

Wareside C of E School Information Report

It is the intention at this school that we identify children who have SEND (Special Educational Needs or Disabilities) early. Quality first teaching ensures that in the first instance children with SEND remain in the class and teaching takes into account every child's need. All planning by the teacher will support every child in the classroom to ensure progress. At Wareside C of E School we have smaller than average classes which allows early identification of needs and personalised learning.

This report sets out the approach that Wareside C of E takes to identify and support children who have special educational needs or disabilities (SEND).

1. How does the school know if the children need extra help?

- The SEND Code of Practice sets out a definition of SEND
- Assessment within the classroom during lessons and more formal assessments (e.g. SATS)
- Teacher observation
- EYFS profiles
- Reading and Spelling tests
- Pupil Tracking
- Parental involvement

2. How will my child be supported?

- A broad and balanced curriculum is taught in the class with differentiation
- Small group work
- 1:1 support within the class
- Intervention group work

- Outside agencies will give advice and targeted support with parental permission.

In the first instance children will be kept within the class with support. However it may be necessary that children receive extra teaching either 1 to 1 or in a small group to support their development.

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

- Discussion with the class teacher or Inclusion Lead.
- Home / School book where appropriate
- Annual review (children with Education, Health and Care Plan - EHC)
- Termly Review (for children with a provision map)
- Parent consultations
- Annual reports

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

- Quality first teaching that ensures differentiation and adaptation.
- Assessment for Learning whereby teachers assess children and plan according to progress.
- Differentiation in the class through: task / resources / expectations / recording / support
- Visual timetables
- Specialist support from professional e.g. Speech and Language Therapy and Educational Psychologist.

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

- Trusted adult either in class or in the school to talk to about anything
- Circle time, PSHE and classroom discussions in all subjects
- Including children in planning of topics and interest areas
- Pupil voice . children are asked to discuss what they like and dislike about aspects of the school.
- Healthy eating week / sports week
- Mindfulness and quiet times
- Trained first aiders throughout the school, medical room
- All medicines are taken on school trips.
- Intimate Care Policy in Foundation Stage
- School values: Faith, Love, Courage and Patience
- STEPS training for staff relating to positive wellbeing for all children
- High expectations of behaviour across school, clear to all children.
- Stimulating and exciting lessons ensure that behaviour is good in lessons.
- Behaviour is managed through positive behaviour management in the first instance followed by clear sanctions.
- Parents are involved in behaviour management.
- Awareness of anti-bullying
- Wider outcomes- participating in extras activities, social development, enjoyment in and out of school, after school clubs

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

- Educational Psychologist
- Speech and Language Therapy
- Visual Impaired Team, Hearing Impairment Team

- Autism Education Trust (ASD)
- Rivers . primary behaviour team
- Thorley Hill Specific Learning Difficulties Base
- School Nurse
- Amwell View Outreach service
- Occupational Therapist

7. What training have the staff had, who support children with SEND?

- Relevant courses and training for Teachers and Teaching Assistants
- Professional-led (any of those mentioned in 6, above) training for all staff

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

- Curriculum map on website and termly class letters outlining what your child will be learning
- Open afternoons where creative homework is shared with parents and children
- Curriculum focus workshops
- Meet the teacher sessions in September
- Parent consultations
- Teachers are available by appointment

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

- Termly SEND review meetings where provision map is updated, including looking at strengths and areas for development
- Parents can access the website for SEND information

- Targets are discussed at parent consultations and written on end of year reports

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

- Risk assessments are carried out for all on-site visitors and off-site visits.
- Opportunities are available for parents to discuss concerns about trips.
- On Residential trips, enough staff attend as required, including EHC plan with funding.

11. How accessible is the school environment?

- The school is a listed building and therefore level access to some areas is from different entry points.
- All new extensions to the school are fully accessible.
- Medical room and first aiders area able to ensure children with medical needs are supported
- An interpreter is available from Herts County Council however our current EAL families have a good standard of English

12. Who can I contact for further information?

- Class teacher
- Inclusion Lead / Headteacher
- SEND Governor
- Governing body
- Parent Partnership
- HAND News Hertfordshire
- Hertfordshire - SEND Officer

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?

- Our school works closely with all settings at the time of joining Reception to ensure smooth transition and transfer of relevant information.
- Visits to pre-school (if not on-site) for Reception children with SEND
- In year admissions: discuss pupil needs with previous teachers and parents, guided tours, LSA / TA or teacher visit to current placement.
- EHC meeting in Y5 to discuss secondary school placement
- Planned transition including extra visits to secondary schools for children with SEND which may include a familiar adult.
- Secondary school link days
- Secondary school visits to primary school
- Move on club in secondary school
- Secondary SENDCO involved in EHC review meeting prior to move.
- Records are transferred and discussed within 15 days of the child leaving the school. Electronic and paper records are transferred and discussed.

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

- SENDCO training
- Support staff 1:1 and small group interventions
- Training for staff: teachers and TAs
- Resources

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

- Children are identified based upon observations / data / assessments / behaviour / progress
- An Intervention is put in place according to need and following advice given by specialists
- Teacher / parent discussions if intervention is not having a significant impact.
- If little impact then with parental consultation, outside agency support is formally requested
- EHC plan identifies hours of support by some agencies
- Exceptional Needs Funding application made by school to provide 1:1 support

16. How do we ensure that pupils with SEND are not treated less favourably than other pupils?

- Quality first teaching ensures that all pupils have the same opportunities as other pupils in the class.
- The support within our small classes allows access to a varied curriculum for all children.
- Early identification of additional needs, discussion with parents

17. What do I do if I am not happy about how my child is being supported?

- Initially please speak to your child's teacher.
- Contact the school Inclusion Lead (Sharon Simmons).
- Contact Headteacher (Kanchana Gamage).
- Contact SEND Governor (Lorraine Newman).

To contact any of these people please ask School Secretary (Mrs Duffy) to make an appointment for you.

In any of these instances we will discuss the support that your child requires with all parties, including your child where appropriate, to ensure that we agree with the outcomes.

18. 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 or disabilities and disability?

Information about the Hertfordshire Local Authority offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>