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| NAME OF POLICY: | SEND Information Report |
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We are required by Government Legislation to publish a Special Educational Needs Information report.

Definition of Special Educational Needs & Disability (SEND)

A child or young person has SEND 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 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, or 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.'

From: Special educational needs and disability code of practice: 0 to 25 years July 2014

The four areas of SEND

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

How does Alban Wood know if children/young people need extra help?

The school identifies individual children's needs in a number of different ways.

- Concerns are raised by parents/class teachers/school staff/child.
- Concerns are raised by external agencies eg. GP, school nurse, speech and language therapist etc.
- Limited progress is being made in accordance with age related expectations.
- There is a change in the pupil's behaviour or progress.
- Information provided by previous settings eg. Pre-school/nursery.

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

If you as parents/carers have a concern about your child, the first person you should speak to about it, is the class teacher. You can make an appointment to discuss your concerns.

If appropriate, the concern will then be shared with the Special Educational Needs Co-ordinator (SENCO), Tracey Turner. You may then be asked to attend further meetings to discuss and agree the next steps for your child.

How will school staff support my child?

- Providing high quality teaching for all children on a daily basis, including differentiation and making adaptations to the curriculum is the class teacher's responsibility to provide for children with SEND.
- The class teacher will follow the procedures for assessing, planning, making provision to meet the needs of SEND and reviewing the impact of that provision.
- Additional support or targeted intervention may be required.
- Support may be given in a small group or individual support by a Teaching Assistant.
- Different teaching resources may be used or adaptations made to match the pupil's needs.
- Additional support may take place in the classroom or in another area/room.
- Learning Support Assistants may provide targeted support following advice from external agencies.
- The SENCO will provide advice, monitor progress and maintain links with external agencies.
- The SENCO and Head meet to discuss provision needed for additional support.
- The School Governor for SEN (Julian Wolf) oversees and monitors the quality of provision.

How will I know how my child is doing?

- Parents/Carers are invited to Consultation Evenings – once in the Autumn Term and once in the Spring Term.
- In the Summer Term parents/carers are provided with a school report about their child's progress and development across the curriculum, which includes the next steps.
- If your child is receiving SEND support you will be invited to meet with the class teacher/SENCO termly, or more frequently if required, to discuss your child's progress.

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

Your child's needs will be identified following a graduated approach and the provision will be allocated to match those needs:

- **Quality First Teaching** - The class teacher differentiates teaching and learning to suit the needs of individual children, which includes general support.
- **Additional Needs** - Some children may need support in specific areas of learning and may be included in an intervention group, which may be led, by the class teacher or the teaching assistant.
- **Higher Needs** - If your child is identified as having higher level needs then a SEND Support Plan, will be put in place. The SEND Support Plan will involve you as parents/carers, the child, the class teacher, the SENCO and where required other relevant professionals or external agencies. The purpose of this will be to identify relevant and specific targets for your child and how they may be achieved.
- **Complex Needs** - If your child's needs have not been met through the SEND Support Plan then a request for an Education and Health Care Plan will be made.

Depending on your child's individual needs he/she may move between the levels of support.

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

- If your child has medical needs, Individual Medical Plans are agreed with you and shared with relevant staff, including Midday Supervisors.
- We recognise that some children may have additional emotional and social needs which may affect their behaviour or cause anxiety and affect their communication skills. These needs can be supported and developed through the whole school PSHE (Personal, Social, Health Education) programme.
- Some children may require further support in this area and members of staff are made available for children to discuss issues and concerns. Parents/carers may also be invited into school to discuss and plan for further support if appropriate.

- If your child has significant emotional difficulties the support of external agencies may be requested such as the school nurse or CAMHS (Child and Adolescent Mental Health Services).

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

Alban Wood works closely with a variety of services or external agencies to support the needs of your children:

- Educational Psychology Service – an assigned educational psychologist
- Chessbrook Education Support Centre – Primary Outreach and Primary Reflect and Relaunch
- Speech and Language Therapy Services – an assigned therapist
- Colnbrook – MLD School
- Education Support Team for Medical Absences (ESTMA)
- School Nurse
- Hearing Impairment Team
- Peace Children's Centre
- Occupational Therapy
- Physiotherapy
- School Based Family Support Worker
- Parent Partnership
- Communication Disorders Team
- Central Attendance and Employment Support Team
- Early Years Special Educational Needs and Disabilities – EYSEND
- Special Educational Needs and Disabilities Team – SEND

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

In order to improve the teaching and learning of all children, including those with SEND, Alban Wood provides training and support for all staff, which includes whole school training on SEND issues and new developments.

Individual teachers and support staff have access to training from specialist external agencies that are relevant to the specific needs of the children in their classes. Members of staff have received training to cover a variety of SEND:

- Speech and language difficulties
- Attachment difficulties
- Specific learning difficulties
- Autistic Spectrum Disorders
- Social and emotional needs
- Learning delay
- Medical needs
- Hearing impairment
- Visual impairment

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

Communication and information sharing between relevant parties is the key element to help support your child's learning. Your child's learning is planned for by the class teacher who may suggest ways that you can support your child with his/her homework or with specific areas of need. You will be invited to attend review meetings with the class teacher/SENCO/external agency, if your child is receiving SEND support. Advice or programmes of support for your child from external agencies will be shared with you. The SENCO may meet with you to discuss strategies to support the specific needs of your child.

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

At Alban Wood, when a child has been identified as having SEND, the thoughts and feelings of the child, parents/carers, school staff and external agencies, if appropriate, are shared and taken into account. This can take place through:

- Speaking to the class teacher after school
- Arranging to meet with the teacher/SENCO through the office if a longer meeting is required
- Teacher and child meetings
- Review meetings which may include external agencies
- Telephone call or email the school office/SENCO

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

For all school trips a risk assessment is made to ensure that all children are kept safe from harm. Appropriate provision and reasonable adjustments will be put in place where necessary. If required, additional staff are deployed to support children with medical needs or SEND. Parents are consulted to ensure full participation of all children or in some instances parents/carers may be asked to accompany their child on school trips/activities outside the classroom. Where the activities are run by outside agencies, information is shared in a sensitive manner about children's specific needs.

How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled toilets and a changing facility. Specialised equipment is provided where appropriate for children with SEND needs. Advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are met, where possible, within the school environment. The school continues to improve its physical environment and facilities for all children – the accessibility needs of SEND pupils are taken into account when improvements are made.

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?

At Alban Wood, we recognise that transitions can be very difficult for a child with SEND, so strategies are put in place to make a smooth transition to each new stage.

If your child is joining Alban Wood from another school:

- The SENCO will make arrangements to visit your child in their current setting, if appropriate
- Your child may be able to visit school for some initial sessions, if appropriate.

If your child is leaving Alban Wood to go to another school:

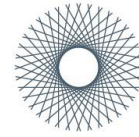
- We will contact the school SENCO to provide information about your child's needs and any specific arrangements and where possible a planning meeting will take place.
- All records concerning your child will be passed on to the new school.

When moving classes in school:

- Information about your child will be passed on to the new teacher in advance and at the planning meeting.
- There are opportunities to make additional visits to the new class.
- If required a transition programme will be put in place for some SEND children.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the receiving secondary school.
- Focused learning tasks related to transition are provided for your child in order to support his/her understanding of the changes that secondary school poses.



- Where possible, your child will make several visits to their new school and staff from the new school will visit your child at Alban Wood.

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

Alban Wood receives a school budget, which includes money for supporting children with SEND. This money can be used to buy specialist equipment, books, stationary, relevant resources matched to the needs of the child. Resources may also include deployment of staff depending on individual needs. It can be used to provide specialised training for the staff. Exceptional Needs Funding (ENF) can be applied for by the school, through the local authority when a child requires provision that exceeds the nationally prescribed threshold.

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

The amount and type of support a child receives is determined by:

- parental views
- child's own views
- consultation with class teacher/SENCO/external agent
- regular review of progress and development

Who can I contact for further information?

- Firstly, speak to the class teacher about your concerns for your child.
- You can contact the school SENCO – Mrs Turner, by telephone 01923 678247 or by email senco@albanwood.herts.sch.uk
- You can arrange to meet with the SENCO to discuss your concerns about your child.
- If you wish to make a complaint the school has a complaints procedure.

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?

Hertfordshire's local offer of services and provision for children and young people with SEND can be accessed at www.hertsdirect.org/localoffer.