



Wood End School 2017-2018 SEND Information Report

Who are the best people to talk to in this school about my child's difficulties with learning or Special Educational Needs and Disability (SEND)?

In the first instance, any concerns or issues should be raised with the class teacher; depending on the needs of individual children the SENDCo may then be involved. If it is felt necessary, for some children, external advice may be sort. Below is a table of our school staff to clarify our roles and responsibilities in relation to SEND

Person:	Summary of responsibilities
Head teacher: Mr R Boulton Deputy Head teacher: Mrs K Amos	They are responsible for: <ul style="list-style-type: none"> • The day to day assistance in all aspects of school life; this includes the support and provision for children with SEND. • They will give responsibility to the SENDCo and class teachers; however they are responsible for ensuring that your child's needs are met. • They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Ensuring that all staff follows statutory guidance for all pupils, including children with special educational needs and or with a disability.
SENDCo : Mrs S Millar	The SENDCo is responsible for: <ul style="list-style-type: none"> • Co-ordinating all the support for children with special educational needs and /or a disability (SEND) and developing the school's SEND Policy to make sure all children have access to quality first teaching and provision. • Ensuring that you are involved in supporting your child's learning • Keeping you informed about the support your child is getting

<p>SEND Governor: Mrs. Fiona Brigginshaw</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the appropriate and necessary support is made for any child who attends the school who has SEND and/or disabilities • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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At Wood End School, class teachers meet termly with the Head teacher to discuss the progress of all pupils. During this meeting, groups of children may be identified as needing a short period of intervention in a particular area of their learning, such as phonics, reading comprehension, or numeracy skills. On occasion, referrals to outside agencies may be considered for advice on how to address more specific needs.

All schools within Hertfordshire must adopt a similar approach:

<p>1. How does the school know if children need extra help?</p>
<ul style="list-style-type: none"> ✓ Discussion with parents, class teachers or the SENDCo ✓ Reference to the new SEND Code of Practice - introduction XI for a definition (this can be accessed on line) ✓ Teacher assessments ✓ Pupil progress meetings
<p>Pupils will be identified in school through pupil progress meeting, further assessments may be necessary when progress and attainment are significantly below age related expectations.</p>
<p>2. What should I do if I think my child may have SEND?</p>
<ul style="list-style-type: none"> ✓ The first step is to share your concerns with the class teacher ✓ Sometimes it might be necessary for the SENDCo to be involved ✓ Ensure that you attend all parent consultation meetings
<p>Maintaining regular contact with school is very important. You will be asked to share your ideas on how best to support the needs of your</p>

child, and your child will also be invited to share their ideas too.

3. How will the school staff support my child?

- ✓ Through quality first teaching
- ✓ Focused small group teaching / interventions
- ✓ Use of TAs to support learning and free the teacher to support targeted groups
- ✓ Taking advice from senior teachers, the SENDCo, or specialist advisory support depending on the individual child's needs.
- ✓ Maintaining close relationships with parents and carers
- ✓ Keeping the Head teachers and Governors informed
- ✓ Teaching small group interventions or, for a few children, 1:1 support

The amount and type of support offered will depend on the needs of each individual child. Sometimes it may also be necessary to involve a specialist from an outside agency. Parents and carers will be fully informed and involved at each stage of the process.

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

- ✓ You will receive a written annual report on your child's attainment and progress at the end of the Summer Term.
- ✓ Regular attendance at parent consultation meetings. Additional meetings can be arranged by appointment throughout the school year.

Teachers also try to provide informal feedback at the end of the school day if something noteworthy has occurred and on occasions work may be sent home for your child to share with you.

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

- ✓ Teachers use class Provision Maps to monitor and track the learning needs of all children
- ✓ All teachers plan quality first teaching to ensure all lessons are accessible to all children
- ✓ Pupils are regularly assessed and monitored during termly pupil progress meetings
- ✓ Small group or 1:1 interventions are used where there is an identified need
- ✓ The children are also invited to share their opinions

Class provision is organised in 3 waves:

Wave 1 - Quality first teaching - All pupils

Wave 2 - Small group interventions - Some pupils

Wave 3 - Individual interventions (usually with involvement from outside agencies) - Few pupils

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

- ✓ School values
- ✓ Teaching of PSHE
- ✓ Class circle time

- ✓ Whole school assemblies
- ✓ Valuing pupil voice - through the school council
- ✓ Modelling positive relationships between staff, pupils and parents and carers
- ✓ Whole school policy and approach to behaviour and discipline
- ✓ Promotion of class and school rules
- ✓ Involvement in extracurricular activities
- ✓ Play leaders in the playground
- ✓ Buddy groups - whole school vertical groupings for children to work with older/younger children in the school
- ✓ Counselling or mentoring for pupils with an identified need
- ✓ Information regarding medical conditions will be handled sensitively, in line with our policy, and the appropriate staff will be informed of specific needs

7. What training have the staff had, who support children with SEND?

- ✓ The SENDCo has attended courses on the reforms to SEND and implementing the new Code of Practice and is attending ongoing SEND updates with related agencies
- ✓ Regular attendance at cluster meetings
- ✓ Staff INSET is provided to update staff on supporting children with SEND
- ✓ Staff training for those members of staff new to the school on Provision Mapping to plan provision for all pupils in each class
- ✓ Teachers and TAs attend any relevant courses for continued professional development
- ✓ The SENDCo has obtained the National Award for Special Education Needs Co-ordination
- ✓ Training and advice is ongoing with Windermere SpLD Base and The Collett School for child with Specific Learning Difficulties (SpLD)
- ✓ Regular support from Speech and Language Therapy team, Educational Psychologist, Communication Disorder Advisory Service (Autism), Visual and Hearing Impairment team, Physiotherapy and Occupational Therapy Service

8. What specialist services and expertise are available at or accessed by our school?

- ✓ SENDCo advice
- ✓ Educational Psychologist. Windermere SpLD Base, Outreach services from the Communication Disorder Team, Visual Impairment and Hearing Impairment Team (A referral is required to access these services and this has to be done through the SENDCo)
- ✓ Health services - School Nurse and Speech and Language Therapy; the Occupational therapy and Physiotherapy Team; Community Paediatrician - (some of these referrals are made via your GP)
- ✓ Windermere SpLD Base - working with or providing advice to support children with specific difficulties in English and Maths.
- ✓ Counsellor - Herts Schools Counselling Service

- ✓ Parent Partnership - Harpenden Plus - support parents and schools with e-CAFs (electronic-Common Assessment Framework), EHCs (Education Health Care plan)
- ✓ St Albans Bereavement support

Support from external agencies are only available upon referral. Before this can happen there is a period of time where school based assessments will need to take place, the views of the child and the parents or carers will also be sought to ensure everyone is fully informed and working towards the same goal. These services may conduct their own assessments to ascertain the nature and severity of a child's difficulty.

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

- ✓ Parent consultation meetings
- ✓ Home learning / homework
- ✓ Links from the school website to enhance learning
- ✓ Parent workshops
- ✓ A variety of parenting courses can also be accessed through Harpenden Plus, Parent Partnership (based at Sauncey Wood School)
- ✓ Annual written report
- ✓ Curriculum letters are sent home termly and can be found on the school website. These letters set out the topics your child will be covering each term

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

- ✓ You will be invited to attend parent consultation meetings throughout the school year, during the meeting your child's progress will be discussed as well as ideas on how to support your child further
- ✓ If your child is identified as having an additional need, the level of need and what has been proposed in order to meet that need will be fully discussed with you
- ✓ For some children with multiple needs a CAF (Common Assessment Framework) may be necessary, where multiple agencies / services are involved - A CAF is only instigated with parental consent
- ✓ For a few children an Education Health and Care Plan (EHC Plan) may be required, again the views of the child and the family are central to putting together a coordinated plan that involves advice from education, health and social care

An EHC Plan replaces the previous Statement of Special Educational Needs, before an EHC Plan can be devised, there is a period of time where evidence of the child's severe, complex or lifelong need will need to be collected. A meeting will take place with all the people involved in your child's care, including yourself and the final decision is made by the local education authority. Sometimes it may also be necessary to apply for extra funding to meet the needs of a few pupils; this is known as Exceptional Needs Funding (ENF). The school will have to prove that a child's needs are exceptional for the district and that exceptional provision is required to meet the child's needs.

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

- ✓ The individual needs of some children will be shared with supervisory staff as playtimes and lunchtimes to ensure their health and wellbeing
- ✓ Play leaders are used during longer periods of play to engage with younger children and encourage social skills such as sharing and taking turns
- ✓ Before a trip can take place, the appropriate risk assessments will take place to identify and problem solve any individual issues which might arise
- ✓ Reasonable adjustments will be made, in all areas of school life, in order to meet the needs of all children
- ✓ Where necessary parents will be involved in the decision making process

12. How accessible is the school environment?

- ✓ Wood End is a fully accessible school, which complies with the Equality Act 2010
- ✓ Reasonable adjustments will be made where necessary
- ✓ The School Accessibility Plan is updated on a regular basis according to need

13. Who can I contact for further information?

- ✓ Class teacher
- ✓ SENDCo
- ✓ Head teacher
- ✓ SEND Governor
- ✓ County SEND officer

We are a welcoming and open school and we always aim to resolve any problems that occur from time to time within school. However, should it be required, a copy of the complaints procedure is available from the school office. Equally it is always good to hear when things are working well.

14. 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 like?

Nursery to Reception:

- ✓ Settling in visit(s), opportunity to meet the teacher and have lunch in the school dining room
- ✓ Session with parent/ carer prior to start - additional visits as necessary
- ✓ Information evening
- ✓ For some children, we send a booklet home, with photographs of the relevant staff and classroom/school environment, to increase familiarity and reduce anxiety
- ✓ Meetings with appropriate outside agencies

Reception to Year 6:

- ✓ Information meeting/ letter home
- ✓ Meet the new teacher and classroom sessions
- ✓ Open evenings
- ✓ Handover meetings - transfers within Wood End: the new teacher meets with the class's current teacher to share knowledge of each child's individual needs and any strategies that have been found to be useful. Meetings with appropriate outside agencies

Secondary transfer or transfer to another setting:

- ✓ Open evenings
- ✓ Taster days
- ✓ Specialised secondary transfer transition sessions - appropriate to the needs of the child, to support and promote emotional wellbeing
- ✓ Maps/ photographs to increase familiarity
- ✓ Year 6 teachers meet with the Secondary representatives in the Summer Term to discuss the children who will be starting secondary school in September.

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

- ✓ All classrooms are equipped with interactive white boards and visualizers
- ✓ Each classroom is equipped with a variety of resources to support phonics, reading, writing and mathematical concepts
- ✓ Other topic based equipment is centrally stored to allow access to all.
- ✓ Allocation of resources to each subject is based on budget allocations, which is decided by the Head Teacher and Governors.
- ✓ Funds are allocated according to the level of need.
- ✓ In exceptional circumstances an application for additional funds can be submitted for individual pupils. This is called Exceptional Needs Funding (ENF). If an application is successful at the local cluster stage, it is sent to the ENF panel who decides whether or not the child has exceptional needs requiring exceptional provision

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

- ✓ Pupil progress meetings will track the progress of all pupils and will identify groups or individuals that would benefit from intervention.
- ✓ Parents and carers will be involved if it is felt an intervention is needed or if outside agencies become involved in planning provision.
- ✓ All additional support children receive will be recorded on the class provision map and impact of this support on the children's progress or development will be measured at regular intervals.

17. 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?

- ✓ Information regarding the Hertfordshire Local Authority SEND Offer can be found at:
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>
- ✓ A link to the Local Authority's Local Offer and other useful sites can be found on the SEND page of Wood End School's website