

Information for Parents about different types of Special Educational Need (SEN)

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/or 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)

Our SEN policy tells parents about the graduated response we take to pupil's special educational needs (see website) Our Information Report is also on the website and this answers some frequently asked questions that parents might have.

This document tells parents and the wider community what we at Hartsfield can provide when children are recognised with the different types of SEN and receive 'SEN Support' through their SEN Support Record.

If you have any questions then please speak to Mrs Dearn, via the school office who will answer your questions.

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1. Cognition and learning needs (general and specific learning difficulties)

Type of need	What does that mean?	What school would typically do	Where else can parents go for help outside of school?
Cognition and Learning	<p>This is a difficulty with being able to learn at the same pace or in the same way as other children.</p> <p>It is split into 'General Learning' and 'Specific Learning'</p> <p>Pupils with general learning have learning needs across all of the subjects and may also have other needs like memory difficulties.</p> <p>Specific learning difficulties vary from pupil to pupil but only some aspects of learning are affected. For example, dyslexia- where a pupil might have difficulty with reading, writing and spelling or dyscalculia where they have difficulty with understanding numbers.</p>	<p>Teachers are good at providing personalised or differentiated teaching that meets the needs of these pupils.</p> <p>Sometimes Teaching Assistant work on intervention programmes for blocks of time with these pupils or provide extra support in class.</p> <p>Hartfield can also seek additional advice on how to do the above through our Educational Psychologist's surgeries or, in the case of specific learning needs, through the SPLD Bases at present (this is under review.)</p> <p>We can also ask Woolgrove MLD School for Outreach advice.</p> <p>Teachers will review progress with parents on an at least termly basis and more often if parents would like.</p>	<p>Parents can telephone the Educational Psychologist helpline "Contactline" for advice. This is open on Tues. and Wed. between 2-4.30pm. 01992588574</p> <p>They could also ask Mrs Dearn to arrange a surgery appointment for parents and her to attend together to ask for advice.</p> <p>There are great websites offering advice for specific learning difficulties. These include:</p> <p>British Dyslexia Association www.bdadyslexia.org.uk</p> <p>British Dyspraxia Foundation www.dyspraxiafoundation.org.uk</p> <p>There are often local groups parents can attend too such as Herts Dyslexia Association 01727 867399</p>

2. Social, emotional and mental health needs/promoting well being

We have many strategies we use to reduce anxiety, encourage social interaction and to promote well-being. These include:

- Pupils being supported in short, small nurture type-group sessions or 1-to-1 situations depending on their identified need to discuss strategies to develop self-esteem or to build friendship.
- We adopt a "Growth Mindset approach" as a school.
- We can provide "Meet and Greet" for anxious pupils and those with attachment difficulties. Some pupils need a named member of staff they can go to throughout the day.
- We have an open-door policy for anxious pupils or parents who themselves are anxious in any way- please talk to Mrs Dearn.
- We have weekly Golden Assemblies to reward effort, achievement, being a good citizen or sportsperson etc.
- We help some pupils to make "things I am proud of" scrapbooks to boost confidence.
- Protective Behaviours strategies are used throughout the school to help children to feel safe and confident. Pupils have their network of people who can help them.
- We have "Play Pals" at playtime who are older, trained pupils who will play games with less confident children. We have additional members of staff on duty at lunch such as Mrs Watts to support play, friendships and well-being for all.
- Sometime pupils have a mentor who they come and talk to about things that they are proud of or worried about. Please ask about this.
- We have a Buddy system in place Yr6/Yr1; Yr5/Rec.

- We work hard on transitions between year groups and especially to secondary schools. We can often arrange extra visits and will pass on all information about each child. Please speak to your child's teacher or Mrs Dearn. We can make photobooks for new classrooms/ teachers to use with your child in the summer break.

School can refer to the NHS School Nursing Team for advice about your child. We also have a Family Worker, who is based at Knights Templar School. She works with families on a 1-to-1 basis and can also provide useful course such as Parenting Puzzle. She will signpost other agencies that families might need to help them.

When social or emotional needs are affecting a pupil's self-esteem or behaviour, school might refer your child to the North Herts Education Support Centre (ESC) for help on a regular basis. Their outreach worker supports children in moving forward with their emotional development.

Occasionally, school use the Pupil Premium Grant PPG (they get this if they have free school meals now, or in the last 6 years) that some children qualify for, to pay for art or play therapy. If your child receives PPG and you are interested in this, please speak to Mrs Dearn.

Sometimes we work alongside parents to support them in speaking to their GP about accessing children's mental health services such as CAMHS or Step-2. You can find out more at www.youngminds.org.uk/camhs

Please talk to Mrs Dearn directly if you would like to know more about bereavement counselling.

3. Social Skills/Communication and interaction needs including autism

This covers speech and language needs and other communication needs like autism

Need	At Hartsfield we offer:
Autism	<ul style="list-style-type: none">• Mrs Dearn is our Autism Lead. This is your initial point of contact if you need information about services available.• Our headteacher's office is a safe place where your child can go to be quiet and free from any distractions in this large, open-planned school.• Our staff are trained by the Autism Education Trust or through the Local Authority or NHS speech and language to ensure that everyone who comes into contact with your child has an understanding of their individual needs.• We ensure that we have strong Parental partnerships so that any change in your child's circumstances are quickly responded to and needs are met. This relies on open parental communication.• We endeavour to listen to your child's views, we take in to consideration that children have different ways of communicating and we will need appropriate strategies to support them.• We ensure that there is a positive 'Transition Pathway' that will support transitions within the setting/school and when your child moves on to their next School.• We will follow advice from the Child Development Centre or from the Local Authority Advisory

	<p>Teacher for autism (we can refer to this service once you have a formal diagnosis)</p> <ul style="list-style-type: none"> • www.autism.org.uk is a good source of information
Speech and Language needs	<ul style="list-style-type: none"> • Speak to your child's class teacher first- we have a lot of experience in supporting developmental needs • If a child's speech and language remains a concern after a term of intervention from us, we will ask the NHS speech and language service if they will accept a referral from us for your child. You can also speak to your GP about this. • In the case of stammering, the NHS speech and language service may accept a referral sooner, especially if the child is becoming aware of the difficulty.

4. Physical and sensory needs including occupational therapy/physiotherapy

This is a very wide group of needs from visual impairment, to physical impairment to the need for physiotherapists or occupational therapists. Referral is via the NHS/ GP and we will follow their advice for your child. We have a rolling programme of improvements in school (see our access plan on the web site) to make the physical environment of our school more accessible for these children.

5. Poor concentration- ADHD/ADD

If you are concerned about your child's concentration, please speak to their class teacher first and give them lots of encouragement to pay attention. If this does not improve you can also talk to Mrs Dearn. If we see the same

characteristics at school as well, we are happy to provide a letter to your GP to ask if a referral to the Child Development Centre is indicated to look at possible attention deficit. This is a popular service and there is a waiting list.

Attention Deficit Hyperactivity Disorder (ADHD) is attention deficit with hyperactivity and Attention Deficit Disorder (ADD) is similar but without the hyperactivity. If it is diagnosed you may be offered medication for your child, which you may or may not choose to give to them. If you do, we can support you with this (see medicine in schools policy) We are very use to accommodating the needs of pupils with attention deficit and most are really successful just with our making adjustments to the way we teach and deal with the child. There are great support groups locally.

www.angelssupportgroup.org.uk/about-us

www.add-vance.org

5. Preventing bullying of pupils with SEND

Bullying can happen to any child at any time, but children with SEN can be particularly vulnerable. Where children are living with SEN, bullying behaviour often originates from the differences between them and other children - in the way they look, speak, or act, or in the way they are treated by adults in their lives.

When children are very young they may start pointing out differences between them and other children from a sense of harmless curiosity, perhaps openly asking questions that adults may find awkward to deal with.

It is reported across the education system that for children with SEN, difficulties with peer relationships are the most common type of bullying and children will report being ridiculed and called names. They are also prone to cyber bullying: For example, a child with autism may find it harder to interact socially with their peers, which may lead to them removing

themselves from group activity. This can lead to further isolation and potentially their being bullied or developing bullying behaviour themselves.

At Hartsfield we make sure:

- all pupils and staff should know that bullying is wrong, will not be tolerated, and know how to report it and get help
- all staff are aware of those children who are vulnerable and understand their needs and their behaviour
- we are careful not to isolate children with SEND from other pupils. As far as possible keep opportunities for social interaction inclusive so all children at the school become used to being together
- all staff - not just teaching staff - should have at least a basic training in dealing with bullying. For example, lunchtime staff may spot incidents
- we use opportunities such as PSHE lessons or assemblies to explore issues around difference.
- that there is no one-size fits all solution to bullying - we think about and seek advice on the particular issues affecting different children
- we never assume the job is done - we are always be alert to bullying reoccurring in a school, especially at the start of a new school year

<https://www.anti-bullyingalliance.org.uk/tools-information/all...bullying/sen-disability>