

# Bushey Heath Primary School SEND Information Report<sup>1</sup>

This information should be read in conjunction with the school SEND Policy

## **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?**

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will usually be identified through pupil progress meetings during the year. Those children will be highlighted to all adults working with them and the Special Educational Needs Co-coordinator (SENCO). Additional support will be put in place after discussion with each identified child to check on any areas of difficulty they may have identified. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of this at Parent consultations or earlier if necessary. If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the SENCO and includes views of the parents and child concerned. If there is an indicator of a range of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEN issues should in the first case talk to their child's class teacher.

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

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, monitoring, and links with outside agencies. 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. How will I know how my child is doing?**

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENCO and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

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.

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<sup>1</sup> Report prepared by the school under Section 317 (5) of the Education Act 1996

### **5. What support will there be for my child's overall well being?**

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

The school uses part time teachers and Learning Support Assistants to help children led by the SENCO. The school has a link Educational Psychologist, Speech Therapist, 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 *Parkside SPLD, Colnbrook EBD, Educational Psychologist, Speech and Language, Visual and Hearing support.*

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

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

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 in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Children are set homework regularly each week which will involve reading and at least one piece of literacy, maths or topic work so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

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.

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

There are formal occasions such as Parent's Evening where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also a very active Friends of the School group. Parents of children with SEN are regularly involved in discussions through reviews.

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

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. How accessible is the school environment?**

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. Who can I contact for further information?**

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. 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?**

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

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, books or stationary 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. How is the decision made about how much support my child will receive?**

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. 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 authority's local offer of services and provision for children and young people with SEN can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

**Agreed: June 2017**

**Review: June 2018**