

SEND

Special Educational Needs and Disability Information Report

This information report or school offer, as it is also known, is published by all schools as part of the new Special Educational Needs Code of Practice, which came into force in September 2014, replacing the previous Code of Practice from 2001.

It serves as an information source for all parents but especially parents of children who have, or may have, needs in school which are different to those of their peers.

If there is an element of the report that requires further explanation or additional information please do not hesitate to contact the Special Educational Need and Disability Coordinator (SENDCo), Mrs Avril Agnew.

How does Nascot Wood Junior School know if children need extra help and what should I do if I think my child may have special educational needs or a disability (SEND)?

Before identifying a child as needing SEND Support, the class teacher, working with the Special Needs and Disability Coordinator (SENDCo) will establish a clear analysis of the pupil's needs. This will draw on the following:

- The views and experience of parents
- The child's own views
- Information from a previous school
- Pupil progress, attainment and behaviour
- The teacher's assessment of the pupil
- The child's development in line with their peers
- Advice from external support services, if relevant

If parents have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with the SENDCo as appropriate.

How will school staff at Nascot Wood Junior School support my child?

The class teacher will plan each pupil's education programme. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher/teaching assistant in class or may include targeted interventions. If children have an Education, Health and Care Plan there may be additional support available for that pupil as specified in the document.

How will I know how my child is doing?

Each child's progress is carefully monitored and evaluated regularly. Parents are given feedback on their child's progress and any behavioural, emotional or social

difficulties, at Parents' Evenings. Every child will also receive an Annual report in the spring term.

When appropriate, parents may meet with the class teacher or SENDCo to discuss the support that the school is providing and how they can help their child at home.

Some children may have a home/school link book, which allows parents and staff to communicate regularly.

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

All children have access to quality first teaching and work is differentiated to ensure that all pupils are able to make progress. If a pupil has needs related to more specific areas of their education, such as numeracy and literacy skills, then the pupil may be placed in a small intervention group. This will be run by the teacher or teaching assistant and the length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. The school provision map shows the range of interventions in place.

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

The well-being of all of our pupils is of primary importance and we are committed to supporting their emotional and mental health. Personal, Social and Health Education (PSHE) is integral to the curriculum and is taught explicitly on a weekly basis. There are also daily mindfulness sessions in each class and children regularly discuss their mental health '5 a day'. Members of staff, including the class teacher, SENDCo, Deputy Headteacher and Headteacher, are readily available for pupils who wish to discuss issues and concerns. Drawing and talking therapy may be used if it is felt that this would be helpful for a particular child. Additionally, we have a Jepeca counsellor available one day each week for any child who may need extra support.

In school we have a medical area for use by children who are hurt or unwell and there is a team of staff who are first aid trained. Medical support is provided on an individual basis, using a healthcare plan if needed, and specialist training may be provided.

What training have the staff supporting children with SEND had or are having?

All staff members, including teachers and TAs, receive regular training to best support the specific needs of the pupils with SEND. This training may be held at school and be led by professionals from the visual impairment team, autism team, SALT team or others as appropriate. Alternatively, staff may attend specialist training outside of school, specific to the children that they are working with. Additionally, the SENDCo has gained the Masters Level National Award for Special Educational Needs Co-ordinator and receives ongoing SEND training in specific areas.

What specialist services and expertise are available at or accessed by Nascot Wood Junior School?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Advisory Service
- Visual Impairment Team
- Hearing Impairment Team
- Speech and Language Therapy (SALT)
- Educational Psychologist (EP)
- Occupational Therapy (OT)
- Colnbrook Outreach
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Chessbrook Behaviour Support Service

How will you help me to support my child's learning and how will I be involved in discussions about and planning for my child's education?

We realise the importance of working in partnership with parents in order to ensure the best outcomes for the child. The teachers and the SENDCo are available to meet with parents at a pre-arranged time if needed. We ensure that Annual Review meetings and Team Around the Child meetings are arranged at times which allow parents to attend. We listen to what parents tell us about their children and use that information to make sure everyone who works with a child understands their needs.

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in as many activities both inside and outside of the classroom as possible. If it is deemed necessary for a child to have 1:1 support on a school trip then the school, in consultation with the parents, will endeavour to provide this.

How accessible is the school environment?

The school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible and has disabled toilets and the accessibility needs of SEND pupils are taken into account when improvements are made to the school environment. We follow the advice of medical/health professionals to ensure that all children's health and physical needs are met, and we use specialist equipment for individuals as and when recommended.

We have an ongoing accessibility action plan which is regularly reviewed and highlighted actions are carried out as needed.

In our school, we have a strong ethos and culture of inclusion and ensure that all pupils can participate in the school's curriculum. All children are encouraged to take part in sports day, musical concerts, plays etc. and no pupil is ever excluded from taking part in these activities because of their SEN or disabilities.

What are the admission arrangements for disabled children?

All admission are dealt with by the local authority.

Who can I contact for further information?

In the first instance, parents are encouraged to talk to their child's class teacher. For pupils with SEND, further information and support can be obtained from the SENDCo, who can be contacted through the school office.

How will Nascot Wood Junior School prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We understand that transition from one school setting to another can be difficult, especially for children with SEND, therefore we have put into place the following strategies:

- Regular visits for year 2 pupils, including playtimes and lunchtimes
- Year 2 pupils are paired with a year 3 buddy
- Transition books are made for some year 2 pupils containing photographs and information about the school and the staff
- SEND pupils may have additional visits to familiarise them further with the school building and their support staff
- All Year 6 pupils spend a day at their new secondary school
- Year 6 pupils may take part in specialised transition groups run by Chessbrook Education Centre or their new secondary school, which are arranged in consultation with the SENDCo and class teacher
- Specialist teachers and advisors may be involved in the transition of pupils into Nascot Wood Junior School or onto their new schools, to assist the child, family and school staff in the change of setting.
- The SENDCo will contact and meet the SENDCos from secondary schools where necessary to discuss individual children
- All SEND reports and paperwork will be passed on to the relevant secondary schools

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on the needs of an individual or particular group. The SENDCo and the members of the Senior Leadership Team, will identify

the needs of the current pupils and ensure that the budget is used to its greatest effect.

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

We understand the importance of quality first teaching and all our pupils have access to this. Quality first teaching, from the class or subject teacher, is the way that the needs of the vast majority of pupils must be met. Should additional support be required, this is undertaken after consultation with the relevant staff, specialist advisors, the pupil and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the members of the Senior Leadership Team.

What should I do if I have a complaint about the support the school provides for my child with SEN?

In the event of a formal complaint, parents should follow the procedure in the School's complaints policy.

Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?

The Hertfordshire local offer can be accessed at
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

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