



Learning Together, Learning for Life

## Special Educational Needs and Disabilities (SEND) Information Report

### **According to the SEND Code of Practice 2015: 0-25 years:**

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that available to pupils of the same age. A pupil has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

### **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?**

- Attainment and progress of all pupils is monitored frequently and consistently by the class teacher.
- Children making less than expected progress will be identified through regular class monitoring, teacher discussions and termly pupil progress meetings, where the progress and needs of all pupils are discussed with the Head and SENCo (Special Educational Need Co-ordinator).
- Advice is given to teachers on how to further support those pupils who are not making expected progress or whose development is causing concerns.
- Children whose progress causes concern will be highlighted to the SENCo.
- Additional assessment may be carried out by school staff in order to identify specific areas of difficulty. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of any concerns.
- If progress continues to be less than expected it may be necessary to put in place additional support, some personalised learning targets and interventions. The class teacher will complete a SEND Discussion Sheet with the parents and a Pupil Passport, gathering the views of the child, parents and teacher.
- If there continues to be concern, or if it is clear that a child's needs are more significant, then the child will be placed on the school's SEND register. Parents will be informed and involved throughout this process.

Parents who are concerned that their child may have SEND or have concerns about their child's progress should initially speak to their child's class teacher. This can happen at any point during the year – parents do not need to wait for Parent Consultation meetings.

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

The SEND Code of Practice (2015) states that it is the teacher's responsibility to provide for SEN in their class.

- The first response to a child making less than expected progress is high quality teaching targeted at their areas of weakness.
- If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention.
- This could be extra group or individual support and may range from a short daily session to longer less frequent sessions depending on what is needed.
- If it is decided that special educational provision is required parents will be informed that the school considers their child requires SEN support and their partnership sought in order to improve attainments. Plans will be put into place using a Pupil Passport and Discussion Sheet to begin with. If concerns continue, or it is clear that a child's needs are more significant, the child will be placed on the school's SEND register and a SEND Support Plan put in place.

Action relating to SEN support will follow an assess, plan, do and review model (APDR):

1. **Assess:** Data will be collated by the class teacher and SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** The views of all involved (including parents and pupil) will be obtained and appropriate interventions identified, recorded and implemented by the class teacher or other suitable adult with advice from the SENCo.
3. **Do:** SEN support will be recorded on a Support Plan that will identify a clear set of targets. Parents will discuss this with the class teacher.
4. **Review:** Progress towards these targets will be tracked and reviewed termly with the parents and the pupil.

It is the class teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs.

The SENCo provides advice, monitoring, and links with outside agencies. There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

If progress is limited despite the delivery of high-quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

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

- Most children make at least expected progress, and frequently higher than expected progress, through high expectations and skilled teaching.
- Some children require additional support and targeted teaching strategies or intervention.
- Where a child requires additional support, parents are informed (as explained above). This support is monitored closely by both class teacher and SENCo and regularly reviewed.
- Progress will be shared with parents regularly through meetings to review the Pupil Passport, Discussion Sheet or Support Plans targets, in addition to Parent Consultations. Parents are welcome to ask the class teacher for further updates.
- The home-school communication book is also a useful tool to support communication between school and parents.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors, our Hertfordshire School Effectiveness Advisor and monitored by OFSTED.

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

- Teachers continually plan high quality lessons to support all children's learning in the classroom.
- Suitable resources and reasonable adjustments to the learning environment and curriculum are used to support pupil's needs and reduce barriers to learning.
- This may include strategies suggested by the SENCo and/or external specialists.
- If appropriate, pupils may be provided with specialised equipment or resources such as ICT equipment or additional adult support in some or all lessons.
- All actions taken by the class teacher will be recorded and shared with parents.
- Ongoing assessment of pupils' learning throughout a lesson means that teaching can be adapted immediately for a pupil's needs.
- Children and parents are consulted through the whole process and are key to decisions about what support is needed and will have the greatest impact. Targets and interventions are detailed on our Discussion Sheets or SEND Support Plans, which are updated and reviewed regularly to ensure quality provision is provided.
- Provision or adaptation which has become long-term will be noted on the Pupil Passport.

### **5. What support will there be for my child's overall well-being?**

- All staff complete Safeguarding training.
- We work hard to ensure that all children are treated with respect and feel valued.
- We have a zero-tolerance approach to bullying. All staff actively listen to and address any concerns raised by pupils themselves.
- Our assemblies and PSHE Jigsaw lessons allow children time to reflect on and discuss their feelings and behaviour and to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

- We have access to play, music and art therapists who can provide support for children's social, emotional and mental health needs – we can make referrals for these services with parental consent.
- Our School Nurse can also support parents and staff to meet a child's health needs. In some instances, this will require referring a child to access a specialist support service.
- The school has a positive behaviour policy which is published on the school website. Occasionally, personalised behaviour strategies may be needed, and we work closely with parents and children to put these in place. We use a restorative approach to ensure that issues are resolved fairly and that all the children are listened to and agree with the outcome.
- Learning and attitudes are celebrated at our weekly Celebration Assemblies.
- We offer a variety of ways to develop children's self-esteem such as giving them responsibilities around the school (including Librarians, Play leaders, School Council members, Eco Council members and House Captains) as well as many ways to encourage pupil voice.
- Pupil views are sought through a variety of means including questionnaires, Talking Groups led by the School Council, Governor and subject leader visits, and through the Pupil Passport.
- The school follows the statutory guidance 'Supporting pupils at school with medical conditions'. Pupils with medical needs are provided with a detailed Individual Health Care Plan, written with parents and if appropriate, the School Nurse. Where appropriate, the pupil themselves will also be involved. All medication is kept in a secure place and is only administered by designated people. Staff who administer and supervise medications will complete training. Information about children with medical conditions is shared with all staff who work with the child.

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

- Teachers and Teaching Assistants are well trained and supported through regular training and professional development.
- Additional training will be available to support the delivery of specific interventions.
- The school has links to a wide range of specialist professionals who we can refer to, including: Educational Psychologists, Speech Therapists, Specialist Teachers, a School Nurse.
- The school can also access outreach services such as North Herts Primary Support Services and the outreach services from Woolgrove Special Needs Academy.

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

- The SENCo holds the National Award for SEN Co-ordination qualification.
- The SENCo regularly attends SEND update meetings.
- All staff are trained in First Aid and Safeguarding. Some staff are trained paediatric first aiders and there are designated members of staff (Designated Safeguarding Person) responsible for managing safeguarding concerns.

- Training is refreshed regularly at staff meetings and opportunities for additional training are available to ensure that staff have an up to date working knowledge of necessary SEND issues and current legislation.
- The Headteacher is also trained to deliver nurture support sessions and is a qualified STEPS positive behaviour trainer.

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

- A meeting for all parents is held at the beginning of each school year when parents are invited in to meet their child's new teacher.
- Class newsletters are sent home each term outlining your child's learning.
- Updates, homework and suggested activities are shared with parents via Google Classroom and your child's home-school communication book.
- Parent Consultation Evenings are held in the Autumn and Spring Terms to keep parents fully informed of their child's progress.
- An annual report is written for each child in the Summer Term.
- The school holds various parent workshops and meeting throughout the year.
- Where additional support has been put in place, parents are involved in reviews each term (or sooner if needed).
- Additional ways of supporting your child's learning at home may be shared with you by the class teacher.
- Parents are always welcome to speak to the class teacher or SENCo with any ideas or questions about how to support their child's learning.

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

- Partnership between parents and school is essential.
- There are formal occasions such as Parent Consultation meetings where parents are involved in discussions about their child's education.
- We also have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a quick message or a meeting can be planned where a longer discussion may be needed.
- Working parents are able to telephone to arrange for a teacher to call them back or email via the class teacher's email, if there is a particular issue they wish to discuss. Virtual meetings can also be arranged on Google Meet.
- Parents are represented on the school governing body and can also get involved via our PTA (Friends of Reed School).
- Parents of children with SEND are regularly involved in discussions around personalised targets and through reviews.
- For children who present with more complex SEND we work closely with families and outside agencies.

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

- We believe visits are important to enhance and support learning for all children.
- A risk assessment is undertaken for all school trips to ensure that each child is kept safe.
- All children with SEND are included on school trips and when appropriate, additional staff will be deployed and reasonable arrangements will be made dependent on a child's needs. Parents are consulted where necessary to ensure full participation and active engagement of all children.
- Our extra-curricular activities are available to all our pupils, including our before-and-after-school clubs. All pupils are encouraged to go on our residential trip to Kingswood. All pupils are encouraged to take part in sports day, school plays and special workshops. No pupil is excluded from taking part in these activities because of their SEND needs.

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

- The school complies fully with the Equality Act and reasonable adjustments are made, where necessary, for all children.
- The school's accessibility plan is updated regularly.
- The school building is wheelchair accessible and has disabled changing and toilet facilities.
- Specialised equipment is provided where needed for children with SEND or medical needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

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

The school's SENCo is: Mrs Janet Cottenden.

She can be contacted by:

Phone: 01763 848304 (via the school office)

Email: [j.cottenden@reed.herts.sch.uk](mailto:j.cottenden@reed.herts.sch.uk)

She is available to meet with parents if you have any concerns about your child. It is, however, more appropriate to speak to your child's teacher with any initial queries. You can also find information on the school website. If you wish to make a complaint the school has a complaints procedure which is available from the school office.

**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?**

- Transition plans are in place for children new to the school, moving to new classes or leaving the school.
- The school works closely with all different settings at the time of transition and records are transferred and discussed when a child leaves the school. The level of support offered is dependent on each child's needs, age and development.
- We offer Stay & Play sessions, home visits and meetings for parents in the summer term to support transfer for children starting school in September. Extra visits can be arranged for pupils with SEND and staff may meet with the child at their preschool or nursery prior to coming to Reed.
- If pupils already have identified SEND and are transferring from another setting or school, the previous records will be requested and a meeting set up with parents to identify and concerns and put in place a personalised transition plan.

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

- Each school has an amount identified within its overall budget called the "Notional SEND budget".
- This is used for resources to support the progress of children with SEND, which can include purchasing specialist equipment, or providing specialised training for staff.
- Where a child requires provision which exceeds the nationally prescribed threshold, additional top-up finding can be applied for through the local authority.

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

- The amount and type of support offered to a child is determined by assessing and analysing the child's needs, barriers to learning, stage of development, parental views, and the child's own views.
- Support to be put in place will be agreed through consultation between the class teacher, SENCo and parents.
- This support is reviewed regularly to ensure it is proving effective and meeting the child's needs.

**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?**

Hertfordshire's Local Offer of services and provision for children and young people with SEND can be accessed at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

**October 2024**

## **Appendix: Provision List**

Listed below are strategies which may be used in our school to support children within the areas of need as categorised in the SEND Code of Practice. If a child requires support in addition to the Universal Approach, they may receive support from the lists below, depending on the assessment of their needs.

<b>COGNITION AND LEARNING</b>	
<p>Could include:</p> <ul style="list-style-type: none"> <li>● specific learning difficulties (SpLD), e.g. dyslexia, dyscalculia</li> <li>● moderate learning difficulties (MLD)</li> <li>● severe learning difficulties (SLD)</li> <li>● profound and multiple learning difficulty (PLMD)</li> </ul>	
<p><b>Universal Approach</b></p> <ul style="list-style-type: none"> <li>● High expectations of children and appropriate challenge for all</li> <li>● Clear learning objectives and differentiated outcomes, clear instructions</li> <li>● Clear feedback and next steps in their learning – children involved in the process and given time to respond</li> <li>● Behaviour for Learning at the heart of lessons/school ethos</li> <li>● Learning walls to support key learning points</li> <li>● Time to talk things through with a Learning Partner before feeding back to class</li> <li>● A range of concrete resources</li> <li>● Access to ICT to help reduce barriers to learning</li> <li>● Writing frames or alternatives to written recording when writing is not the primary objective</li> <li>● Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</li> <li>● Multisensory learning approaches making use of for example; music, actions, graphics etc.</li> <li>● Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place</li> <li>● Personalised and differentiated teaching, including questioning</li> <li>● Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions</li> <li>● Differentiated curriculum planning, activities, delivery and outcome</li> <li>● Visual timetables</li> </ul>	<p><b>SEN support</b></p> <ul style="list-style-type: none"> <li>● 1:1 and /or small groups with advice and support by Hertfordshire SpLD Base</li> <li>● Word building and high frequency word recognition support programme devised by Hertfordshire SPLD Base 'Magic Spells'</li> <li>● Maths diagnostic screener</li> <li>● Phonics (group and 1:1) Little Wandle</li> <li>● Daily Maths Catch Up activities and pre teaching where possible with teacher</li> <li>● In class support from TA or SENCO</li> <li>● Additional individual reading</li> <li>● Computer programmes</li> <li>● Use of coloured overlays and / or reading rulers</li> <li>● Use of coloured paper</li> <li>● Use of recording devices</li> <li>● Use of Chrome book to support recording</li> <li>● Now and next</li> <li>● Additional visual prompts</li> </ul>



## COMMUNICATION AND INTERACTION

Could include:

- speech, language and communication needs (SLCN)
- autism
- social communication difficulties

### Universal Approach

- Quality First Teaching with appropriate differentiation (including best SEN practice)
- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids / modelling etc
- Visual timetables
- Use of symbols
- Structured school and class routines
- The use of alternative forms of recording (scribe, typing or voice recorder).

### SEN support

- Targeted in class support
- Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme
- Input from Autism Outreach Team
- Visual organiser
- ICT to communicate
- Social Stories
- Wellcomm support in EYFS

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Could include:

- attention deficit hyperactivity disorder (ADHD)
- anxiety disorders
- mental health issues

### Universal Approach

- Whole school positive behaviour policy
- Core values to support effective behaviours for learning
- Weekly PSHE sessions using JIGSAW
- Calm Me time
- Growth mind-set characters and assemblies
- House Point Reward System
- Celebration Assemblies
- Post cards home
- Home School Communication books
- Forest School
- Regulation Stations
- Use of Colour Monster – emotions
- Trusted 5
- Emotional vocabulary and literacy focus in assemblies and PSHE
- Nurture areas
- Mental Health leads

### SEN support

- Use of the Boxall profile to identify needs and possible support strategies
- Social Skills group
- Individual reward system if advised by external support agencies (mirrored at home if agreed)
- Home – school record (daily)
- Nurture Group
- One to one nurture
- Social Stories
- Play therapy, art therapy, music therapy
- Safe spaces including tent spaces
- Support from North Herts Primary Support Service
- NESSIE
- Equine Therapy

## SENSORY AND/OR PHYSICAL NEEDS

Could include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

### Universal Approach

- Flexible teaching arrangements
- Staff aware of implications of physical impairment
- Writing slopes
- Pencil grips
- Additional handwriting practice
- Fine and gross motor skills early work

### SEN support

- Individual support in class during PE, break and lunch time
- Ramp access to all rooms
- Hoists in classroom toilet facilities
- Access to further resources such as table height adjusters from Lead Physical Neurological Impairment teacher
- Use of support resources such as ear defenders
- Trampoline SEND sessions
- Access to swimming lessons