

Hunsdon JMI Information report

1. How does the school know if the children need extra help and what should I do if I think my child may have special educational needs?

Every teacher differentiates for the individual needs of the children in their class and every child has access to High Quality teaching. Formal assessment tasks covering Reading, Writing and Maths are carried out each term for every child in KS1 and KS2 (Key Stage). Year 1 children also complete the statutory Phonics screening check at the end of the year. Alongside these formal assessments, the children's learning is informally assessed daily through specific questioning, discussion, group work, marking and much more. If High Quality teaching with specific differentiation strategies has been in place and a child is assessed as not making their age appropriate progress, the teacher will then seek the advice of the SENCO (Special Educational Needs Coordinator). If felt appropriate, the SENCO and class teacher may invite you to attend a meeting to discuss any concerns and actions needed. These could include: implementing specific interventions, strategies, resources or discussing whether certain advice from external agencies is required.

As a parent, the school would encourage you to attend Parent consultation evenings, read school reports and bring to the teacher's attention any concerns that you may have about your child's learning and progress. You are encouraged to make appointments at any time throughout a school year, to see the class teacher and if appropriate the SENCO.

2. How will the school support my child?

If your child has been identified as not making their expected levels of progress and the class teacher has sought information from the SENCO, you may be invited to meet with the class teacher and if appropriate, begin the 'Assess, Plan, Do, Review' cycle for your child. This may involve creating a 'Personal Plan' for your child, which would incorporate: your views, your child's views, the teacher's and SENCO's professional advice and if appropriate, the advice of external agencies. Ultimately, this would underline strategies to support your child in meeting long and short term outcomes. Within this 'cycle', a date for another meeting for the next term (or sooner) would be set to review the child's progress and determine their next steps. As a parent, you would always be involved in these meetings and informed of any changes to your child's 'Personal Plan' in between reviews if required.

3. How will both you and I know how my child is doing?

If your child is within the 'Assess, Plan, Do, Review' cycle, (please refer to the previous two points) then their 'Personal Plan' will specify how we will know if they have met their outcomes set. This will be discussed during the review stage of the cycle whereby the teacher, yourself and your child discusses what has worked well with the strategies that have been put in place and if there were any challenges during this process. The teacher's on-going formal and informal assessments will also be discussed during this meeting to gain a greater understanding around your child's progress along with any information from external agencies. Together, this information will form the basis for the next steps for your child.

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

Every child has access to High Quality teaching in school and with this the teacher will differentiate their teaching to cater for the wide variety of needs within their class. This differentiation will vary from child to child. If your child has a 'Personal Plan', (please refer to previous point) specific strategies will be catered around the personal needs of your child. However, even children without Personal Plans will have their teaching and learning differentiated for them through a variety of strategies. These strategies could include: additional resources for your child or adaptations to their current resources, adjustments to the classroom or school environment, specific verbal cues, changes to how instructions are given or changes to the content of the lesson/activities your child takes part in. Alongside this, there is also the additional support from the teacher, SENCO or teaching assistants during lessons and activities. As a school, we believe that good communication is vital in making sure that individual needs are catered for.

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

Good communication between yourself and the school is vital in ensuring that your child's overall wellbeing is being supported and we believe that this is achieved if concerns are identified at the earliest opportunity. This support will vary from medical to social but nonetheless our school has a strong ethos of caring for all its pupils. If your child has a Healthcare Plan, all staff in the school will be aware of this and will act on it accordingly. Details about the administration of children's medicines and how we ensure the safety of your child can be found in our Health and Safety policy on our school website alongside our school prospectus which also provides information about "Managing medicines in school."

All members of staff are trained in the safeguarding of children and are available to speak to any child who requires extra emotional support. As a school we offer counselling through the School Counselling Service - you can discuss this involvement with the Head teacher. We can also make referrals for other external agencies to support you and your child at school and at home such as, the involvement of Family Support Workers, CAMHS (Child and Adolescent Mental Health Services) or other support services or charities.

As a school, we are committed to making sure the views of our children are heard. If your child has a Personal Plan, a meeting to assess, plan and review their progress will be held with them to ensure their views are taken into account when planning what support to put in place. We also hold monthly school council meetings which involve every child in KS1 and 2 and are run by the oldest children in the school. During this meeting - which is divided into groups - every child has the opportunity to contribute their views on the things that are important to them in school. Many of our children are responsible for running their own clubs. They decide what they want their club to be, when it is to be held (subject to availability) and how they wish to run it. The children then produce this information to the Head teacher and appropriate support is given to them so their club can take place. This is available for any child in the school who wishes to do this.

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

As a school, we offer a wide range of expertise. Every staff member is required to build up their professional development and this is structured around their interests, their areas of strength and the school's current needs. Throughout the year, every staff member will attend mandatory and specialist training. All members of our teaching staff are a specialist in at least one subject and they coordinate this subject in school. Their role as a coordinate include: attending training, keeping up to date with current research, supporting children in that subject with specific needs and training other staff members to ensure good practice throughout the school.

We have very experienced Teaching and Learning Support Assistants who are qualified to deliver group interventions to help reinforce the development of key Mathematics and English skills. We have two Teaching Assistants who have been accredited with a Speech, Language and Communication Needs certificate through 'Elklan' <http://www.elklan.co.uk/> with the vision of them leading the support of the communication needs within our school.

Other courses attended by Teaching Assistants and teachers to support learning include: handwriting support, Dyslexia support, Mental Health support, supporting Reluctant writers, using Numicon to support Maths, supporting the production of Speech Sounds, using Makaton to support Speech, supporting children with hearing

impairments, supporting children with autism, supporting children with Downs Syndrome, supporting children with memory difficulties and many more.

The SENCO has been awarded the National Award for SEN Coordination in 2014. She has attended a variety of courses in preparation for the New SEND Code of Practice 2014. The SENCO regularly attends training courses to keep up to date with current SEN legislations, news, research and management and has also attended a level 2 Autism course. She attends the local SENCO support group and the yearly Hertfordshire SEN Conference run by DSPL (Developing Special Provision Locally) which means the school has close links with other local SENCOs and specialist schools. Due to our school's positive attitude in making sure that all staff members are appropriately trained to support all children to the best of our ability, when a child joins our school whose needs we have not previously supported, we ensure that all staff are prepared to cater for that child's needs. This is achieved through the SENCO conducting research into the needs of that child in order to determine best practice, good communication with the child's parents and previous school or child care setting, relevant training provided for all staff or particular members of staff and the purchase of any resources.

7. What specialist services or expertise are available at or accessed by the school?

We have many connections with specialist services that can run in school, at home or at certain centres. If your child presents a particular need and in communication with the class teacher and SENCO it is agreed that specialist advice or involvement is needed, the SENCO can refer your child for this specialist service. These services include Speech and Language Therapists, Educational Psychologists, the Communication Disorder team, Counselling services, Family Support Workers, CAMHS (Children and Adolescent Mental Health Services), Specific Learning Difficulties Base, Occupational Therapist and Outreach services provided by local Specialist schools.

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

As a school, we make sure that good communication is kept with all parents and encourage you to make appointments with us to discuss your child's needs or ask advice about how to support your child's learning. We are happy to model particular activities or strategies with your child to ensure continuity in their learning.

In addition to this, once a year we hold a whole school parent evening workshop based on a particular theme such as reading. This involves the teachers running workshops to support parents in understanding: how we teach particular skills for different age groups, how we support children who struggle in particular areas, how we challenge those who may be working at a higher level of attainment, what tests are involved

throughout school life and simple strategies that can be implemented in everyday life at home to support learning.

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

If your child has a Personal Plan, this will be reviewed once a term. An initial draft review will take place with your child's teacher and the SENCO. You will then be invited to a meeting with your class teacher to conduct a final review which concludes the SENCO's views, your child's views, the teacher's views and your views. Together with the teacher, you will then agree on next steps for your child. This may be to continue the outcome they already have but maybe adapt the strategies used, provide your child with next steps in order to continue good progress or a decision may be made to stop the personal plans if your child is then meeting expected guidelines.

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

All children are included in the many trips and outside activities we arrange, regardless of their SEND, through the types of differentiation we employ. If a child required extra support then the school would plan for this and if appropriate, gain the advice of the parents to help identify what differentiated support was needed. As a school we believe that it is our duty to ensure that every child is included in every aspect of school life.

11. How accessible is the school environment?

The school building is fully wheelchair accessible. There are at least five slopes leading into the school which is all on one level with a disabled toilet. We have made improvements to improve the auditory environment within the school. These improvements include: building a wall in between two classrooms in the KS1 building that were previously separated with a curtain, making sure all chairs with metal legs have rubber stoppers on the bottom to produce a quieter sound and that pencil pots have material put in the bottom of them to reduce the noise the pencil make when they are being put back. This advice was provided by the 'Sensory and Physical Impairment, Low incidence team'.

12. Who can I contact for further information?

The first port of call would be the school office who would make an appointment as soon as possible with either the SENCO, class teacher or the Head teacher, depending on the concern. This can either be by calling into the Office, phoning or e-mailing the school for an appointment.

To contact the office please email: admin@hunsdon.herts.sch.uk or telephone on: 01279 842644

To contact Mrs Bone (the SENCO) directly please email: senco@hunsdon.herts.sch.uk or leave your name and number with the school office for Mrs Bone to call you back.

If you have a concern or wish to make a complaint you should firstly discuss your concern with the Head teacher, Mr Millward. To contact Mr Millward please call 01279 842644 or email him at head@hunsdon.herts.sch.uk

If you wish to make a complaint to the governors then please refer to the 'Governors Complaints Policy' which can be found on our website in the 'Essential Information': <http://www.hunsdon.herts.sch.uk/index.html> or for a paper copy please contact the school office.

13. How will the school prepare and support my child to join the school, or transfer to a new school or the next stage of education and life?

When your child is given a place at the school, arrangements are made for the Reception teacher and Nursery Nurse to visit you at home. You are also invited to attend a meeting in school and your child will have an opportunity to stay for a visit. It may be necessary to organise an extra meeting so that you can meet the SENCO to specifically discuss your child's needs. If your child is joining school in another year group, you will be invited to meet with the head teacher, class teacher and SENCO if necessary. It may also be necessary to include another professional in this meeting. E.g. Hearing impairment specialist.

With regard to transfer to Secondary school, a meeting will be held with the Headteacher, SENCO and class teacher to discuss the options available. Parents will be encouraged to visit all open evenings and to ask questions about the school's SEND provision. Once the parents have made their decision and the school has been allocated to them, the SENCO will pass on all records to the school's SENCO and if necessary will contact them to give further information. If needed, the SENCO will arrange for your child to spend some extra transition time at their new secondary school to further ease a smoother transition.

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

Some of the allocated money is used to pay for the support of a special needs teaching assistant or learning support assistant. These assistants work alongside the teacher to help bridge the gaps of learning between the children's needs and the curriculum.

There is also money allocated for special needs resources such as specific furniture, speech and language equipment, intervention programmes, games and books. Some of this money is used for training our staff to be able to better support all children with SEND. There is also a budget for employing professionals such as the School Counselling Service and a private Educational Psychologist.

The resources allocated to children in the school depend on their level of need. These needs can be found in the child's Personal Plan or in their EHCP where appropriate resources will be matched according to these needs. All other resources will be allocated through the teachers' day to day differentiation for all pupils.

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

If your child is identified as requiring support for SEN, this decision will be made by the child's class teacher, the SENCO and by yourself. Depending on the level of need, the involvement of external agencies may be necessary however your opinion and consent will be required.

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

Visit: www.hertsdirect.org/localoffer for the Local Authorities Local offer. See Local Offer regs and guidance in the Code Chapter 4.