

We believe in a child centred approach and seek the views, wishes and feelings of the child and the child's parents/carers. We acknowledge the importance of the child, and the child's parents/carers, in participating as fully as possible in decisions, and in being provided with the information and support necessary to enable participation in those decisions.

Concerns may also be raised by specialist services or a child's previous school/nursery.

How will school staff support my child?

Within the school, class teachers are responsible and accountable for the progress and development of all the children in their class, including children who have identified special educational needs and disabilities. High quality teaching, differentiated for individual children, is our first step in responding to children who have, or may have, special educational needs and/or disabilities (SEND). This may include support from the teacher or teaching assistant in class, individually or in a small group.

However, some children need educational provision that is additional to, or different from, this i.e. special educational provision. Special educational provision is underpinned by our high-quality teaching. The class teacher and SENCo, in consultation with the parents/carers and the child, will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear timeframe for review.

If a child needs a more focussed approach, they may receive additional literacy or maths support in the classroom. Interventions offered include personalised teaching and scaffolded support to target a child's individual needs. Interventions will be reviewed regularly, by

school staff, parents/carers and the child, to evaluate the impact of the provision and to inform future planning.

If a child has an identified speech and language difficulty, they will be supported by either a teaching assistant in the classroom or by Mrs Tammy Evans, an Elklan (a programme to develop children's communication skills) trained TA, who will deliver a specific 1-1 programme, under the direction of a Speech & Language Therapist.

Following a period of monitoring and assessment in EYFS, children who are identified as having areas of concern in language, communication and interaction development complete the WellComm Screening Tool. Children who are identified as having some language difficulties will then receive personalised teaching in the classroom and targeted support from Mrs Evans using either the WellComm or Nuffield Early Language Intervention (NELI) resources and strategies to enhance their communication skills.

The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and by advising on the effective implementation of appropriate support. She also ensures that teachers and support staff have the training that they need, refers children for support from specialist services and meets with parents/carers and other services to discuss strategies and make joint decisions.

Children with complex needs may meet the criteria for an Education, Health and Care Needs Assessment. Requests can be made by either parents/carers or by school if a child has not made expected progress despite action having been taken as part of SEN support. All requests require parental consent to be given.

The SEND Governor, Mrs Janet Hammond, has responsibility on the governing body for liaising with the SENCo to ensure that the school makes the best possible provision for children with SEND. The governing body is responsible for both rigorous challenge and for supporting the school to be as inclusive as possible. It ensures all children, parents/carers and staff are treated fairly. It monitors and reviews all statutory policies as defined by the Department for Education.

All children are encouraged to participate in all areas of school life,

including events and visits off site arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents/carers and relevant school staff in advance.

How will I know how my child is doing?

We support and involve parents/carers in their child's learning both formally and informally. We have an open-door policy and parents/carers have every opportunity to speak to the class teacher or the SENCo to discuss their child's progress and/or any concerns.

Parent Consultation Evenings are held in the Autumn Term and the Spring Term and all children receive an Annual Report.

A few children will have a SEN Support Plan - parents/carers and children will then be invited to a review meeting (termly) and target setting meeting (Autumn and Spring terms) to discuss progress towards specific agreed outcomes.

Parents/carers and children will also be invited to an Annual Review meeting to be held every 12 months (or 6 months if the child is under 5 years of age) if their child has been given an Education, Health and Care (EHC) Plan, following a successful Education, Health and Care Needs Assessment.

Other means of communication may also be put in place, such as home/school books, phone calls and conversations at the beginning or end of the school day. Appointments to see the class teacher or SENCo can also be made via the school office.

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

Every child has their work differentiated appropriately by the class teacher to enable them to fully access the curriculum. Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place.

The method used to identify SEND, for children who have a significantly greater difficulty in learning than the majority of others of the same age, and to allocate appropriate provision, follows a graduated approach. SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. **Parents/carers will always be notified if we feel that a child needs SEN support.**



As part of the assessment stage of this cycle, teachers complete a 4 + 1 Questions assessment sheet. Parents/carers will be asked to support their child to complete a one-page Pupil Profile entitled All About Me, which explains what is important to the child, what they want to achieve and how they can be helped to do this. Parents/carers will also be invited to complete a sheet entitled Good Day/Bad Day prior to meeting with school staff. Parents/carers and children will also be actively involved in contributing to each of the subsequent stages - Plan, Do and Review.

'Speed Meets', between class teachers and the Senior Leadership Team (SLT), are held regularly to discuss the progress of all children. These discussions identify potential difficulties and concerns and the provision and strategies needed, in order to accelerate children's progress, are agreed.

Class provision maps are used to maintain an overview of the interventions used with different groups of children and provide a basis for monitoring the levels of intervention. Additional support is

recorded on Vulnerable Group Action Plans, which detail the intent, implementation and impact of interventions being used with identified children. Parents will be informed if it is thought that access to a specific intervention could be beneficial to their child. Monitoring of the impact of all provision is ongoing. Adjustments will then be made if it is found that the desired impact has not been achieved. Data is collated and analysed by the SLT termly.

A few children may benefit from support through the Families First Early Help Module (EHM) system to help identify additional needs, and decide whether or not other organisations or services are needed to support the child and their family. The EHM process is voluntary and requires consent from parents/carers.

Occasionally, a decision may be made, in agreement with parents/carers, to place a child on a reduced timetable. In Early Years Foundation Stage (EYFS), this may be due to the child being very young in the year group. Where a child is of compulsory school age, and is experiencing significant difficulty accessing the full-time curriculum, a temporary part-time timetable may be arranged. In this instance, a Pastoral Support Programme (PSP) will be written, with individual targets and strategies and a time limit by which point the child is expected to attend full-time. This will be signed by parents/carers and the specialist services involved. It will be reviewed regularly until full-time attendance is achieved.

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

Our ethos is to promote high expectations, and a drive for inclusivity, in order to facilitate the development of our children and to help them achieve the best possible educational, and other, outcomes, preparing them effectively for adulthood.

Every member of staff is committed to ensuring the wellbeing of all children. The whole school follows a structured PSHE (Personal, Social and Health Education) curriculum, based on the Jigsaw PSHE resource and aspects of the SEAL (Social and Emotional Aspects of Learning) themes, to support children's social and emotional development, and is tailored to meet the specific needs of our children. Protective

Behaviours, a practical and down to earth approach to personal safety and developing self-esteem, is also adopted throughout the school. In addition, we teach the NSPCC Pantosaurus' five easy rules for staying safe.

A rolling programme of Christian Values is embedded throughout the school through collective worship and classroom teaching and is promoted by all staff throughout the school day e.g. Trust; Friendship; Thankfulness; Perseverance; Humility and Respect.

We follow Hertfordshire Steps, Hertfordshire County Council's preferred approach to supporting positive behaviour management in schools. This is a therapeutic approach which prioritises the prosocial experiences and feelings of everyone.

We use a number of intervention programmes which aim to develop social skills; self-esteem; managing feelings and making safe choices. Children who have additional social, emotional and mental health needs may receive 1-1 mentoring/support (e.g. using the Drawing and Talking therapeutic method or NESSie Me Time - a child-led, play based developmentally reparative and nurturing intervention) or small group support (e.g. Circle of Friends, SEAL or Lego Therapy) from a trained TA, Mrs Sarah Haywood.

If it is felt that a child is experiencing significant social, emotional and mental health difficulties support from specialist services, to develop self-awareness; self-esteem; confidence and positive behaviour, will be considered, in consultation with parents/carers e.g. Educational Psychologist; School Health Team; NHPSS (North Herts Primary Support Service); NESSie (North Herts Emotional Health in Schools Service) or School Health Team. We are also able to refer families to the Family Support Worker attached to the school, Mrs Nicki McGrinder.

If a child presents with a significant risk of harm to self, others or property s/he may require a Risk Assessment Calculator to be completed and a subsequent Individual Risk Management Plan to be written (in line with the Hertfordshire Steps approach). This will be shared with, and signed by, parents/carers.

If a child has a medical need an Individual Healthcare Plan will be

compiled in consultation with parents/carers. This will be supported by advice from external healthcare professionals.

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

The SENCo has a wealth of experience in supporting children with SEND, including teaching roles in two special schools. She is a trained Reading Recovery and Tracks Literacy Programme teacher. She has been SENCo at St Mary's Infant School since 2005. Mrs Jablonski is also the Inclusion Coordinator (INCo), Designated Teacher for Looked after Children (CLA) and Deputy Designated Senior Lead (DDSL) for safeguarding.

The school can access support from a wide range of services, e.g. Educational Psychologist; Speech & Language Therapist; School Health Team; Occupational Therapist; Physiotherapist; Specialist Teachers; Family Support Worker; Counselling in Schools Service and NESSie (North Herts Emotional Health in Schools Service), depending on the needs of the children and the professional development requirements of the teachers and support staff.

Specialist advice will be sought where a child's needs are felt to be significant and they have not responded to the interventions already put in place.

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

School staff have extensive experience of working with children with a wide range of SEND. Teaching and support staff access regular training and support to enable them to improve the teaching and learning of our children, including those with SEND. This includes whole school training on autism; speech and language difficulties; specific learning difficulties; sensory processing; social, emotional and mental health (SEMH) difficulties and the Hertfordshire Steps Step-On curriculum. Staff also receive specific healthcare training, e.g.

management of anaphylaxis, asthma and epilepsy, as appropriate.

Individual staff members have received specific training in the following: Nuffield Early Language Intervention (NELI) & Elklan (speech & language); Fischer Family Trust & Tracks (literacy); Diagnostic Assessment of Number (DAN - maths); Drawing & Talking (therapeutic method); Protective Behaviours (emotional health and wellbeing) and Lego Therapy & Attention Autism (social and communication difficulties).

In addition, individual teachers and support staff have ongoing access to training that is relevant to fill any gaps in specialist support. This may be in the form of courses, outreach (e.g. staff from Woolgrove School Special Needs Academy visiting us) or inreach (e.g. our staff visiting Woolgrove School Special Needs Academy or Greenside School).

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

There are many ways in which parents/carers can support their child's learning, including the following:

- Attend parent/carer events, led by teachers, which give strategies to support learning at home e.g. year group meetings held in the Autumn Term and annual reading/phonics and maths sessions.
- Encourage your child to complete any homework tasks e.g. learning weekly spellings.
- Hear your child read regularly and record this in their Reading Record Book.
- Work patiently with your child at appropriate times and remember that little and often is best.
- Acknowledge your child's strengths and give praise and encouragement.
- Make sure that your child has adequate sleep to ensure that s/he comes to school refreshed.
- Make sure that your child has a good breakfast before school every morning.
- Have a good start and end to the day by arriving promptly.

- Make sure that your child attends school regularly and is not absent for trivial reasons.
- Avoid holidays that take your child out of school.

Where a child is receiving SEN support, class teachers and the SENCo will meet with parents/carers termly, as part of the Assess, Plan, Do, Review cycle, to discuss and document what parents/carers will do to support their child to meet their outcomes.

When specialist services, e.g. Educational Psychologist, have been involved in supporting children, strategies and advice will generally be recommended which can be used at home.

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

Formal opportunities to discuss children's progress are offered twice a year, in the Autumn Term and the Spring Term, at Parent Consultation meetings. Parents/carers are invited to write a comment after receiving their child's written Annual Report.

Concerns regarding a child's progress or development may be raised by either school or parents/carers at any time. If a child is identified as needing SEN support the views and wishes of parents/carers will be sought at every stage of the Assess, Plan, Do, Review cycle.

Following initial assessment, parents/carers, and the child, will meet with the class teacher and SENCo to plan what is going to be done to support the child in achieving their desired outcomes. This will include a commitment from parents/carers regarding how and when they will support their child.

At the Do stage school, parents/carers and child will implement the actions agreed in the SEN Support Plan.

After an agreed period of time, usually one term, parents/carers and the child will meet with the class teacher to review progress, including the work done by parents/carers to support their child, and to agree next steps. Depending of the child's needs, the SENCo may also attend

this meeting. Consideration will be given to what has already been done to support the child, the impact of this provision, and any barriers to learning.

At this stage it may be decided that a child needs support from a specialist service. Referrals will only be made with the full consent and involvement of parents/carers.

At the end of the Summer Term a questionnaire is sent home to seek the views of all parents with a child who has a SEN Support Plan. Responses are used to evaluate the effectiveness of our SEN approaches and to inform future planning.

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

The individual needs of our children are taken into consideration when planning outside activities and trips. In consultation with parents/carers, appropriate provision and reasonable adjustments will be made, where necessary, to enable children with SEND to participate in all aspects of school life and activities. Medical support will be put in place when needed.

On occasion a health and safety risk assessment may suggest that a high level of support is required and parents/carers may be invited to accompany their child during the activity, in addition to the usual school staff.

How accessible is the school environment?

Our Accessibility Plan and Equality Scheme are regularly updated and reviewed. We aim to ensure that the school is fully accessible in terms of access to the curriculum, to the physical environment and to information for members of our school community.

There is a chair lift fitted from ground level to the Year 2 classrooms

to allow wheelchair access throughout the whole school. There is a disabled toilet and a height adjustable fitted bed in the medical room. There is a Soundfield system in 3 classrooms. There are hand rails fitted in the boys' toilets.

Should circumstances arise in the future requiring additional adaptations or special facilities, the school would consider what reasonable adjustments could be made, given the constraints of finance and efficiency of use of resources. We are happy to discuss individual access requirements.

Who can I contact for further information?

The school INCo/SENCo is Mrs Clare Jablonski.

The SEND Governor is Mrs Janet Hammond.

On a daily basis, any enquiries about your child's learning should be directed to the class teacher in the first instance.

Overall responsibility for the implementation of the Inclusion/SEN Policy lies with the Headteacher, Miss Verity Edey.

Further information about SEND provision in the school is available from Mrs Clare Jablonski, who is happy to arrange to meet with you to discuss your child's needs.

The following documents can be found on the school website:

- Inclusion/SEN Policy
- SEND Quality Offer (St Mary's Infant School statement on high quality provision and outcomes for children and young people with SEND)

What do I do if I have a concern about the school provision?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact either Mrs Clare Jablonski, INCo/SENCo, or Miss Verity Edey, Headteacher.

In the unlikely event that your concern is not resolved then please contact the Chair of Governors, Mr Andrew Watkin.

You may also wish to refer to the school's Complaints Policy which is available on the school website.

Contact details:

Miss Verity Edey, Headteacher - 01462 892347

head@stmarysinfants.herts.sch.uk

Mr Andrew Watkin, Chair of Governors - 01462 892347

St Mary's Infant School, St Mary's Way, Baldock, Herts. SG7 6HY.

Mrs Clare Jablonski, INCo/SENCo - 01462 892347

senco@stmarysinfants.herts.sch.uk

Mrs Janet Hammond, SEND Governor - 01462 892347

Parents/carers can also access further support and information from:

Contact for families with disabled children -

www.contact.org.uk/parentcarerparticipation

National Network of Parent Carer Forums - www.nnpcf.org.uk

Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS), formerly known as the Parent Partnership Service - 01992 555847

www.hertfordshire.gov.uk/microsites/local-offer/support/sendias.aspx

North Hertfordshire Delivering Special Provision Locally (DSPL) -

www.nhdspl.org.uk

Angels Support Group for parents/carers of children with ADHD and/or on the Autistic Spectrum

www.angelssupportgroup.org.uk

ADD-vance

The Add-vance ADHD and Autism Trust

Working to support people with ADHD and Autism

www.add-vance.org

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 recognise that transitions can be difficult and we take steps to ensure that any transition is as smooth as possible.

Joining the school

Children are invited to visit the school prior to admission. For children with SEND it is sometimes appropriate to arrange a phased start to the school, building up to full-time attendance. Early Years Foundation Stage (EYFS) teachers and/or the SENCo visit the nursery settings of our new starters and liaise with the nursery settings on appropriate provision for SEND children. Where a child may have more complex needs a meeting is arranged between the SENCo and parents/carers prior to transition.

Transition within school

Transition within school is supported by planning meetings between class teachers and opportunities for children to visit their new classes in the Summer Term. Children in Year 1 and 2 make transition booklets to be shared with children in the year below.

Children with significant needs, e.g. autism, have an individual enhanced transition programme, including photos of their new teacher, support staff and classroom to take home during the summer holiday.

Transferring to a new school

We contact the receiving school to ensure that they are aware of any special arrangements or support needed by the child. All SEND documentation is then passed on to the new school in a timely manner following transfer.

A rigorous transition programme is in place to support children

transferring to St Mary's Junior School at the end of Year 2, including visits to and from both schools. The class teachers and SENCOs from both schools meet formally to discuss children's individual needs and share information on children's learning and social and emotional profiles.

Children with SEND, and children presenting with worries or concerns, make additional visits to the school in a small group, organised by the SENCOs from both schools.

Where a child may have more complex needs, a meeting is arranged between the SENCOs, parents/carers and the child, prior to transition. All records of children's needs and achievements are passed on to the receiving school.

Children with significant needs, e.g. autism, have an individual enhanced transition programme, including photos of their new teacher, support staff and classroom to take home during the summer holiday.

Our PSHE curriculum aims to prepare all children for the next stage of their schooling, and for life.

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

The Headteacher and the governing body take an overall strategic view of the deployment of financial resources to provide high quality learning for all children.

The school budget, received from the local authority, Hertfordshire County Council, includes a notional SEN budget as well as a Pupil Premium allocation (a grant given by the government to schools to decrease the attainment gap for the most disadvantaged children). This is used to provide additional support or resources, as appropriate, in order to meet the individual needs of the children.

Additional provision may be allocated following 'Speed Meets', between class teachers and the Senior Leadership Team (SLT), or following

EHCP or SEN Support review or planning meetings, between school staff, parents/carers and children.

The current SEND funding system to meet complex needs in mainstream schools, introduced in April 2020, is known as High Needs Funding (HNF) and uses a two-tier model:

Tier 1 - this localised system redeveloped the Exceptional Needs Funding (ENF) process to meet the emerging needs of children and young people, and those with complex needs who do not have an EHCP.

Tier 2 - this created a process which delivers top-up funding for children and young people with EHCPs, via a transparent banded system.

The SENCo works with colleagues in the SEN Cluster of local schools to share good practice in ways to support children with SEND.

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

The amount and type of support children receive is decided in consultation with the parents/carers, teaching staff and any relevant specialist services. Children are also involved as far as possible in the decision-making process. Even very young children with SEND can make their wishes and feelings known when they are observed in the classroom. Older children can be invited to meetings, or supported in completing appropriate questionnaires.

The level of support needed will be assessed and reviewed regularly, as part of the graduated approach, in order to identify when and where additional support may be needed.

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?

The local authority, Hertfordshire County Council, has published its' local offer of services and provision for children and young people with SEND on its' website:

www.hertsdirect.org/localoffer