

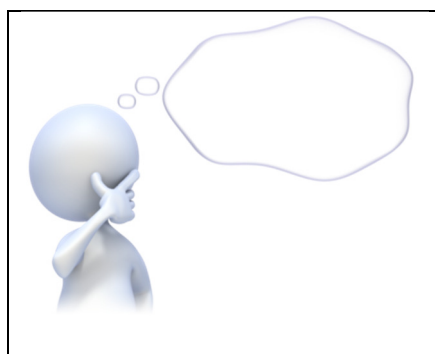
# Special Educational Needs (SEN) Information Report – Reviewed May 2017

Commonswood School's **Special Educational Needs Information Report**. This document answers key questions which were asked by parents of children with Special Educational Needs in Hertfordshire, and complies with the Special Educational Needs and Disability Code of Practice 0-25 Years May 2015 and section 69 (2) of the Children and Families Act 2014.

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



- When a child joins the school, teachers assess all aspects of their learning.
- Teachers recognise that some children need different approaches to access their learning or develop wellbeing.
- Sometimes, children join the school with a Special Educational Need or Disability (SEND) which has already been identified.



- If, as a parent/carer, you think your child needs extra help or understanding with their learning or wellbeing, you should discuss your concerns with your child's teacher first.
- If the teacher feels it is necessary, they may meet with the school's **Special Needs Co-ordinator (SENCo)**, who may in turn meet with parents.
- If a child has SEND, before they arrive at the school, the school is informed so that accurate provision can be made and transition organised.



A **Special Needs Co-ordinator (SENCo)** is a person employed at the school to support children with an identified Special Educational Need or Disability (SEND) in school.

- A teacher may seek advice from the SENCo about how to support a child.
- Parents may discuss their child's needs and support with the SENCo.
- It is important to remember that, if a child is not progressing, it **does not always mean** a child has a special educational need or disability. Equally, if a child is doing well with learning, they **may have** a special educational need which affects wellbeing, or have a sensory need, which become barriers to learning.

**Special educational  
needs and disability  
code of practice:  
0 to 25 years**

Statutory guidance for organisations  
which work with and support children  
and young people who have special  
educational needs or disabilities

January 2015

The **SEND Code of Practice 2015** states that, 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a *significantly greater difficulty* in learning than the majority of others of the same age,
- has a disability which *prevents or hinders* him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.



### Early support and identification of SEND is key

- A child's SEND may be identified at a young age and we advocate early support and identification.
- Sometimes, as a child moves through the school, their SEND may become more apparent at a later stage, and again, a swift response is essential.

## 2. How will the school staff support my child?

**Class teachers** are responsible for the provision of children with SEND, including when a child is supported by a teaching assistant.

- Learning is carefully planned by *teachers* for all children with different abilities in their class.
- A child may receive extra support in small groups or, at times, on a one to one basis in class.
- A '**graduated approach**' is taken to support children with SEND.
- Teachers '**Assess, plan, do and review**' provision and outcomes three times a year so that children with SEND achieve their best.
- Teachers and the SENCo create an 'Individual Provision Plan' with parents and pupils to monitor progress over time. This records:
  - a child's strengths and needs,
  - strategies and adjustments,
  - group or individual work which is set out so pupils reach targets,
  - pupil and parent voice.
- The SENCo may refer to specialists if further support is needed.
- Staff working in the school have regular training so they understand and respond accurately to the needs of children with SEND.

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



**Contact with parents** is essential.

- The school provides three meetings each year for parents of children with SEND to discuss progress and actions.
- 'Individual Provision Plans' set out the provision and outcomes for pupils with SEND.
- Teachers are available to discuss concerns as they arise.
- Specialist outside agency workers sometimes provide reports for parents. (See Q7 below for information about outside agency workers)

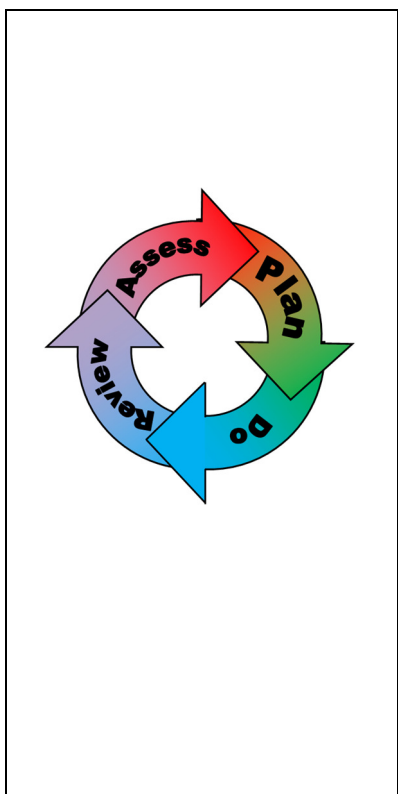
## 4. How will the learning and development provision be matched to my child's need?



The **first response** to a child who may have SEND

- High quality teaching in the classroom, where learning is adjusted to meet the needs of a child.
- Secure assessment and monitoring over a set time in school.
- Views of those who work with the child in school, parents and the pupil, are taken to give a clear analysis of the pupils needs.
- Adjustments, interventions and some 1:1 support may be put in place to address the child's needs
- Advice from outside agencies may also be sought.

If a child's needs have been met through effective intervention, a *SEND may not be identified.*

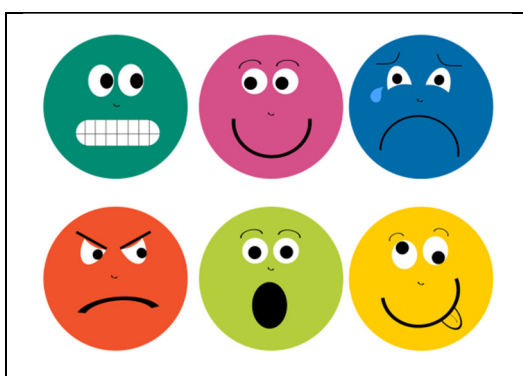


**When a child does have a Special Educational Need identified.**

- The required '**SEN Support**' is put in place with a view to removing the child's barriers to learning.
- A child with SEND may be placed on the school SEND register.
- 'SEN Support' is based on a four part cycle known as the '**Graduated Approach**' of '**Assess, Plan, Do, Review**'. This process supports the idea of best '**Outcomes**' for the child which should be ambitious and based on high expectations.
- Outcomes can be linked to a child's learning or wellbeing and are based on the wishes of the pupil and parent and expertise of the teacher.
- A child may require outside agency support.
- A family and child may need **Early Help Assessment** if lots of outside agencies are needed. This means all agencies can liaise together to agree on the best outcomes for the child. These outcomes are reviewed every 6 weeks in meetings which usually take place in school.

If a pupil has not made progress towards outcomes, regardless of the continual, 'asses, plan, do, review' cycle, parents may need to consider an assessment for an **Education and Health Care Plan** (see Q9 for more information).

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



All children including those with SEND are encouraged to participate in all aspects of school life which promote wellbeing.

- Assemblies and Personal Social and Health Education lessons address wellbeing issues such as bullying, social and emotional needs and conflict resolution.
- Emotional wellbeing can be supported in school with targeted programmes such as 'Protective Behaviours'.
- Outside agency workers may also provide programmes to support emotional and social wellbeing. (See Q7 below for information about outside agency workers)

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

## National Award for SEN Coordination (NASENCO)

The SENCo has the qualification **National Award for SEN Coordination** which is required by SENCos working in schools.

- All Staff have regular in-school and external agency training in a range of SEND needs.
- The SENCo attends regular SEND updates and training.
- The SENCo delivers training back to staff in the school.
- The SENCo may also attend network and support meetings when necessary.

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



**Outside agency professionals** are experts in different areas of SEND. These professionals may come into school to see a child, or see children outside of school in clinics or at home. They give their expert advice about how we can support a child's SEND to staff working in school and to parents.

- Where appropriate, some parents might meet with professionals and outside agencies in or outside of school.
- Outside agencies often provide written advice for parents and for the school.

According to the needs of the school, at a given time, specialist services are available or accessed by the school. Some include those listed below.

- Advisory or specialist Teachers: Autism, Speech and Language Communication Needs (SLCN), Hearing and Visual Impairment Services.
  - Counsellor – in school counselling service.
  - Educational Psychologist (EP)
  - Family Support Worker – Sian Mills
  - Occupational Therapy – (OT)
  - Park Educational Services for Children – Behaviour Base
  - Primary Support Base – (PSB) – Springmead Behaviour Support Base
  - School Nurse.
  - Specialist Play Therapist
  - Specific learning Difficulties Base (SpLD) - Applecroft Base.
  - Speech and Language Therapy (SaLT)
- Where necessary the SENCo will refer a pupil to an outside agency for advice, but only after discussion and agreement from parents.
  - Children must meet criteria to be referred to these services. In some cases the school must demonstrate that they have tried to address a child's needs through provisions at school level first.

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



- Children's learning is supported through homework tasks and contact books.
- Information meetings for new Nursery and Reception parents.
- Termly letters are sent home detailing the learning for each year group.
- Parent workshops are held for parents to explain how parents can support children at home.
- The targets given on an Individual Support Plan are explained to parents so they can support learning at home too.

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





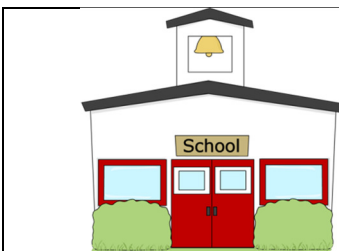
- The parents of children with SEND meet with class teachers, with their children, three times a year so that parents and pupils can contribute to the 'assess, plan, do, review' cycle.
- Some children and families with multiple needs may have an **Early Help** assessment which enables all the services working with a family, to work together and share information.
- Some children, with complex SEND, will have an '**Education, Health and Care Plan**' (EHCP) which replaces what was known previously as a 'Statement of SEN'. This is a statutory document administered by Local Education Authority Special Educational Needs officers, ensuring that a child receives the provision they need and that the parental wishes are taken in to account.

### 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. An endeavour to make 'reasonable adjustments' are made to ensure all children are included and able to take part in all areas of school life.

### 11. How accessible is the school environment?



- All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children.
- Specific requirements will be discussed as they arise.
- The school has an accessibility plan which is updated regularly.

### 12. Who can I contact for further information?



In the first instance, always contact your child's class teacher and / or SENCo to signpost you.

- Contact the school SEND Governor
- Contact the SEND Officer employed by the Local Education Authority who deals with enquiries.
- Look at the Herts SEND strategy 2015-18 on the school website.
- Look in the 'SEND Code of Practice 0-25' May 2015 for guidance.
- [www.localoffer@hertfordshire](mailto:www.localoffer@hertfordshire)

### 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?

Home  
Pre-school  
Nursery  
Infants

**Transitions** are an important part of 'SEN Support' and will be planned for between new schools and all transitions within school.

- Transition plans are drawn up in the summer term for pupils in school.

## Junior Secondary

- Our school works closely with all settings at the time of transition, whether a child is joining or leaving the school.
- Extra visits to new schools can be arranged for pupils with SEND. In the same way we work closely with secondary schools to ensure smooth transition and the transfer of relevant information.

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



- The school has a budget for SEND, which is allocated to physical or human resources to meet the needs of children with SEND.
- When a pupil requires a high degree of adult support to access their learning, and a child's SEND is deemed 'exceptional' across the district of Hertfordshire, then 'Exceptional Needs Funding' may be applied for by the school.
- Families with 'Early Help' may be able to apply for funding from 'personalised commissioning'.

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



- Adult support in group work and 1:1 situations is organised by the class teacher through planning and knowledge of a child's needs at any given time.
- Support is monitored to ensure that progress is being made and to ensure the child develops as **an independent learner**.
- The class teacher, parents, SENCo, head teacher and any other staff involved in supporting the individual child, will hold discussions to decide what level of support is appropriate.

### 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?

Please visit [www.localoffer@hertfordshire](mailto:www.localoffer@hertfordshire) for local services and provision for children and young people with Special Educational Needs and Disability.