

St. John's Catholic Primary School



Special Educational Needs (SEN) Information Report

It is based on key questions asked by parents of children with SEN in Hertfordshire and complies with the SEN Code of Practice 2014. This report is entirely underpinned by the Gospel Values.

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?

The Class Teacher continuously assesses the children throughout the year. When progress and attainment are significantly below age related expectations further assessment may be necessary. If you have concerns regarding your child (for example: learning, communication or behaviour) you may arrange to meet the Class Teacher to discuss these, or the teacher may contact you. This may be via a telephone call, appointment or at a parent consultation meeting. Sometimes it might be necessary for the school's Special Educational Needs Co-ordinator (SENCo) Mrs England, to be involved. The school also listens to the views of the child. This may include the Class Teacher talking to them or inviting them to share their thoughts and feelings at a meeting with school and parents.

2. How will school staff support my child?

The Class Teacher is responsible for all the children in their class including those with SEN. Learning is carefully planned and differentiated to enable all children to access the lessons fully. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. Every class has a Provision Map to highlight extra interventions to support needs. The extra support will be shared with parents at parent consultation meeting or separate meetings if appropriate. In some situations, the SENCo may suggest the involvement of an outside professional. Parents will be fully involved at every stage of the process. The Governing body, and in particular the SEN Governor, works closely with Headteacher and SENCo to monitor overall SEN provision.

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

The school believes that it is important to share information with parents and to keep you up to date with, and involved in, your child's progress. We do this through:

- Parents consultation meeting (Autumn and Summer term)
- Additional meetings planned for children who need extra support, when their targets will be agreed and discussed (Four Part Cycle Meetings).
- Annual school report about each child detailing progress (end of the Summer term)
- Notes in reading diary, homework diary or home/school diary
- Telephone calls
- Annual Reviews for those with an Education Health Care Plan (EHC Plan)
- Appointments – parents can request additional meetings with Class Teachers, SENCo or Headteacher.

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

First quality teaching from the Class Teacher is the priority which includes a range of strategies to support individual needs. Each lesson is carefully planned and differentiated to meet the individual needs of all children. Small group work or one to one support from TAs will be available where appropriate. Children with SEN will follow a Four-Part Cycle (Assess, Plan, Do, Review). Meetings between school, parents and the child are held to ensure provision is meeting children's needs.

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

The school promotes positive relationships between parents, children, all staff and the wider community. The school has very close links with Fr. Denis (The Catholic Church of The Holy Trinity & St. Augustine of Canterbury) who joins us for school masses and other occasions. All children including those with SEN are encouraged to participate in clubs including choir and sporting activities. The school listens to children's views through the school council and Pupil Voice Questionnaires. Assemblies and class circle time/bubble time address issues such as friendships and bullying. A member of school staff is a trained counsellor and is available to offer support for identified children. The school has close links with the North Hertfordshire Education Support Centre to support children who have complex behaviour problems. The school has links with a number of outside professionals such as our Family Support Worker. The school will write a Personal Care Plan in association with parents and medical professionals to support children with specific medical needs. Please refer to the St. John's Policy on 'Supporting pupils at school with medical conditions'

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

Expertise is shared within the school through sharing knowledge and best practice at Staff Meetings and at other staff Insets. Sometimes the SENCo will refer children to outside professionals for advice or assessment following discussions with the parents and the Class Teacher. This includes Speech and Language Therapy, Educational Psychology and the local Specific Learning Difficulty (SpLD) base. In order to make referrals to these services children must meet particular criteria. Parents are also able to access other services through their General Practitioner, for example The Communication Disorder Clinic (CDC).

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

All staff receive in-school and external training in a range of SEN needs. This includes Speech and Language, Behaviour and Emotional based training. Some staff have more specialised training in order to support the needs of individual children with specific needs. This includes the Tracks Programme, Lift Off (reading and writing interventions) and DAN (a maths intervention). The SENCo works closely with the local SEN Cluster and attends regular SEN updates.

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

The school is always keen to help parents support their child's learning. This begins in Early Years when parents are invited to attend workshops. This includes Phonics for Reading and Phonics for Writing. Class Teachers send Termly Newsletters home detailing the learning for the term. We also hold two parent consultation meetings throughout the year when parents find out more about their child's learning. Parents of children who need SEN provision are also invited to additional meetings to assess and review the progress of their child. The school aims to work closely with parents to develop and enhance SEN strategies.

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

Parents with children with SEN will regularly meet with school to contribute to future planning for their child. The school always listen to the views of the child. Children with SEN are actively encouraged to have a voice through representing their class on the School Council and through regular Pupil Interviews.

A few of our children and families with multiple needs will be supported by Families First. This organisation enables all services and professionals to work together efficiently and to share information. Parents are central to these meetings. A small percentage of children with more complex SEN will have an Education, Health and Care Plan (EHC plan). This is a statutory document administered by the Local Education Authority (LEA) Special Educational Needs (SEN) officers. They ensure that the child receives the provision they need and that the parents' and child's wishes are taken into account.

The Governing Body includes parent representatives. A role of the Governing Body is to agree and monitor the SEN policy. In particular the SEN Governor works closely with the SENCo to have a strategic view of SEN in school.

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

School trips will always be discussed with individual parents when necessary. Risk Assessments are always carried out. Whenever possible, reasonable adjustments are made to include all children during activities outside the classroom and school trips.

11. How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children, staff and visitors to the school. Please refer to the St. John's Accessibility Plan on our website. Specific requirements will always be discussed with parents as they arise.

12. Who can I contact for further information?

In the first instance, always contact your child's Class Teacher. The SENCo (Mrs England) and Headteacher (Ms Hanou) are available to discuss concerns with parents. The school has a SEN Governor (Mrs Lodge). The LEA employs SEN Officers who administer EHC Plans.

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 and life?

Our school and in particular the Early Years team, work closely with all Early Year settings at the time of transition. We have meetings with all parents and we also visit the children in their home setting before they enter the school system. Extra visits can be arranged for children with SEN. In the same way our Year 6 staff work closely with secondary schools to ensure a smooth transition and transfer of relevant information. We are able to arrange additional visits for children with SEN.

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

The budget for SEN is decided by the Headteacher and Governing body. Within the budgetary constraints, support is allocated according to the level of need. In exceptional circumstances the school can apply for additional funding for individual children – Exceptional Needs Funding (ENF Funding). Families supported by Families First may be able to apply for funding from personalised commissioning.

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

The Class Teacher, parents, SENCo, Headteacher and any other staff involved in supporting the individual child will have discussions to decide what support is appropriate. There are regular review meetings with outside professionals that may include the child where appropriate. There is careful monitoring of support to ensure development of the child as an independent learner.

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?

Information on the Hertfordshire County Council Local Offer can be found at:

www.hertsdirect.org/services/healthsoc/childfam/specialneeds/

The website offers families lots of information on areas such as: support, events, conditions and disabilities, education and finance.

Information can be found here for The [Hertfordshire Autism Quality Offer](#)- *Hertfordshire's statement on high quality provision and outcomes for children and young people with special educational needs and disabilities. The Autism Quality Offer describes the special educational provision that settings are encouraged to have available for children and young people who have autism or social communication needs and includes links to resources and training available to settings across Hertfordshire.*

Reviewed: September, 2018