



SEN Information Report

September 2018

Featherstone Wood Primary School

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?

At Featherstone Wood, assessment procedures are in place to continuously monitor pupil attainment. Children with special educational needs may be identified through:-

- assessments
- information from previous settings and key stages
- discussion with colleagues, child or parental concerns
- pupil progress meetings with the Class teacher, Head teacher and SENCO
- external agencies

Class Teachers are responsible for the learning and development of all children within their care and will identify children who may need additional support through both observation of learning and behaviour, and through pupil progress meetings held termly. If a Class Teacher has concerns about a child's learning or development they will speak to parents and seek advice from the Special Educational Needs Coordinator (SENCO), who has responsibility for special needs (Ray Wilson: Assistant Head-SEN) as appropriate.

During a child's time at Featherstone Wood, if a parent becomes concerned about their child's learning they can:

- make an appointment with the Class Teacher
- attend a monthly surgery session with the SENCO or Pastoral Lead

How will school staff support my child?

The school's policy for Special Educational Needs recognises the need for a graduated response to the identification and assessment of children who fall behind age appropriate expectations or who do not make expected progress. This means that the provision will be suited to the current needs of the child and will change over time.

All children's learning is supported through:

- individualised targets
- feedback on next steps
- differentiated activities

Some children may sometimes require additional individual or small group support to enable them to remain on track; however this does not necessarily constitute a Special Educational Need.

If a child does not make accelerated progress as a result of these interventions, this may be an indicator of a greater barrier to learning requiring further investigation. The school may carry out assessments to seek further information about needs. This may include seeking advice from external professionals, such as a speech and language therapist. Parents are always involved in discussions about how to best support their child and consent is always obtained before the school works with external agencies.

Following this process of assessment of needs, a plan is made to support the child. The plan will be shared and agreed with parents and the child. The SENCO tracks all children receiving SEN support and reviews their progress at least once per term. The governor with responsibility for SEN visits the school regularly to meet with the SENCO and review the provision of SEN within the school.

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Provision may include:

- different learning materials
- some group or individual support
- staff development and training to introduce more effective strategies
- contact with external professionals

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

We are an inclusive school and work hard to ensure that all children receive a highly personalised curriculum. We ensure that all our learning environments are inclusive in meeting a range of learning needs and styles. Wherever possible children with SEN will participate in all lessons along with their peers and support will be provided within the classroom. Teachers differentiate work to allow for particular needs or difficulties. This may take the form of a slightly different task based on the same teaching input or different outcomes expected.

On occasion it may be necessary for a child to work outside the class to undertake learning aimed at closing a learning gap, pre-teaching of subject vocabulary or consolidation of skills required for a future lesson.

The provision provided constantly reviewed and adapted accordingly. The child's view of the support provided and its effectiveness will also be taken into account.

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

The amount and type of support given is determined initially by the Class teacher and SENCO following the identification and assessment of needs, barriers to learning and stage of development. This decision will be made in consultation with parents and carers, and any relevant external agencies. We also seek to involve children as far as possible in the decision making process, whether through observing them in the classroom or inviting them to meetings where appropriate.

Where the school is unable to provide the level of support needed by a child an application for additional funding (ENF) will be made.

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

We work hard to ensure that all children are nurtured to develop their emotional and social skills:

- The school follows the SEAL programme (Social and Emotional Aspects of Learning) and the 1Decision scheme to deliver Personal and Social Education.
- We have a consistent behaviour policy which has been developed with the children. (See policy on website.) All staff have completed the Herts Steps Training.
- Children with special educational needs may need adjustments, for example, the use of calm down spaces, checking in with a named member of staff, or individualised behaviour agreements. Appropriate adjustments are made through discussion with the child and parents/carers and are intended to support children to take responsibility for their own behaviour.
- All classes practice 'mindfulness' each day after lunch with additional sessions as appropriate.
- The school operates a class buddy system to build relationships between children across the school.
- Peer mentors and mediators provide support for all children in school.

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- All Y6 pupils have an adult buddy to support them throughout the year.

Some children may have social and emotional needs that need further support:

- Provision to meet these needs is coordinated by our SENCO
- These needs may manifest themselves in a number of ways, including anxiousness, behavioural difficulties or becoming withdrawn. We use the Boxall Profile to help us identify particular areas of need for individual children.
- A counsellor is employed by the school to work with individual children providing play therapy aimed at supporting their social, emotional and mental health needs.
- Support from a trainee art therapist is also available.
- Staff have been trained in the use of social stories to help children to gain a greater understanding of situations they may find complex or worrying.
- There is a lunchtime club to provide small group support for children who may find lunchtimes daunting or difficult.
- We also run nurture groups as appropriate to support small groups of children to understand and manage their feelings and develop their self-esteem.

The school works closely with a Family Worker who:

- supports individual families
- runs programmes such as Bright Stars which promotes self-confidence, self-esteem and independence.

We also have strong links with the Children's Centre which can be a source of support for families with young children.

The school follows the statutory guidance 'Supporting pupils at school with medical conditions.' Individual care plans are written for children with medical conditions and these are shared with all adults that work with the children, including lunch time staff. We work with the School Nursing Team to meet a child's health needs, liaising with specialist support services where necessary.

What training have the staff, supporting children and young people with SEND, had or are having? What specialist services and expertise are available at or accessed by the school?

Each class has a teacher and teaching assistant. All of our teaching and support staff attend training to enable them to provide appropriate support for all children including those with additional needs. All of our staff have received training on autism, Communication in Print, Colour coding, Numicon, phonics and behaviour strategies. All staff are trained in Safeguarding.

Our Teaching Assistants have had specialist training in the different intervention programmes that they deliver, including Diagnostic Assessment of Number, and reading and writing interventions such as Early Learning Fun, Sprite and Word Wizards.

When a child has a specific needs, staff will receive appropriate training if this is a new need to the school. This training will be regularly updated. In the case of training that expires, such as Epi-Pen training, there is a log to ensure staff are always kept up to date. Several members of staff have received training for supporting physical needs such as ileostomy bags, using Makaton signing and supporting children with visual impairments.

The SENCO and Pastoral Lead have attended Level 2 AET training 'Good Autism Practice'. The school has also completed the AET Autism Standards audit and has developed an action plan for improving provision. This year, teachers are working on the AET Competencies Framework to develop their individual knowledge and skills.

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At Featherstone Wood we work closely with a variety of outside agencies according to the needs within the school at the time. We are currently accessing specialist expertise from:

- The Speech and Language Therapy Service
- A Communication Assistant supported by an Independent Speech Therapist
- The Educational Psychology Service
- The Communication Disorders Team
- The Leys SpLD base
- Greenside/Woolgrove specialist school
- The Herts Counselling Service
- The Education Support Centre at Camps Hill
- The Low Incidence Team
- The Visual Impairment Team
- The School Nursing Team

The Assistant Head SENCO is a former Special School Headteacher and former Local Authority Senior Manager for Special Needs (Northants).

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

The school has a small amount identified within the overall budget called the notional SEN budget. This is used to provide:

- additional resources that may be required for children with SEN
- specialist training

The funding provided does not cover the full cost of our SEN support and resources. The governing body takes an overall strategic view on the deployment of financial resources to provide high quality learning for all our pupils, and additional money is used to fund SEN support as necessary.

On occasion the school may apply for additional funding to meet the specific needs of a child (Exceptional Needs Funding). This funding is time limited and subject to periodic review.

For Children Looked After, the school makes use of Pupil Premium Plus funding to ensure that provision is in place to ensure children make maximum progress.

How will I know how my child is doing?

At Featherstone Wood we are committed to working closely with our parents to provide the best outcomes possible for our children.

- Children's progress is closely tracked through our assessment systems.
- We endeavour to communicate with parents effectively about their child's learning and development. Parents and carers of children receiving SEN support will meet with the Class Teacher at least termly, at the Autumn and Spring Term Parents' Consultations and at a further meeting in the summer term. The SENCO may attend these meetings if required. At this meeting, the Assess, Plan, Do, Review cycle is used to discuss progress and identify next steps. This ensures that everyone is clear about the impact of support given and enables support to be adjusted as appropriate.
- Children have individual folders that record progress towards the short-term targets which will support them in their learning, and document the Assess, Plan, Do, Review cycle.

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- In addition, parents and carers are always welcome to meet with us to discuss their child's learning at other times.
- We may also communicate through feedback in home school diaries, phone calls home or daily conversations.

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

We greatly value the role that parents and carers play in their child's learning. Parental support through regular reading at home and completion of home learning activities is important.

In addition, for parents and carers of children with SEN, we will discuss with parents how they can best support their child's specific needs. When we involve external professionals, we invite parents and carers to meet with them to gain suggestions for supporting their child at home. If this is not possible, reports are always shared with parents/carers. Parents and carers of any child receiving SEN support will be invited to a termly meeting to discuss progress and support given at school and at home.

We create one-page profiles for children on the SEN register and invite parents to contribute to these. They will be updated termly to reflect children's current needs and the best ways to support them.

We hold parents' events to give strategies for supporting learning. Previously we have run several phonics workshops and a session exploring the Calculations Policy. We provide 1:1 support for parents as requested.

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

At Featherstone Wood we are committed to being an inclusive school, ensuring that all our children can benefit from educational visits and extra-curricular activities. Visits are carefully planned with all children in mind. The planning process usually includes pre-visits to the site where the needs of children with SEN and disabilities can be identified and discussed. Following our risk assessment we make reasonable adjustments such as developing a behaviour management plan, assigning an extra adult to provide 1:1 support, including a parent or carer, providing additional transport or additional preparation for a child who is anxious. To date we have always been able to include all children.

How accessible is the school environment?

The school complies with the 2010 Equality Act. Our three year accessibility plan sets out our aims in ensuring the school is accessible in terms of access to the curriculum, to the physical environment, and to information for all members of our school community.

The school building is on 4 different levels connected by steps. The Early Years and Key Stage 1 areas are accessible by wheelchair on one level. There are 3 steps to move into the hall and a further 3 to access the library and dining area. The Key Stage 2 area is on a different level, accessed by 3 further steps. There is a further floor accommodating a music room, art room,

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ICT room and staff room accessed by a flight of stairs. The outside area and school office is fully accessible via ramps.

Where required, reasonable adjustments are made for all children with special needs and disabilities. For example, this may include a music lesson being delivered within a classroom rather than in the first floor music room. Advice is sought from the appropriate medical professionals to ensure that all children's health and physical needs are catered for in an inclusive way.

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?

We recognise that transitions can be particularly difficult for a child with SEN and disabilities, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Head Teacher, SENCO and/or class teacher will liaise with the previous setting, including making a visit wherever possible.
- A passport to help your child understand moving on will be developed where helpful.
- Your child will be warmly welcomed to visit the school.

If your child is moving to another school:

- We will contact the SENCO or relevant senior member of staff at the new school to ensure they are fully informed of support needed. Where possible, a visit is made to enable a more in depth conversation.
- We will make sure that all records about your child are passed on as soon as possible.
- Where helpful, a one page profile will be made for your child to take with them to give key information about their needs, likes and how they are best supported.

When your child is moving classes within the school:

- Information will be passed on to the new class teacher in advance.
- The previous and new class teachers will work together to develop a new personalised learning plan for the next school term.
- Visits are made to the new classroom and to meet the new teacher.
- Where helpful, transition books and pupil passports will be developed.

When your child is moving on to secondary school:

- We will contact the SENCO to discuss the specific needs of your child.
- Your child will take part in a transition programme to help them prepare for the changes.
- All opportunities will be taken for your child to visit their new school on a variety of occasions.
- Where helpful, a passport will be made for your child to take with them to give key information about their needs, likes and how they are best supported.

Who can I contact for further information?

The first point of contact for parents is always the class teacher. It may then be appropriate for joint meetings to take place with the class teacher and SENCO (Mr.Wilson) or Pastoral Lead. Overall responsibility for the implementation of our SEN policy lies with Mr.Wilson.

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Key contacts:

Head teacher- Louise Shuttleworth

Assistant Head SEN- Ray Wilson

SEN link Governor- Shirley Richards

Chair of Governors- Jackie Nichols

Please contact the school office to speak with us.

If you are unhappy, then the steps you should follow are set out within the school complaints procedure which can be found on the school website.

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?

The local authority, Hertfordshire County Council, has published its local offer on its website:

www.hertsdirect.org/localoffer