

Meeting the Needs of Pupils with Special Educational Needs and
Disabilities

Hartsfield SEN Information Report

All Hertfordshire schools are committed to a similar approach to meeting the needs of all pupils, including those with special educational needs. All pupils are offered inclusive, quality teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We will make all reasonable adjustments and work with our families to make this happen.

What is the SEN Information Report? (also called the "local offer" or "school offer")

- 'The Children and Families Bill' became law on 1st September 2014. From this date Local Authorities and Schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND), aged 0 - 25.
- The intention of the Local Offer/ Information Report is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The four broad areas of special educational need are recognized under the SEN Code of Practice 2014:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Communication and Interaction
- Sensory and Physical needs

At Hartsfield JMI School we embrace the fact that every child is unique and therefore the educational need of every child is different - this is certainly the case for children with SEN and Disability. We consider pupils to have Special Educational Needs if they have a "significantly greater difficulty in learning than the majority of others the same age." (Code of Practice 2014)

Parents' Questions

How does the School know if my child needs extra help and what should I do if I think my child may have special educational needs?

Information about the child's strengths and needs will be received at school from the child's previous educational setting, where applicable, and this is a good starting point for us.

Pupils are assessed daily by the class teacher. The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team (SLT). The SLT have Pupil Progress Meetings with every class teacher and when a pupil is not making expected progress, teaching strategies will be varied and/or interventions will be put in place.

We ask pupils to indicate to us how they feel through learning conversations (pupils say how they think they are doing, if they are finding things difficult)

If parents/carers 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, who will then liaise with our SENCO where appropriate. If we feel that your child is seeming to us that they may have some special educational needs, we will ask you to meet with us to talk about this.

If you are still worried or wish to discuss a specific area of Special Educational Need or Disability then please contact our SENCO, Mrs Kathryn Dearn, via the school office. We all want to work with parents and pupils to get the best possible outcomes.

How will school staff support my child?

We follow the Code of Practice 2014- especially Chapter 6 is very relevant.

All class teachers provide quality teaching to meet the needs of each and every pupil, each day. This will mean that they may differentiate activities for different groups of pupils. Our teachers make learning arrangements to overcome barriers to learning. This works well for the majority of pupils

We have a graduated response for pupils with increased need. When class teachers notice a child is not making adequate progress, the school will increase the amount of intervention or change approach. Pre-teaching before the lesson and individual catch-up might be used. The class teacher might devise focus groups for additional support with reading comprehension, phonics or times

tables for example. They may also construct groups to work on social skills, confidence or support groups for pupils at times of transition. Additional access to technology may be needed by some pupils for example modified ICT equipment or recording devices.

For a small number of pupils who have significantly greater difficulty and for whom the previous interventions have not been enough we will provide special educational needs (SEN) support. Parents and pupils will be asked to meet to discuss a way forward, based on the four stage process: **Assess, Plan, Do and Review**. A plan that we call a SEN Support Record will be drawn up.

While the vast majority of learners will have their needs met by the graduated response described above. Very occasionally, a pupil may require assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education and Health Care Plan. Parents can find out more about this from our SENCO, Mrs K. Dearn.

The Class teacher has day to day management of support for learners. Teaching Assistants work under their direction. Our SENCO advises teachers if help is needed and oversees the provision for pupils. She reports on SEN matters to the Headteacher and Governors. She also works with outside agencies where specialist advice is required e.g. a Speech and Language Therapist.

How will I know how my child is doing?

At Hartsfield we deliver good quality teaching and have high aspirations for all pupils. Teachers assess and track your child's progress. The SLT monitor this too.

Your child's class teacher will be able to tell you about this. Parents will have termly Parents' Consultation Meetings or Open Afternoons. Alternately, parents can phone, email or speak to class teachers/ book an appointment for further conversations. Parents can speak to our SENCO, Mrs. K. Dearn, or our Headteacher, Mrs. P. Smith, if they are still worried. Sometimes parents like to have a home school book to help exchange daily information or set up regular email exchange. If pupils have a plan to support positive behavior (PSP) or a Risk Management Plan, then parents are expected to attend regular meetings to discuss progress.

Your child will receive a yearly report that tells you how they are doing with relation to age expectations in each subject.

Parents can telephone or e-mail the school at any time to discuss their child. We will get back to you asap. The website provides parents with additional information about where they can get help, as do our newsletters and letters home.

If your child has SEN Support you will be asked to formally review your child's progress each term. Pupils are asked to get involved and contribute to this process. This will also show you how they are doing compared with their peers. If the child has an Education and Health Care Plan, there will be a yearly review.

The Governing Body, Local Authority and Ofsted monitor how we are doing. In January 2020, Ofsted said that, "pupils with special educational needs and/or disabilities are supported effectively" at our school.

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

In addition to the quality teaching we provide for all pupils, there is careful planning of the curriculum and differentiation by teachers and subject leaders to meet our pupils' needs. Differentiation means that the teacher considers how they must teach a lesson to a particular pupil so that they can be successful and have their needs met. The teacher plans for small intervention groups or personalized sessions for your child, as needed. Progress is monitored by school tracking systems and pupil progress meetings.

Parents are encouraged to discuss their take on the provision suggested in SEN Support Plan meetings and receive a copy of the plan showing the Assess, Plan, Do and Review cycle. They know their child best and will be consulted about what might work to suit their child's needs.

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

We take your child's well-being very seriously. There is pastoral, medical and social support available for all pupils. Our mental health lead practitioner is Mrs K.Dearn.

Your child's class teacher and teaching assistant will support well-being in lessons and Mid-Day Supervisory Assistants (MSAs) do this alongside teachers at lunchtime. Our Positive Behavior Policy reflect we take a therapeutic view to managing behavioral needs. The school supports social and emotional development through its PSHE curriculum and assemblies.

We offer a Breakfast Club at school and an afterschool club called "Great Group" collects pupils from this school and cares for them at the local Community Centre after school (subject to available spaces).

Our network of schools employs a Family Worker who is based at Knights Templar School. She will support families experiencing financial, social, emotional or mental health difficulties or advise on parenting strategies.

We work in partnership with other NHS services such as the school nursing team and CAMHS and also employ play therapists from Safe Space or The Butterfly Room to support a small number of pupils who have particular needs.

We can support pupils with varied medical conditions, such as Type I diabetes, and can provide some intimate care if agreed with parents and under medical advice.

Year 5 and 6 pupils are "Buddies" to Year 1 and Foundation Stage pupils. Pupils are represented at the Class Council and their views sought in this way or by survey. Bullying is responded to quickly if it occurs.

We have good attendance at this school and will work with families to help them if regular attendance is difficult.

We offer a wide range of clubs and activities for pupils to engage with and our parent's society "Friends of Hartsfield" is very active within the school community.

What training have staff had or are having?

All teachers are teachers of pupils with special educational needs and disabilities. This is part of their training. There is in-house training and a cycle of continued professional development for all teachers and Teaching Assistants on a regular basis. The SENCO attends training offered by the Local Authority and local cluster groups. Class teachers and Teaching Assistants also access training offered by the Local Authority or NHS. Mrs Smith is the designated teacher for looked after children and Mrs Dearn is the deputy designated person. All staff and governors undertake regular child protection training.

All staff have annual medical training such as for epi-pen, epilepsy and diabetes management. All staff have basic first aid training. Key staff are paediatric first aid trained.

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

School works with a number of outside agencies such as:

- Educational Psychologists,
- Speech and Language Therapists,
- North Herts Educational Support Centre,
- Woolgrove Outreach
- Nessie- counselling/ Mental Health support and training
- Safe Space- Counselling in Schools
- CAMHs
- Advisory Teacher eg. for autism, early years etc
- School Nursing Team at Bedford Road, Hitchin.
- NHS staff- eg GP's, Consultants, Paediatricians etc.
- Speech and language therapists- both NHS and private
- Families First- supporting families
- Primary Family Worker for Baldock area
- The Butterfly Room, Stevenage

Also- see the Hertfordshire Local Offer for services available.

How will you help me to support my child's learning? How will I be involved in the discussion?

Parent's views are vital to this at every stage. Parents are invited to regular Parent Consultation Evening and Open Afternoons. Parents are asked to a Welcome Meeting with the new class teacher and Teaching Assistants each year. Pupil's views are regularly sort in learning conversations, by questionnaires and via the School Council or focus groups.

For pupils in receipt of special educational needs support parents are asked to termly "Assess, Plan, Do and Review" meetings to discuss what has and will happen for their child. Our SENCO, Mrs K Dearn, is available via the school office to discuss matters at all other times or by email senco@hartsfield.herts.sch.uk.

Parents are very important in supporting learning too, by helping with home learning regularly and taking interest in topics covered.

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

We will make all reasonable adjustments to ensure every child can take part in any trips, including residential trips. Medical support is given where necessary and discussed with parents prior to the event. Additional adults, and sometimes the parents themselves, are included in the support package by prior agreement and full risk assessments/ pre-visits are undertaken to assess safety.

How accessible is the school environment?

Again, we make all reasonable adjustments to comply with the Equality Act 2010. Our Accessibility Plan is available on our website. The website also has information about how we have improved our environment to make it more assessable to all learners.

Who can I contact for further information?

In the first instance parents can talk to their child's class teacher. Parents can also contact Mrs K. Dearn, SENCO and Assistant Headteacher via the school office or Mrs P. Smith, the Headteacher.

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?

There is a transition programme in place with local nurseries including a chance for pupils and parents to visit our school and to come to lunch when their child starts here. There are Welcome Meetings which tell parents about the new class their child is entering and the topics covered for example. There is a strong history of transition to Secondary schools with our Year 6 pupils making several visits to local schools before transition takes place. Secondary staff come into school to meet and talk to pupils and staff before the transition. For pupils in receipt of SEN support, each child is discussed at some length with the SENCo of the receiving school and additional visits to the new school provided if the child wishes. At the end of each year our staff meet with the pupil's new teacher and discuss each child in great depth. If a child transfers into or from this school mid-year we make personalised transition arrangements to suit the needs of the child.

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

The Headteacher receives a budget and she decides each year how this will be allocated. The Governing Body are involved in scrutinising and agreeing this budget. This will affect, for example, how the teaching assistants are allocated each year throughout the school; and is driven by the needs of the pupils. In very exceptional circumstances, the school can apply to Hertfordshire Local Authority for an additional budget share known as Top-up High Needs Funding. School have to show why the learning needs presented in a particular case are so exceptional, what provision is already made and proposed and the impact of this.

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

This is arrived at through consultation with the Senior Leadership Team, class teachers and relevant external agencies. We listen to parents views about this at every stage and work with parents to provide the best possible support. The class teacher has the responsibility of daily allocation of support as part of their quality teaching provision.

How can I find out more?

Contact us at school or go to www.hertfordshire.gov.uk/localoffer

The Local Offer tells you what services are available within Hertfordshire.