

# SEND Statutory Information Report

September 2020



A warm welcome to our SEND information report. On these pages you will find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). If you do not find what you are looking for, please ask us. Likewise, suggestions or comments are always welcome.

Your child's teacher should be your first point of contact. Mrs Amanda Berry is our school Special Educational Needs Co-ordinator (SENCO) and can be contacted via email: [senco@abelsmith.herts.sch.uk](mailto:senco@abelsmith.herts.sch.uk) Our school SEND governor is Mr Nick Sheffield, who can be contacted via the school office, [admin@abelsmith.herts.sch.uk](mailto:admin@abelsmith.herts.sch.uk)

## Introduction

**All** children can expect a fully inclusive, well-differentiated education at Abel Smith. **Some** children may need additional support at some time during their time with us and a **few** children will need more precise individualised support.

## What should I do if I think my child may have special educational needs?

If a parent or carer thinks their child may have a special educational need, they should make an appointment with the class teacher to discuss their concerns. Sometimes, it may be necessary to involve the SENCO.

## How does Abel Smith School know if children need extra help?

The special educational needs and disability code of practice: 0 – 25 years (January 2015) states that a child of compulsory school age has a learning difficulty or disability if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age, or
2. Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Each child's current level of attainment is assessed on entry so that any significant difficulties can be identified early on. Sometimes the school receives information from previous settings that informs the school that a new pupil has a SEN or disability.

At Abel Smith, a child with SEND may follow the pathway below. We appreciate each child as an individual and as such, the timeframes and stages will also become personalised to their needs.

### *Stage 1 – First Concerns*

We review progress against each lesson's learning on a daily basis. On-going assessment feeds in to pupil progress meetings with the SENCO, SLT and class teacher each term. If a pupil is below age related expectations, then planning will be differentiated and reasonable adjustments made to meet the needs of the child. There could be various interventions in place to address any gaps in knowledge. At pupil progress meetings, there will be the opportunity to discuss a child's general development, including aspects of their social and emotional wellbeing and include any information or concerns from parents.

### *Stage 2 – Monitor*

If after a period of targeted support, the child has continued to make insufficient progress, then the teacher will meet with the SENCO. The teacher would review, revise and refine the interventions and strategies used in Stage 1. New strategies may be implemented at this stage in consultation with parents.

### *Stage 3 – SEND support*

If the SENCO and teacher thinks the child may need SEND support, then she would meet with the parents and discuss the SEND process. The SENCO will arrange a meeting for the class teacher, parents and child (if appropriate). If it is not appropriate for the child to be present, then targets will be discussed and shared with the child in a child - friendly manner after the meeting. It is during this meeting that we will discuss the area of need and the targets that will be in place. These targets will be in place for 1 term and then reviewed by the parents and class teacher. We will follow the four-part cycle of SEND support which is: Assess, Plan, Do and Review. If after reviewing the targets, we feel that we need to seek further advice then we can complete a referral for support from outside agencies such as the educational psychologist or speech and language therapist.

### *Step 4 – Outside agency support*

Should we need to seek further advice or support then the parents' consent will be requested. Once the child has been observed/reviewed by the requested agency and some strategies or a plan suggested then the class teacher would include this in their planning and into the provision for the child. This will once again be constantly monitored. As in step 3 a review meeting will be held once a term unless a shorter time span is necessary. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child but are not making expected progress, the school, or parents may consider requesting Education Health and Care needs assessment.

### **How will with school staff support my child and who might work with them?**

All staff have a duty to support all children within the school environment and our school SENCO oversees the additional support that some children need.

The class teacher is responsible for planning and personalising the curriculum to meet the needs of every child in their class. The following is in place to effectively respond to concerns over a child's progress or attainment:

- High quality teaching is the primary response to overcoming barriers to learning for any child. The class teacher will adapt the lesson planning, resources and environment to enable every child to access the learning and make progress.
- Where progress continues to be less than expected the class teacher and SENCO will assess whether the child has a special educational need.
- Class teachers are supported by subject leaders, who offer expertise and advice for their subject area.
- Teaching assistants are deployed to help and support the class teachers to provide effective intervention. They may work with small groups or individual children to support and extend their learning. Teaching assistants work under the direction of the class teachers.
- A small number of children with SEND have a learning support assistant who is specifically employed to work with them for a number of hours per week, following programmes planned by the class teacher and following advice from specialist services.

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

As the parent, we believe that you are the expert on your child. As well as regular discussions at parent consultation evenings and written reports, parents of children with SEND will be involved in every stage of the Assess, Plan, Do and Review process.

### **How will I know how my child is doing?**

In October and February there are Parent Evenings which provide an opportunity for parents to discuss their child's progress with the class teacher. In July a written report is sent to parents which summarises their child's progress over the year, states their level of attainment. Parents of children who are receiving SEND support will be invited to a longer meeting to review targets each term instead. All children with a Statement or EHCP will meet with all professionals and adults involved in the child's provision annually at the annual review meeting which is chaired by the SENCO.

In addition to these formal meeting times, Abel Smith has an open door policy, which means that if at any time you wish to discuss your child's progress or attainment, you can make an appointment to see their class teacher, or the school SENCO.

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

Abel Smith ensures that reasonable adjustments are made for children with SEND in accordance with the Equality Act (2010). Each class teacher plans for ongoing reasonable adjustments to ensure inclusion is fully considered for each and every child. Examples of this could include a child having an early lunch to avoid sensory overload in the lunch queue, or ensuring a dyslexic child does not have to write out homework.

Differentiation of class tasks is an approach to teaching that endeavours to ensure that all children learn well, despite their many and varied differences. Differentiation enables teachers to effectively adapt the learning to accommodate differences in learning style, motivation, experience, prior learning or specific learning difficulties such as dyslexia.

Where a child's educational needs are not being met by differentiation or reasonable adjustment, the school will follow the assess, plan, do, review model of intervention and support as laid out in the SEND Code of Practice (2015)

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

Your child's wellbeing is paramount. At Abel Smith, we pride ourselves in our inclusive environment and pastoral support to allow your child to be a happy learner.

Our school follows the Hertfordshire STEPS, therapeutic approach to helping pupils regulate their behaviour. All staff strive to be aware of children's feelings and emotions. We strive for all children to feel confident to talk to a member of school staff should they need to. The SENCO and head teacher are also available to help and support every child to ensure they enjoy their learning.

Day to day, all children's emotional health is well supported with the PSHE curriculum and opportunities to discuss pressing issues when needed. Some children may require additional support in the class or at times on the playground, in the form of a nurture group, buddy system, one to one chat or small groups with an emphasis on social skills.

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

We hold regular curriculum information meetings to help you support your child, for example in the areas of Maths, English and On-line safety. Decisions on the content of these meetings are made in response to emerging need and parent feedback.

Our aim is to involve parents as much as possible in their child's education. The SENCO and class teacher will talk with parents regularly to set clear outcomes and review the progress towards them. We will discuss the activities and support, that will help achievement and identify the responsibilities of the parent, the pupil and the school.

*Please let the school know if your literacy or numeracy is an issue for your family at home so we can support you further if you would like.*

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

Schools are required by law to ensure that all children, including those with SEN and/or disability, can participate in all aspects of school life which includes off site visits. Where necessary, risk assessments will be carried out and reasonable arrangements will be made according to each child's needs. Parents may be involved in the planning and delivery of school trips or even to ensure their success.

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

All Hertfordshire schools comply with the Equality Act of 2010 and will make reasonable adjustments to the school site to make it accessible for all. Abel Smith is accessible to all children. In the main school building there is a disabled toilet and a lift to get from one level to another. The doors are accessible and there is access to the outside playgrounds.

The Early Years building that houses Nursery and Reception classes is a Grade II listed building. Every effort has been made and will continue to be made, to make the site fully accessible. However, there is currently limited wheelchair access.

If children have a hearing or visual impairment, equipment such as radio aids are provided by specialist services if needed.

### **How will the school prepare and support my child to transfer to a new school or the next stage of education and life?**

Change can be difficult for all children to manage, but it can be a particular challenge for those with a SEND.

Before joining the school, opportunities to visit Abel Smith and experience the class setting are arranged. In Nursery and Reception, your child will also receive a home visit before they start. The school will contact any previous education setting, such as pre-schools or another primary school.

We have excellent contacts with the local secondary schools. A thorough and supportive transition programme is in place to support the successful move from one school to another. Year 6 children visit their secondary school in the summer term and additional visits for SEND pupils can be arranged if necessary. All documentation is passed securely to the relevant people and transition activities are arranged where appropriate. If children move to another school during the primary years, assessment results and other information, including any SEND is sent to their new school.

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

The majority of children at Abel Smith, including those with special needs, have money allocated through the school budget.

#### ***Notional SEND Budget***

Abel Smith is given money to spend on SEND, calculated according to the number of pupils at the school; the number of children who qualify for free school meals and the attainment of pupils. The funding is used to support individuals, small groups and whole classes through the deployment of teaching assistants. The SENCO also has a small budget to spend on resources e.g. books and equipment.

#### ***High Needs Funding (HNF)***

A very small number of pupils will qualify for High Needs Funding. These children are identified as having the most complex needs across the county, not just within our school.

In conjunction with the parents, the SENCO will apply for this funding. It is a County Council Panel which determines whether the need is exceptional or not. If a child meets the threshold for HNF, then part of the cost will be met through the school's budget and any additional money will be allocated to the school from County Council Funds. Allocations are specific for the needs of the individual child and will be for a specific timeframe.

### **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?**

You can visit the Herts Direct website [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

#### **Any questions?**

Please talk to us! We believe that an open, honest conversation is the best way to resolve a problem or answer any question you may have.