



**ST.MARY'S CHURCH OF ENGLAND
PRIMARY SCHOOL, WELHAM GREEN**
'Flourish for the future'

SEND INFORMATION REPORT
2022-2023

Welcome to our SEND Information Report (School Offer).

St Mary's CE Primary School recognises that pupils with Special Educational Needs and Disabilities (SEND) must be supported to ensure that all pupils have the same opportunity to make the best possible progress.

At St Mary's we acknowledge that every child is unique, and the educational needs of every child are different. We aim to help all learners reach their full potential and are strongly committed to our responsibility towards the identification and assessment of SEND.

The four broad 'areas of need' outlined in the SEND code of practice 2014 are;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Needs

Provision for pupils with SEND is a matter for the school as a whole, and while there are defined roles it is the responsibility of all to ensure we are meeting the needs of our pupils.

In brief:

It is the teachers' responsibility to provide for the pupils under their care, and to be aware the needs of pupils may present differently in different learning situations.

The SENCo is responsible for co-ordinating all the support for children with SEND and developing the school's SEND policy to ensure all of the children get a consistent, high quality response to meeting their needs in school.

The Head Teacher is responsible for the day to day management of all aspects of the school, and this includes the support for children with SEND

On the following pages you will find the answers to frequently asked questions to what the school offers children with special educational needs and disabilities.

The School Offer complies with the SEND Code of Practice, 2014.

For your information we have provided some answers to the following questions: -

- 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?**
- 2. How will the school staff support my child?**
- 3. How will I know how my child is doing, and be involved in discussions about planning for my child's education?**
- 4. How will the learning and development provision be matched to my child's needs?**
- 5. What support will there be for my child's overall wellbeing?**
- 6. What training have the staff, supporting children with SEND, had or are having?**
- 7. What specialist services and expertise are available at or accessed by the school?**
- 8. How will you help me to support my child's learning?**
- 9. How will I be involved in discussions about planning for my child's education?**
- 10. How will my child be included in activities outside the classroom including school trips?**
- 11. How accessible is the school environment?**
- 12. Who can I contact for further information?**
- 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?**
- 14. How are the school's resources allocated and matched to children's special educational needs?**
- 15. How is the decision made about how much support my child will receive?**
- 16. How can I find information about the local authority's Local Offer of services and provision for children with special educational needs and disability?**

1. How does the school know if the children need extra help and what should I do if I think my child may have special educational needs?

The SEND Code of Practice, 2014 states that *“A child or young person has 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 has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.
- Teachers continuously assess children through regular pupil progress meetings each term. Each child is discussed by the class teacher and the SENCo, member of the Senior Leadership Team.
- If a child is demonstrating progress or attainment that is significantly below age related expectations (ARE) then further personalised assessment may be necessary.

If you have concerns about your child and think that they may have SEND then initially please arrange to meet the class teacher to discuss your concerns.

2. How will the school staff support my child?

In the first instance, the class teacher is responsible for ensuring that children with SEND are accessing all areas of the curriculum. In conjunction with the pupil progress meetings, a provision map is compiled to show the different interventions that are being implemented to support the needs of the children.

Every child receives first quality teaching, and learning is carefully planned to include differentiation for children with differing abilities. Small group work or support on a one to one basis may also be necessary.

If the class teacher and the SENCo feel that the needs of a child not being completely met then the involvement of other professionals may be suggested. For example, Speech and Language therapist or Educational Psychologist. Referrals are not made without parental consent and parents are fully involved at every stage of the process.

The class teacher will ensure that the school's SEND policy is followed in the classroom and for all children they teach with any SEND. The class teacher will ensure that all staff working with a child with SEND are helped to deliver the planned work/programme and work to achieve the best possible progress.

The SENCo is responsible for co-ordinating all the support for children with SEND, and developing the School's SEND policy to ensure all of the children get a consistent, high quality response to meeting their needs in school.

The SENCo will ensure that parents/carers of children with SEND are:

- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how they are doing

The SENCo will liaise with other professionals who may come in to school to help support the children's learning e.g. the Speech and Language Therapist, Educational Psychologist, Play Therapist etc.

The SENCo will update the School's SEND register (a system to ensure that all of the SEND needs of children in school are known) and ensure that current records of those children's progress and needs are kept.

The Head Teacher is responsible for the day to day management of all aspects of the school, and this includes the support for children with SEND. The Head Teacher makes sure that the School's Governing Body is kept informed about any progress/concerns in school relating to SEND.

The school has a Governor who is responsible for overseeing the SEND provision in the School, and they must make sure the Governing Body is kept informed about any progress/concerns in the school relating to SEND.

3. How will I know how my child is doing, and be involved in discussions about planning for my child's education?

Your child's class teacher is the first point of contact when you want to discuss any worries you may have about your child's progress. This could happen during Parent/Carer Evenings, or an appointment can be made to talk with them at another mutually convenient time.

The teacher will identify, plan and deliver any additional help your child may need and let the school SEND Co-ordinator (SENCo) know about any concerns as necessary.

In addition, the class teacher is responsible for:

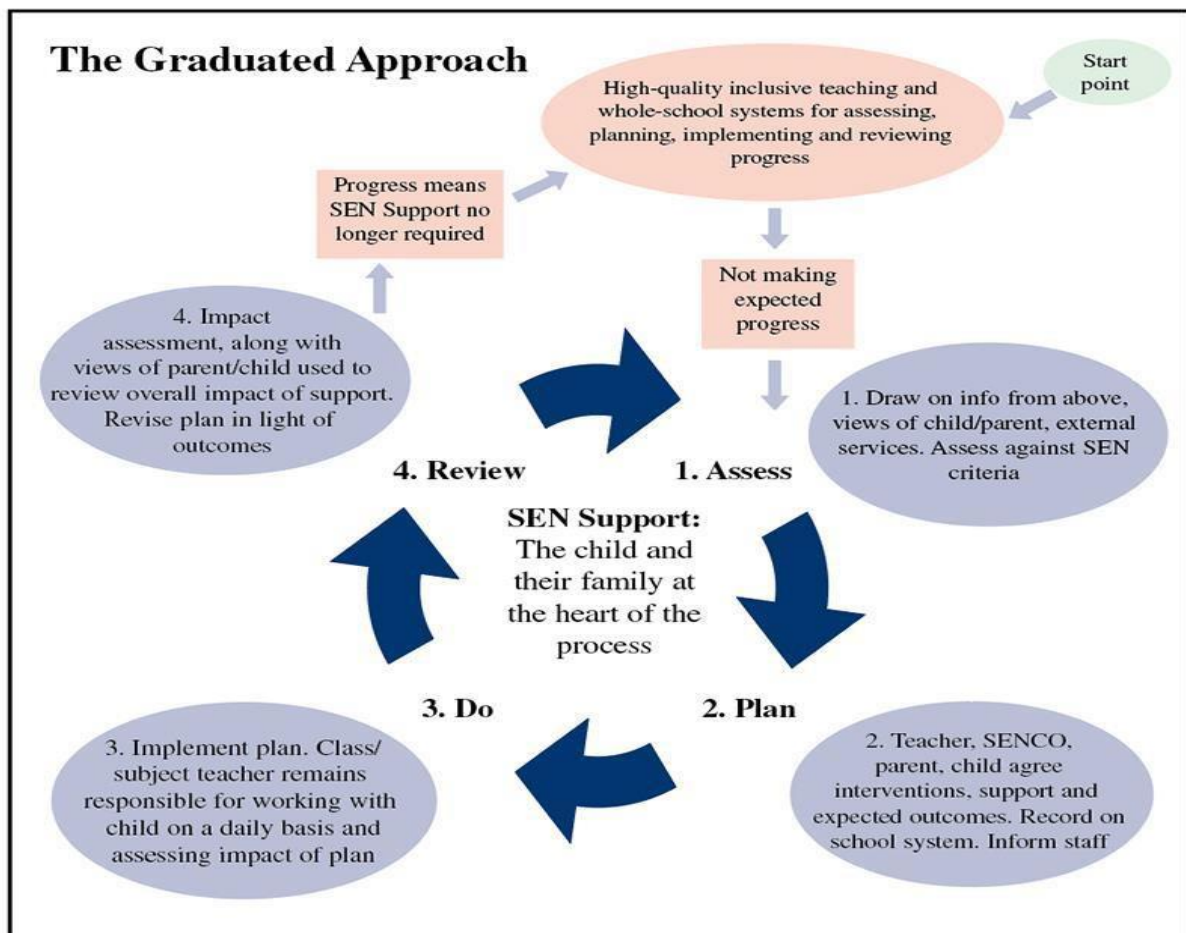
- Writing Individual Support Plans (ISPs) for the children with SEND in their class, reviewing and sharing these with parents/carers at least once each term before planning for the next term.
- Home/school communication books
- Contributing to Annual Reviews for children with an Education Health and Care Plan (EHCP)
- PEP meetings (for Children Looked After)
- Meetings with school staff and professionals

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

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner.

The class teacher regularly checks on the progress of each child in the class, and will identify, plan and deliver any additional help a child with SEND may need. This may include targeted work, additional support etc.

We follow a cycle of 'Assess, Plan, Do, Review' (APDR) model of intervention and support, and include the parent and child in this process.



All teaching within the school follows the 'Assess, Plan, Do, Review' cycle.

Quality First Teaching:

Each child's education will be planned by the class teacher, taking into account your child's preferred learning style. All lessons will be appropriately differentiated to suit the needs of each child. This may include additional general support by the teacher or teaching assistant in the class. All children will be given the opportunity to review, consolidate or develop their understanding within a lesson.

Additional Need:

If assessments show that a child's needs relate to more specific areas of learning then the child may be included in an intervention group (School Support). This may be led by the class teacher, intervention teacher or teaching assistant. The length of time the intervention runs will vary according to the need but will be monitored regularly. All interventions will be reviewed by the Class teacher and SENCo to assess the effectiveness of the provision and to inform future planning.

SEN Support:

If the review of interventions show that the child is not making targeted progress or the child has a higher level of needs, then the child is identified as having SEN Support. Further advice may be sought from external agencies, for example The Specific Learning Difficulties Team (SpLD) to support planning for the needs of the child. This process will require a meeting at least every term with the child's parents/carers, child and teacher to identify targets, plan how they would be achieved and review the impact they have had.

Complex needs:

If pupil's needs are more complex, a formal assessment for an Education, Health and Care Plan (EHCP) can be requested and undertaken if deemed to meet Local Authority criteria. A child may move between levels of support depending on their individual level of need.

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

At St Mary's Primary School all children are valued as individuals. The children's health and emotional wellbeing is of paramount importance and the school has clear policies on medical needs, behaviour and anti-bullying. We follow a structured PSHE programme (Jigsaw) that incorporates mindfulness and the STEPS therapeutic programme for behaviour management.

- Pupil voice and pupil conferencing is undertaken on a regular basis. Staff listen to children and, where appropriate, a key adult will support the child.
- Additional support is given to children who find aspects of the school environment challenging.
- Careful consideration is given to children's physical and mental health and wellbeing.
- Referrals to appropriate external agencies are undertaken as necessary, For example, Families First, Family Support Worker, CAMHS.
- Consistent approach to individual needs by all staff using the STEPS strategies, including de-escalation scripts.
- We ensure that children feel safe by having strong clear routines, consistent expectations and consistent adults in every class.

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

- The SENCo who is undertaking the National Award for SEN Coordination regularly attends training to ensure her knowledge of SEND remains up to date.
- The SENCo's job is to support the class teacher in planning for children with SEND.
- The school encourages the Continuing Professional Development (CPD) of all staff to improve the teaching and learning of children, including those with SEND. This includes whole staff training on SEND issues such as ASD, mental health and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example, trauma informed approach to teaching, Makaton sign language and knowledge of conditions such as autism.

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

- Educational Psychologist
- Specific Learning Difficulties Team
- Speech and Language Service
- Advisory Teacher Service for Autism, Speech and Language, Hearing impaired and Visual impaired
- Child and Adolescent Mental Health Service (CAMHS, Step 2)
- School Family Worker
- School Nursing service
- Outreach support from specialist schools
- Counselling Services (including play therapy and art therapy)
- Low Incidence Team supports children with Hearing Impairment, Visual Impairment and Physical and Neurological Impairment.

Children will only be referred to these services if strategies in school are not working and specific criteria are met.

If more than two specialist services are involved, the school may co-ordinate multi agency approach. This will involve getting together with the SENCo to complete the Families First, Early Help Module.

School staff will liaise with members of the health profession. The parent's/carer's first point of contact is their GP who may refer their child on to the appropriate specialist team.

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

The class teacher is regularly available to discuss your child's progress, any concerns you may have, and to share information about what is working well. They will also share strategies that can be used both at home and school.

The SENCo is also available to meet with you and discuss your child's needs, any concerns you may have, or if you would like more specific SEND advice. The SENCo is available on Tuesdays, Wednesdays, and Thursdays, please contact the school office to arrange a time to meet.

Information from outside agencies (such as a report) will be sent to you directly from the agency. Otherwise, verbal advice is given to the school which will be shared verbally with you.

If your child has been referred to a Speech and Language Therapist (SaLT) you will be invited to attend meetings with them at the school. This is an opportunity to discuss progress and agree new strategies and/or set new targets.

Training sessions for parents are available in Hertfordshire and through services provided by Welwyn Garden City and Hatfield Schools Partnership. Dates for training will be shared by the school office through Arbour.

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

Each term parent/carer consultations are held where you can meet with the class teacher. You will be notified when these consultations are due to take place, and your child's class teacher will contact you to arrange a meeting.

In addition, if your child is on the SEND register you will have the opportunity each term to review your child's ISP. Your child will also be encouraged to contribute to their plan and share their successes along with areas they find difficult.

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

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- For any school trip, a risk assessment will be completed by the class teacher and children's individual needs will be considered. This is to ensure the safety of all children and that the educational experience is successful.
- All extra-curricular activities are made accessible to pupils with SEND. Reasonable adjustments will be made dependent on a child's needs. This may involve a discussion with parents/carers.

11. How accessible is the school environment?

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act, 2010.

With regard to equipment and support aids, children may be offered these to seamlessly remove barriers to learning. For example, the use of spectacles, hearing aids, pencil grips, preferential seating, writing support aids, sitting and posture support aids, fidgeting. The School subscribes to InPrint which helps staff to produce visual supports for children, such as a visual timetable, task planners and social stories.

Where English language is a barrier, it is important that the school does all it can to help parents understand.

12. Who can I contact for further information?

- If your child had a particular need or disability and you would like to know more about what we can offer at St Mary's Primary School ask to speak to our Head Teacher or SENCo. The SEND Governor can be contacted through the school office.
- The Hertfordshire Statutory SEND Duty Line can be contacted on:
01442 453300
- Whilst we would hope that any problems may be overcome in consultation with school staff and governors, please refer to our complaints policy for procedures to follow if you feel you need to take further advice.

13. Will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

If your child is joining us from another school: St Mary's will expect to receive information about your child from the school and will discuss the specific needs of your child with the SENCo from the former school as necessary.

Arrangements will be made for your child to visit St Mary's before starting where they can have a tour of the school, usually with the Head Teacher. This will help ensure your child experiences a smooth transition from one school to another.

If your child is moving to another school: We will contact the new school to ensure they know about any special arrangements or support that needs to be made for your child. We will also make sure that all records about your child are passed on to their new school. Where necessary the SENCo will liaise with the SENCo at the new school.

When your child is moving classes in school information: We understand that transitions can be particularly difficult for some children with SEND and take steps to ensure transitions are as smooth as possible. When your child is moving class, relevant information will be passed on to the new class teacher in advance, and a planning meeting will take place with the new teacher. All Individual Support Plans (ISPs) will be shared with the new teacher, and if it would benefit your child a transition book will be prepared to help them understand and prepare for moving on.

In Year 6: Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead, including discussion of what stays the same and what changes. Where a child has an EHCP the new school must be named in the autumn term of year 6, this is to allow plenty of time for the Local Authority SEN Team to make arrangements.

In the 2nd half of the Summer term, your child's new secondary school teacher will come to St Mary's to meet your child, along with the year 6 teacher (and SENCo if required) to discuss specific needs of your child.

In addition, children will also attend their new secondary school on Primary Transition Day, where they will have the opportunity to find out about a typical school day and meet their peers.

14. How are the school's resources allocated and matched to children's SEN?

Class teachers are responsible for meeting the needs of all pupils in their class by differentiating the learning. Where pupils are working below age related expectations, class teachers adapt teaching to ensure that gaps in pupils' knowledge are covered.

Schools get money for each pupil, based on pupil numbers. This is called the Age Weighted Pupil Unit (AWPU). Some of this money is for general SEN provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCo). The school budget includes money for supporting children with SEND i.e. the Notional SEN Budget.

The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school. Where the needs of a child are considered exceptional the school will apply for additional funding.

The school applies for Local High Needs Funding (LHNF) for children who have a complex level of need who do not have an EHCP. If the application is successful, the allocated money is used to support the identified child.

Top Up High Needs Funding (HNF) is additional funding to support the needs of children with significant needs in mainstream schools and settings. If children's needs are identified by an EHCP this will be used to help identify what funding is needed. The descriptors of need (formerly called banding) are used as part of the EHCP process and outline the amount of funding allocated, this money is then used to support the identified child.

All additional provision for pupils with SEND is overseen by the SENCo. The school governors and the Head Teacher along with the SENCo, discuss all the information they have about SEND in the school, including:

- the children receiving extra support already.

- the children needing extra support.
- the children who have been identified as not making as much progress as would be expected.

They use this information to decide what resources, training and support is needed. All resources, training and support are reviewed regularly and changes made as required.

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

When pupil's needs are initially identified a discussion takes place between teachers, parents and, where appropriate, pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support that the pupil needs to meet these outcomes will be agreed.

School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise.

We think it is really important that parents and pupils are fully involved in decisions about support and provision. Decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision-making process.

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 Local Offer intends to give greater transparency for families as to the range of services and provision available within Hertfordshire.

The Hertfordshire Local Offer can be found at: [The Hertfordshire Local Offer](#)

The offer is accurate now, but services are regularly reviewed (at least annually) and could change.

All information will be updated as soon as possible to reflect any new service offer.