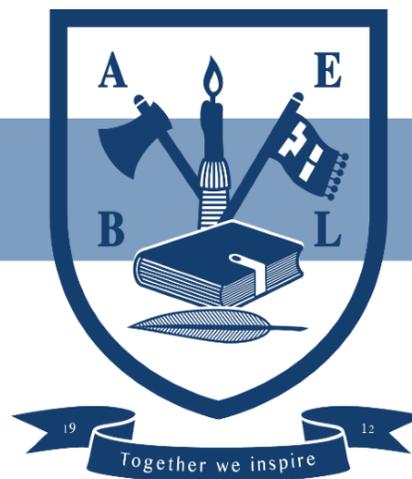


SEND Information Report

2017/18 UNDER REVIEW

Knebworth

Primary & Nursery School



Aspiration, Effort, Belief, Love of Learning

Introduction

*Welcome to the Knebworth School SEND information report. At Knebworth Primary and Nursery School we embrace the fact that every child is different and as such, so are their educational needs. Knebworth Primary and Nursery School is an inclusive school and is committed to ensuring all children have access to first quality teaching and learning in the classroom. Some children may be identified as having additional needs and as a school we have a range of provisions which may be offered where appropriate. This provision is over and above the **Quality First Teaching** which is the entitlement for all children. This report will be regularly reviewed by a range of people including the Head teacher, Inclusion Manager, Teachers, Inclusion Assistants ("INCA"s), Governors and parents. We hope that the following pages will provide you with answers to frequently asked questions regarding the provision we offer for children with special educational needs or disability ("**SEND**"). If any of your questions have not been answered please speak to us.*

Your child's class teacher is your first contact but if you have further questions then make an appointment through the office to speak to,

The Head Teacher Lisa Massey

The Deputy head / Inclusion coordinator (INCO) Natasha Laskey

SEND Governor Sonia Morrison

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Glossary of terms

SEND- Special educational needs and disability

INCA- Inclusion assistant

APDR- Assess, Plan, Do, Review

Pupil Passport- An information sheet detailing the individual social/emotional needs for the child

Pupil learning profile- An individual education plan highlighting the education needs for the child.

Pastoral support worker- supports the social/emotional welfare of all students in the school.

P.S.H.E- Personal, social, health, education.

E.P- Educational Psychologist

How does Knebworth School know if my child needs extra support?

Knebworth School has consistent and robust measures in place to monitor the attainment and progress of all children across the Key Stages. Daily, weekly and termly monitoring and assessment procedures are conducted by all teachers and the Inclusion team have weekly Inclusion surgeries which serve to identify any pupils who are underachieving, making less than good progress or may just need a bit of extra help. Teachers will then respond to any highlighted children by first adapting and exploring new strategies for removing barriers through quality first teaching. If children continue to be highlighted during PPM it may indicate possible SEND. Some of the indicators for children with SEND are

- poor speech and language*
- difficulties accessing learning in specific or a range of lessons*
- lower than average overall attainment and or slow progress*
- social and emotional difficulties e.g. withdrawal, poor concentration, friendship issues, aggression*
- physical disabilities which present barriers to learning*
- lack of interest in school life, this also show as repeated absences or lateness*

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

The attainment and progress of all pupils are monitored frequently and consistently. However, if you feel that your child may have a special educational need it is important that you contact the class teacher first and arrange a meeting to discuss your concerns. The class teacher may talk to the child for further understanding of the issues. In the first instance, the teacher may choose to adapt his/her teaching and resources to ensure more accessibility and target the area of concern with additional group or individual support. If you/your child or the teacher still has concerns or limited progress has been made as a result of the adaptations or interventions the Inclusion manager will arrange a time to meet and discuss further options. Depending on the issue, these may include:

- *a short term plan (pupil profile) with clear targets and outcomes to be reviewed at least termly (assess, plan, do, review cycle)*
- *short term 1:1 or small group targeted support with a teacher or Inclusion Assistant (INCA)*
- *timetabled sessions with the pastoral support INCA*
- *advice sought from one or more external agencies such as: Speech and Language Therapist, SPLD base, Educational Psychologist, Educational Support Service, School Nurse, Advisory teachers for Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder*

How will I know how my child is doing?

- *All children identified as having SEND will be closely monitored by the inclusion team. The school encourages close communication and cooperation with parent's throughout their learning journey. On top of the scheduled parents evenings in the autumn and spring terms there are a number of ways to communicate with the school to discuss your child's progress:*
- *at any time you can contact the school office to arrange a meeting with the class teacher and Inclusion team*
- *for children who have been identified as having SEND, there will be at least termly meetings with the child, class teacher and inclusion team to discuss target and review outcomes using the APDR cycle*
- *a meeting will be set up during transition times, moving class or Key Stage to ensure all appropriate information about the child is passed up.*
- *end of year report detailing your child's progress and achievements in subjects will include an added sheet which details the individual progress of the child using the particular intervention criteria.*
- *when outside agencies are involved, parents will be invited to join in meetings where appropriate to discuss their child*
- *the inclusion coordinator (INCO) is available on the playground from 8.50-9.10 daily to answer any quick queries or to make appointments for further discussions*

How will the learning and developmental provision be matched to my child's needs?

A detailed assessment of your child's needs will ensure that barriers to learning have been identified and effective provision put in place. The school may help your child in a variety of ways and will tailor the support according to the child's specific needs. The amount and type of support will be matched according to their level of need on a graduated scale.

<u>Quality first teaching</u>	<u>Additional needs</u>	<u>Higher needs</u>	<u>Complex needs.</u>
<p><i>All Children will have access to first quality teaching. Additional classroom support may be provided in the form of:</i></p>	<p><i>Some Children may require further additional support for a period of time. This may take the form of:</i></p>	<p><i>A few children may be identified as having SEND (specific Educational needs and disability) and may need extra support through:</i></p>	<p><i>A small minority of children may need further support to meet their more complex needs:</i></p>
<ul style="list-style-type: none"> • <i>greater differentiation in lessons</i> • <i>adaptation of resources e.g. a child with dyslexia may need work printed on coloured paper</i> • <i>Adjustments to classroom management and teaching styles</i> 	<ul style="list-style-type: none"> • <i>additional intervention groups to work alongside class teacher or additional to classroom teaching</i> • <i>Pastoral Support including 1:1 sessions, lunch clubs and listening skills groups</i> 	<ul style="list-style-type: none"> • <i>1:1 support interventions to address those difficulties</i> • <i>Pupil Passport/Learning Profile outlines needs and sets short term and long term targets.</i> • <i>referral to an outside agency</i> 	<ul style="list-style-type: none"> • <i>application for (ENF) Exceptional Needs Funding where a child's needs are exceptional in comparison to peers.</i> • <i>application for Education Health Care Plan</i>

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

At Knebworth school all children regardless of needs receive a P.S.H.E curriculum which addresses social and emotional issues at an age appropriate level. In addition, our school uses The Protective Behaviours Programme throughout the school to ensure children are equipped with the skills to keep themselves safe in and out of school. On top of this some children may:

- *be a part of The Bright Stars Journey for self-esteem, confidence and emotional wellbeing usually provided for year 4 children*
- *take part in Pupil Voice to share their ideas and concerns*
- *have access to a planned programme of individualised pastoral support from the pastoral support INCA*
- *be part of the year 6, planned transition programme, either delivered by the Education Support Service or school staff*
- *be part of a lunch time social skills club or additional pastoral support group*

What specialist services and expertise are available at or may be accessed by the school?

- *a full time Pastoral Care support worker in school*
- *a visiting Speech and Language Therapist*
- *an advisory teacher from SPLD (specific learning difficulties) and Educational Psychologist*
- *an Educational Support Service outreach teacher*
- *appointments maybe available with School nurse*
- *visiting advisory teachers for Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder*

What training have the staff, supporting children and young people with SEND, had or are having?

All staff at Knebworth Primary School have a good understanding of SEND issues and changes in line with the SEND Code of Practice.

Specific staff have received training in:

- ***social and emotional difficulties***
- ***speech and language support***
- ***dyslexia and dyscalculia***
- ***gross and fine motor skills difficulties***
- ***dyspraxia***
- ***epilepsy***
- ***support for Autism, Downs Syndrome and Cerebral Palsy***
- ***hearing Impairment, visual Impairment***
- ***dealing with challenging behaviour***

All staff are trained fully in First Aid and safeguarding. In addition the school has

- ***2 trained paediatric first aiders, 1 main first aider in workforce and paediatrics.***
- ***1 designated senior person and 3 deputies for safeguarding concerns.***

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

At Knebworth school we believe that parents have a crucial role to play in their child's education and as such we have in place lots of opportunities where parents can come into school and receive support to help their child's learning.

All parents will be kept fully informed of their child's progress and ways to support at home through,

- ***scheduled parents evenings in the autumn and spring terms***
- ***an annual written report detailing your child's attainment, progress and targets***
- ***weekly homework set by class teacher which involves regular reading and at least 1 piece of literacy, maths or topic work where instructions will be made clear on how they can support their child with their homework***
- ***year group information sheets will be sent to parents termly detailing the upcoming topics***
- ***each key stage will have a maths/English evening to inform parents of strategies and concepts taught at school and suggest ways of helping at home***
- ***family learning mornings in year groups to share learning with parents yearly***
- ***coffee mornings and surgeries with outside agencies to support parents and answer questions will be arranged where appropriate***
- ***the school website is a good source of information on school life and upcoming events***

Parents of children identified with SEND may need a bit more further support if their child's learning needs are more complex. Support is in place through,

- ***Additional time slots at parents evening with a member of the Inclusion team.***
- ***Additional meetings to discuss outcomes and targets through the APDR cycle.***
- ***Various SEND workshops***
- ***Meetings with outside agencies, if involved to discuss strategies which could support the child's learning at home.***

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

All parents are actively encouraged to be involved in discussions about planning for their child's education. Scheduled parents evenings, parent forums, parent surveys and Family learning mornings are all in place to ensure that parents are a part of this process. Parents of children with SEND will also have:

- Additional time slots at parents evening with a member of the Inclusion team.*
- Additional meetings to discuss outcomes and targets through the APDR cycle.*
- Various SEND workshops*
- SEND parent survey to collate parent's views.*

In addition all parents can make an appointment with the class teacher or a member of the inclusion team to discuss their child's education at any time. If it is just a quick concern there will always be a member of the Inclusion team before school, working parents are able to telephone the school and arrange for a teacher to call them back, via the school office.

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

In every year group at least one external school trip or in-school visitors enrich the curriculum. In order to keep children safe the following procedures are followed:

- children with SEND are included on school trips and adjustments are made to ensure inclusion*
- school trips undergo a thorough risk assessment in order to be permitted by the Health and Safety manager*
- parents are consulted and will need to give consent if the school trip is away from school premises*
- additional staff may be needed to ensure all children are included*
- outside agencies who run trips will be made fully aware of any issues and provide their own risk assessment for the activity*

How accessible is the school environment?

In line with the Equality Act the school has made reasonable adjustments to its site to ensure all children with SEND can access the building:

- the main doors into the building are wide to accommodate wheelchair users*
- where there are steps in the main building, a ramp has been positioned from the side entrance to ensure wheelchair access*
- the school has a large medical room which is fully accessible for wheelchair users and has disabled changing and toilet facility*
- the majority of school grounds are flat and wheelchair friendly*
- classrooms are reviewed regularly to ensure that they are as inclusive as possible and that resources and equipment are accessible and adapted where appropriate*

Who can I contact for further information?

In the first instance, you may want to contact the class teacher with any initial queries.

In addition:

- the school has an inclusion manager and deputy INCO who can be contacted by telephone or email*
- the inclusion manager is out on the playground every morning from 8.50 to 9.10 to answer any quick queries or to make appointments for further discussions. Should the Inclusion manager be unavailable then the deputy INCO should be contacted.*
- the head teacher is available to talk to, after school he is usually on the playground or you may wish to organise an appointment via the school office*

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?

All children will be supported through the following procedures:

- *there is a detailed transition programme for children in year 6, to prepare them for their next school*
- *when children move year groups there is a 'meet the teacher' morning, children get the opportunity to work in their next classroom and get to know their new teacher*
- *assemblies are planned throughout the year to deal with times of change*
- *each year group has a P.S.H.E curriculum which explores changes and ways of coping with transitional periods in life*

Children deal with change and transitional periods differently and the level and types of support depends on the child's age, needs and development. For those children who need a little extra support or have SEND:

- *the child, parent, present teacher, the new teacher, a member of the Inclusion Team will arrange a meeting before the transition takes place to ensure a smooth, consistent approach. .*
- *the Pastoral support worker may do some 1:1 work to prepare the child more fully for these changes.*
- *additional support can be offered where appropriate for some children e.g. transition booklet, Education Support Service Transition Programme*
- *ESC run a transition programme for those children who many need a bit more support with the transition.*

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

The school is allocated an SEND budget which is used to support the learning of children with SEND. This may be used in the following way depending on priorities:

- to employ inclusion assistants (INCA)*
- to purchase specialised equipment or resources*
- to provide training for staff*

If your child requires provision which financially cannot be met within the schools SEND budget, Exceptional Needs Funding can be applied for. This additional funding is applied for through the local authority, following a recognised process against clear criteria to determine if a child's need is exceptional in comparison to all children across Hertfordshire.

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

Early identification and targeted effective support is essential, this will minimise the amount of additional support a child needs. If your child has been identified as needing further intervention and support, this will be discussed with the Inclusion team, parents and the child. There will be a clear, planned programme of targeted support put into place and the child's progress will be closely monitored against the target set. The amount and type of support offered to your child will be dependent on the following factors:

- the child's age and stage of development*
- the specific barrier to learning or area of concern*
- the views of the child, parent, class teacher and inclusion team*
- the rate of progress and attainment*

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?

More information about Hertfordshire's provision for SEND can be found at [Hertfordshire Direct Local Offer](#)