

# SEND Information Report

2018-19

Knebworth

Primary & Nursery School



19 Together we inspire 12

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 provision which may be offered where appropriate. This provision is over and above the **Quality First Teaching (excellent teaching)** which is the entitlement for all children. This report will be regularly reviewed by a range of people including the Headteacher, Inclusion Manager, INCA lead, Pastoral lead, Teachers, Inclusion Assistants (INCAs), 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 regarding the SEND provision in the school, then make an appointment through the office to speak to.*

***Class teacher***

***Inclusion Manager/ Assistant Headteacher***

***Headteacher***

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## **Glossary of terms**

*PPM - Pupil progress meetings*

*SEND- Special educational needs and disability*

*INCA- Inclusion assistant*

*Inclusion Team – members of staff who work to support all children to be included in classroom learning*

*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 lead- 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. Daily, weekly and termly monitoring and assessment procedures are conducted by all teachers and the Inclusion Team holds weekly inclusion surgeries which serve to identify any pupils who are making less than expected progress or may just need a bit of extra support. Teachers will then respond to any identified children by first adapting and exploring new strategies for removing barriers through quality first teaching. If children continue to be identified during pupil progress meetings (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*
- significantly below age-related expectations and or making less than expected progress from their starting point*
- 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 can also be shown 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 have 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.*

## ***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 co-operation with parents throughout their child's 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:*

- For children who have been identified as having SEND, there will be termly meetings with the child, class teacher and on occasion a member of the Inclusion Team to discuss individual targets and review outcomes*
- a written report will be provided to parents 3 times a year which details their child's current progress and attainment*
- when outside agencies are involved, parents will be invited to join in meetings where appropriate to discuss their child*

## ***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 will help your child in a variety of ways and will endeavour to tailor the support according to the child's specific needs. Examples of the amount and type of support is shown on the graduated scale below.*

<u><b><i>Quality first teaching</i></b></u>	<u><b><i>Additional needs</i></b></u>	<u><b><i>Higher needs</i></b></u>	<u><b><i>Complex needs</i></b></u>
<b><i>All children will have access to first quality teaching. Additional classroom support may be provided in the form of:</i></b>	<b><i>Some children may require further additional support for a period of time. This may take the form of:</i></b>	<b><i>A few children may be identified as having SEND (specific educational needs and disability) and may need extra support through:</i></b>	<b><i>A small minority of children may need further support to meet their more complex needs:</i></b>

<ul style="list-style-type: none"> <li>• <i>greater differentiation in lessons</i></li> <li>• <i>adaptation of resources e.g. a child with dyslexia may need work printed on coloured paper</i></li> <li>• <i>reasonable adjustments to classroom management and teaching styles</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>additional intervention groups to work alongside class teacher or additional to classroom teaching</i></li> <li>• <i>pastoral support including 1:1 sessions, lunch clubs and listening skills groups</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>1:1 support interventions to address those difficulties</i></li> <li>• <i>Pupil Passport/Learning Profile put in place to outline needs and set short term and long term targets.</i></li> <li>• <i>referral to an outside agency</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>application for (ENF) Exceptional Needs Funding where a child's needs are exceptional in comparison to peers.</i></li> <li>• <i>application for Education Health Care Plan where a child's needs are exceptional in comparison to peers</i></li> </ul>
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### **What support will there be for my child's overall wellbeing?**

*At Knebworth School all children regardless of need receive a personal, social, health education curriculum (P.S.H.E) which addresses social and emotional issues at an appropriate level. The Inclusion Team is always thinking of new ideas to support and maintain all children's wellbeing. The Protective Behaviours Programme and parts of Hertfordshire Steps are used throughout the school to ensure children are equipped with the skills to understand their emotional behaviours, make safe choices and develop resilience. The Bright Stars Journey for self-esteem, confidence and emotional wellbeing is provided for targeted children and groups. We are continuing to develop and embed mindfulness practise throughout the school.*

*In addition some children may*

- *take part in Pupil Voice to share their ideas and concerns*
- *have access to a planned programme of individualised pastoral support from the Pastoral lead e.g. My Time*

- *be part of the Year 6 planned transition programme either delivered by the Education Support centre or school staff*
- *be part of a lunch time social skills club or additional pastoral support group e.g. twine and shine (sewing group)*

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

- *a full time Pastoral lead in school*
- *a Mental Health Lead*
- *Autism Lead Teacher*
- *access to GLAS ( social, emotional, wellbeing support)*
- *INCA Lead (highly skilled inclusion assistant in a variety of different targeted interventions)*
- *a visiting Speech and Language Therapist*
- *an advisory teacher from SPLD (specific learning difficulties)*
- *access to an Educational Psychologist*
- *an Educational Support Centre outreach teacher*
- *access to the School Nurse*
- *SEND outreach from a specialist school.*
- *visiting advisory teachers for Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder*

- *access to early years SEND specialists*

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

*All staff at Knebworth Primary School have a good understanding of SEND issues and the SEND Code of Practice.*

*Specific staff have received training in:*

- *social and emotional difficulties (art therapy/play therapy)*
- *speech and language support (Welkom toolkit, Elkan )*
- *dyslexia and dyscalculia*
- *gross and fine motor skills difficulties*
- *dyspraxia*
- *epilepsy*
- *support for Autism*
- *downs Syndrome*
- *hearing Impairment and visual Impairment*
- *dealing with challenging behaviour*
- *basic Makaton*

- *ICT packages to support children with SEND e.g. communicate in print.*

*All staff are trained fully in First Aid and most staff have had epilepsy and epipen training. In addition all school staff are up to date with safeguarding training. The school has*

- *6 trained paediatric first aiders and 1 main first aider in workforce and paediatrics.*
- *2 Designated Senior Lead and 4 Deputies.*

### ***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 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*
- *a written report 3 times a year 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 your child with their homework – this is age appropriate*
- *year group information sheets will be sent to parents termly detailing the upcoming topics*
- *each year group will have an information meeting in the summer term to prepare your child for their next academic year*
- *open evenings twice a year in which parents are welcome to look around the school and share their child's work with them*
- *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*
- *class dojo which is a communication tool between teacher and parent*

*Parents of children identified with SEND may require further support if their child's learning needs are more complex. Support is in place through additional meetings to discuss outcomes and individual targets.*

### ***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 reasonable adjustments are made to ensure inclusion*
- school trips undergo a thorough risk assessment which is approved 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 utilised 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*
- there are steps in the main building connecting two areas. There is a ramp to allow access from an outside side entrance to allow wheelchair access*
- the school has a large medical room which is fully accessible for wheelchair users and has a 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*

## ***How will Knebworth 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 are 'meet the teacher' sessions in the summer term. 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 type 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 and a member of the Inclusion Team will arrange a meeting before the transition takes place to ensure a smooth and consistent approach*
- the Pastoral lead/a member of the inclusion Team 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 centre run a transition programme for those children who may 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 a 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 provide inclusion assistants (INCA) to support children in class*
- *to provide INCAs with specialist training to support individual children on the SEND register*
- *to purchase specialised equipment or resources*
- *to provide training for staff. If your child's needs are exceptional and require provision which financially cannot be met within the schools SEND budget then 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?***

*If your child has SEND and has been identified as needing further intervention and support, this will be discussed with the Inclusion Team. Parents and children will be involved in setting up a clear Access Plan Do Review (APDR) programme and the child's progress will be closely monitored against the targets 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](#) link  
If you would like more information on this, please book an appointment with a member of the Inclusion Team.*