

# Bushey Heath Primary School

## SEND Information Report

Written by the Special Educational Needs Co-ordinator (SENCo): Lisa Durcan

	Question	Response
1	<p><b>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?</b></p>	<p>The identification of any SEN is built into the school's overall approach to monitoring the progress and development of all pupils. The children's progress is continually assessed as part of quality first teaching; through observation, questioning, listening and giving feedback. This is closely tied in with the school's Assessment, Feedback and Marking policy.</p> <p>At the end of each term, summative (formal) assessments are made of each child's attainment. These are then discussed in Pupil Progress Meetings, which involve class teachers, the SENCo and the Head Teacher. These meetings identify pupils who are falling below age related expectations or making slower than expected progress. Potential barriers to learning are considered, as well as next steps for these pupils. These discussions and analysis form the basis of class provision maps, which reflect the range of additional provision for children whose progress and/or attainment may be causing a concern. Children receiving additional provision may or may not be identified as having SEN.</p> <p>The Code of Practice (2015) defines SEN as:  <i>"A child or young person may have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <ul style="list-style-type: none"> <li><i>a) Has significant greater difficulty in learning than the majority of others of the same age</i></li> <li><i>b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind that are provided for others of the same age in mainstream school settings"</i></li> </ul> <p>These discussions also take place on an 'ad hoc' basis. Whenever a teacher has a concern regarding the progress or attainment of a child, they speak to the SENCo. If your child's class teacher has concerns about your child's progress, they will arrange a meeting with you to discuss. Parents/carers who have concerns about their child's progress should arrange a meeting with the class teacher, where these concerns can be shared.</p> <p>When concerns are initially raised (by school or home), they are recorded by the class teacher, in discussion with parents/carers. This is discussed with the SENCo and the child is also consulted at this point (where appropriate). Once next steps and strategies have been identified (and recorded), the child's progress will be monitored for one term. After this time, the child may be added to the school's SEN list. This decision will be made alongside parents/carers, class teacher and SENCo.</p>

2	<b>How will staff support my child?</b>	If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCo provides advice, support, monitoring, and links with outside agencies. The SENCo can seek advice from a range of professionals. There is a school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.
3	<b>How will I know how my child is doing?</b>	<p>We hold regular meetings for all parents. These include:</p> <ul style="list-style-type: none"> <li>• Meet the Teacher sessions – held in September to ease transition</li> <li>• Parent consultations in Autumn and Spring terms</li> <li>• Meeting with teacher &amp; SENCo - transition meetings in September for all SEN children, completed One Page Profile</li> <li>• Regular SEN reviews with class teacher, Autumn, Spring, Summer – review strategies, progress and targets</li> <li>• Annual reports are produced in July for all pupils</li> <li>• Class teachers are regularly available to discuss your child's progress and what is working well</li> <li>• The SENCo is available by appointment to discuss any concerns or worries you may have which have already been highlighted to the class teacher.</li> <li>• All information from outside professionals will be discussed with you and any written reports will be shared with you</li> </ul>
4	<b>How will the learning and development provision be matched to my child's needs?</b>	A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact.
5	<b>What support will there be for my child's overall well being?</b>	Children have regular opportunities to speak to the Teachers and Support Assistants when they need advice, guidance or support. The school has a behaviour policy which is published on the school website. The school has access to a counsellor and a School Nurse to provide support for children's social, emotional and mental health needs. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in

		a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is a designated school nurse who works together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service. There is an assigned Speech and Language Therapist that works very closely with the school.
6	<b>What specialist services and expertise are available at or accessed by the school?</b>	The school uses Learning Support Assistants or Teaching Assistants to help children led by the SENCO. The school has a link the Educational Psychologist service, Speech Therapy service, Counsellor and school nurse to whom they can directly refer to. The school nurse is then able to refer to different health services. The school can also access outreach services such as <i>Parkside SPLD, Colnbrook EBD, Educational Psychologist, Speech and Language, Communication and Autism Team, Physical and Neurological Impairment Team, Visual and Hearing support.</i>
7	<b>What training have the staff supporting children with SEND had or are having?</b>	All staff, including MSAs, are trained in Autism (AET Tier 1). All staff have received training on the Herts Steps programme (behaviour). All staff are trained in First Aid and Safeguarding. Some staff are also specially trained paediatric first aiders and two designated staff (DSPs) for safeguarding concerns. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.
8	<b>How will you help me to support my child's learning?</b>	<p>Parent's Evenings are held in the Autumn and Spring terms to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term. Parents are involved SEN reviews and their views are sought at each opportunity to help support their child's learning. During SEN reviews, specific strategies and advice are discussed and shared with parents. If a specific approach or method is working well for a child, the class teacher will share this with parents/carers.</p> <p>Children are set homework regularly each week which will involve reading and at least one piece of maths work so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.</p> <p>Curriculum Information leaflets are issued each term so that parents are informed which topics will be covered and a meeting is held for parents at the beginning of each year. Informative evenings for parents are held on a range of aspects of their child's education. Information is also available on the school website. The Family Support Worker has access to a wide range of support from local agencies and services and is able to signpost parents effectively.</p>
9	<b>How will I be involved in discussions about and planning for my child's education?</b>	There are formal occasions such as Parent's Evening and SEN review meetings where parents are involved in discussions about their child's education. In addition to this, parents are able to contact school to arrange a meeting

		with the class teacher at any point in the year. Parents are represented on the school governing body. Parents of children with SEN are regularly involved in discussions through reviews.
10	<b>How will my child be included in activities outside the classroom including trips?</b>	For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.
11	<b>How accessible is the school environment?</b>	The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.
12	<b>Who can I contact for further information?</b>	In the first instance it is more appropriate to speak to your child's teacher with any initial queries or concerns. The teacher will then pass on your concerns to the SENCO. Parents can arrange appointments to see the teacher or SENCO by telephone, through the school office or email.
13	<b>How will the school prepare and support my child to join the school or transfer to a new school?</b>	There is a transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.
14	<b>How are the school's resources allocated and match to children's special educational needs?</b>	The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional, top-up funding can be applied for through the local authority. (Exceptional Needs Funding).
15	<b>How is the decision made about how much support my child will receive?</b>	The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.
16	<b>How can I find information about the local authority's Local Offer of services and</b>	Hertfordshire County Council's Local Offer can be accessed online at: <a href="http://www.hertsdirect.org/localoffer">www.hertsdirect.org/localoffer</a>

	<p><b>provision for children and young people with special educational needs and disability?</b></p>	<p>In addition to this, our school falls within the DSPL9 area, which publishes a wealth of support including how to access a solution focused triage service and support for parents/carers regarding SEN. This can be accessed online at:  <a href="http://www.dsplarea9.org.uk">www.dsplarea9.org.uk</a></p>
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Date Policy Reviewed/Amended:	July 2020
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
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Reviewed by:	Full Governing Body