

## **Special Educational Needs (SEN) Information Report**

### **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?**

Class teachers continually assess children's progress through daily observation, interaction and marking. At the end of each term the progress of all pupils is discussed with the Head Teacher, Assessment Coordinator and the INCo (Inclusion Coordinator – Jennie Martin). These are the ways in which SEN are identified. Parents are the experts on their own children. If they have concerns they should not hesitate in making an appointment to come in and discuss them with either the class teacher or the INCo. There is a surgery at 3.00pm on Wednesday, any parent can phone school to make an appointment at this time or arrange a mutually convenient alternative.

### **2. What support can the school provide for children with SEN?**

The school will provide a range of support interventions to help depending on the need. This may include small group or 1-to-1 help and/or the involvement of outside experts. We also try to make any reasonable adjustments that will improve a child's experience (see St. Anthony's local offer for a full list).

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

Teachers try to be available at the end of the school day if parents wish to discuss their child and appointments can be made via the office. There are two parents' consultation evenings and an annual report. Parents of children who are on the SEN register will be invited into school to discuss progress each term. Hearing children read and checking their diaries and their homework enables parents to know exactly how they are getting on. Sharing feedback with school can be valuable, e.g. if something proves very difficult let the teacher know.

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

For a child who has been identified as requiring SEN support, there is a cycle of 'assess, plan, do and review' to be followed and since November 2016 the Neurodiversity Combined Checklist Tool has been available to staff to aid this process. There will be planning meetings each term involving the parents, the INCo, the class teacher, and possibly external professionals and the child. The child's views will be heard. Targets will be set for the term to achieve desired outcomes.

Class teachers constantly adjust their provision through careful modifications to their teaching, organisation and differentiation (i.e. providing work designed to be at the correct level of challenge) to meet each child's needs.

In exceptional cases a child may have complex needs where provision cannot reasonably be delivered through services that are normally available. The school and/or the parents may then request an Education, Health and Care assessment. If successful an EHCP (Education, Health and Care Plan) will be drawn up at a multi-disciplinary meeting in which the views of the parents and the child will be central. The aim is a truly holistic approach focused on favourable outcomes and the EHCP will be reviewed annually. If there is a possibility that specialist provision may be required in future having an EHCP in place is essential.

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

It is our objective that each person should be encouraged and taught in a manner sensitive to their individual needs so that they may achieve their maximum potential as a learner and a person. We recognise that everyone is a unique individual with a unique contribution to make to the life of the school (St. Anthony's SEN Policy). The children receive a broad balanced curriculum with plenty of positive, enriching opportunities. The children's achievements are recognised and celebrated in class, in KeyStage and whole-school assemblies and by visits to senior staff, often with certificates and rewards and in the monthly newsletter to parents. Religious education, and Personal, Social, Health, Emotional and Economic (PSHEE) education are important subjects carefully taught, which includes Protective Behaviours. All staff are trained to note changes in pupils' body language, mood and appearance and to offer or seek support for them. All staff receive training annually for epi-pen and every three years for first aid and child protection. Designated staff attend diabetes training annually and report back to colleagues. There is a Welfare Assistant available at all times to attend to sick or injured children. There are no permanent exclusions.

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

The main specialist services that we access are Speech and Language, Educational Psychology, Specialist Advisory Teachers (for Hearing Impairment, Communication Disorders/Autism spectrum, Visual Impairment etc.) the SpLD (Specific Learning Difficulty) Base, Colnbrook Outreach (a local special school), Family Support, the School Nursing Service and Paediatric Occupational Health. However, as new needs arise, such as medical conditions for example, we may consult with other specialists and support groups.

**7. What training do the staff supporting children with SEND (Special Educational Needs and/or Disability) receive?**

School staff have been trained to provide a variety of specialist support and this is an on-going process. Where a training need is identified the school is committed to meeting it.

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

The school provides meetings and materials for all parents throughout the year-groups with information and advice on supporting children's learning - which is very relevant to SEND children and we strongly advise parents to attend. Differentiated homework (designed to be at the correct level) is provided and children in KS1 have reading record books, and at KS2 homework diaries, which parents can use to communicate with the teacher. Children with exceptional needs may have a very detailed daily home-school link book. Parents with concerns are encouraged to come and see the INCo and the required support will be provided. When appropriate the INCo is happy to see parents with their children and may demonstrate strategies for reading, homework and other needs. The INCo may also signpost parents to other sources of support.

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

The different ways in which parents can be involved in discussions about their child's education are explained in the answers to questions 3, 4 and 8.

As previously mentioned, parents are invited to maintain open communication with teachers through the home-school link book, the reading record, the homework diary or by making an appointment

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

All school clubs are mixed ability and open to all. Numbers are controlled by offering different clubs to different year groups. SEND pupils are well represented - participating in school assemblies, masses, talent shows and school productions. Performances for many school events such as Harvest entertainments, One World and special assemblies involve the whole class equally. We strongly encourage all children to attend school trips, especially the week away in Year 6 and the school tries to make any reasonable adjustments that may be required, to make that possible.

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

The school environment is easily accessible for children with a disability. There are dropped kerbs, a slope, a disabled toilet in each of our three buildings, a medical room with a bed in our main building and wide corridors and a lift in our two-storey Year 4 to 6 building. The car park has two disabled parking bays for designated disabled badge holders.

### **12. Who is the person responsible for children with SEN?**

Every teacher has the responsibility for children with SEN in their class. The INCo is the person responsible for ensuring that this support meets the needs of the children and she provides support and advice to teachers and parents when required.

### **13. How will the school prepare and support my child to join the school or transfer to a new school?**

This will depend on the needs of the child. Children with identified SEND are visited in their pre-school setting to assess their needs, and the parents attend a planning meeting where arrangements are agreed. This may include additional pre-visits with a family and/or staff member, a photo book and other helpful adjustments.

Similarly, in upper KS2 secondary transfer plans will be discussed with parents and additional measures may be required. All pupils are visited in our school by members of staff from the secondary schools and are then invited to induction days in the final half term.

Children joining the school mid-year are always welcome and we recognise that this is not an easy transition. Teachers will appoint buddies to accompany pupils on arrival and for as long as required to help them fit in. New pupils will be taken on a full tour of the whole school and introduced to all staff by their buddy. The INCo will conduct a short interview with new pupils, review their school records when they arrive before passing them on to the class teacher and hold a follow-up interview.

When children leave us mid-year the amount of liaison would depend on the time-scales, distance and the level of SEND involved. We would of course provide the receiving school with all relevant information in the child's best interests and be available for phone contact. The class teacher and pupils always prefer to mark such occasions with a farewell event.

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

The school has ring-fenced funds for SEN provision. Each term, pupil progress meetings and SEN support reviews inform the planning for allocating resources.

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

Support is limited and has to be carefully matched to children's needs following assessment, analysis of pupils' progress and observation. Some children may require long-term support while others may need significant help for a short time. Children with exceptional needs receive specific funding to provide levels of support not normally available in school.

**16. How can I find out about the local authority's Local Offer of services and provision for children with SEND ?**

Hertfordshire County Council's Local Offer can be found online at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer).