



Tonwell St Mary's C of E (VC) Primary School SEND Information Report 2022-2023

All Hertfordshire schools maintain a similar approach to supporting children with Special Educational Needs and Disabilities (SEND). If you have any questions relating to this report or require further information, please do not hesitate to contact the school's Special Educational Needs Coordinator (SENCO) Mrs Sarah Bridgman or Deputy SENCO Mrs Chelsea Coleman via the school office on 01920 462894.

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, Moderate learning difficulties

How does the school know if the children need extra help and what should I do if I think my child may have SEND?

When a child joins the school, teachers assess all aspects of their learning.

- Teachers recognise that some children need different approaches to access their learning or develop wellbeing.
- Sometimes, children join the school with a Special Educational Need or Disability (SEND) which has already been identified.
- If, as a parent/carer, you think your child needs extra help or understanding with their learning or wellbeing, you should discuss your concerns with your child's teacher first.
- If the teacher feels it is necessary, they may meet with the school's Special Needs Co-ordinator (SENCo), who may in turn meet with parents.
- If a child has SEND, before they arrive at the school, the school is informed so that accurate provision can be made and transition organised.
- A Special Needs Co-ordinator (SENCo) is a person employed at the school to support children with an identified Special Educational Need or Disability (SEND) in school.
- A teacher may seek advice from the SENCo about how to support a child.
- Parents may discuss their child's needs and support with the SENCo.
- It is important to remember that, if a child is not progressing, it does not always mean a child has a special educational need or disability. Equally, if a child is doing well with learning, they may have a special educational need which affects wellbeing, or have a sensory need, which become barriers to learning.

The SEND Code of Practice 2015 states that, 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- We value your input as you know your child best so please share your concerns with us.

How will the school staff support my child?

- Class teachers plan lessons according to the specific needs of children in their class and deliver quality first teaching in all lessons.
- Specific strategies and resources will be used to support your child individually and in groups.
- Focused small group teaching and individual sessions will target children with particular areas of need. This will be delivered by a teacher or teaching assistant (T.A).
- The school SENCO coordinates all SEND support and will ensure that your child is appropriately supported in all areas of their school life. She is there to support all school staff by ensuring understanding of children with SEND and best ways to assist them.
- School Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive regular updates and a report on the progress of these pupils.
- Staff will ensure a close relationship with parents through regular communications, both formal and informal.

How will I know how my child is doing?

- Some children with SEND will have a Learning Plan. Targets will be set for your child in their specific areas of need and will be reviewed termly by the SENCO and class teacher
- You will be informed regularly of your child's progress through a variety of means which can range from termly parent's evenings, letters home, additional meetings, phone calls, e-mails, reports and home/school communication books.
- The progress of children with a statement of SEND/Education Healthcare (EHC) plan will be formally reviewed at an Annual Review.
- Some children with SEND may have support through a Families First Assessment with termly meetings for you and all professionals involved with your child. Targets will be set for you, your child and professionals working with your child to ensure that they are fully supported in every area of their life in school.

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

- All lessons are carefully planned and differentiated to ensure that all the needs of individual pupils are met.
- Suitable support resources are available to ensure that every child can access the curriculum at their level.
- Regular assessment of all children ensures that we can carefully monitor their progress and put support strategies into place if they are not making expected progress in any area.

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

- The well-being of every child is our primary concern at Tonwell St Mary's Primary school. Personal, Social and Health Education (PSHE) is integral to our curriculum, and each pupil's social and emotional development is always at the forefront of our mind.
- We value each child's input and pupil voice is at the heart of our school community. Opportunities for children to share ideas include school council meetings, and surveys.

- We also very much encourage participation in extra-curricular activities to build self-esteem and social development.
- We are constantly working to ensure positive relationships between parents, school and children.
- We ensure that key adults are available for children to go to if they need to talk to someone during the school day.
- Our Behaviour Policy, which includes a therapeutic approach, guidance on expectations, rewards and consequences is fully understood by all staff.

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

- We regularly invest time and money in training our staff to improve support for all pupils. This training is used to develop enhanced skills and knowledge to deliver group interventions and more specialised training to deliver 1:1 programmes for individual pupils
- We have good links with Thorley Hill Specific Learning Difficulties (SPLD) base and attend regular training on how to support children with specific difficulties in maths or English. Members of staff from the base work with our TAs and teachers to model activities and share resources.
- Our SENCO is a qualified and experienced teacher who receives ongoing SEN training in specific areas.
- The SENCO will regularly update all staff in relevant training relating to SEN and specific children in school.
- All staff also attend regular training courses in relevant areas of SEN, including those led by our DSPL (delivering specialist provision locally).

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

- We cater for children's individual needs and receive relevant services and support to meet the needs of every child in our care.
- Expertise begins within our school staff
- Educational outside agencies involved with school include: Educational Psychologist (E.P) and SPLD base, communication and autism team and speech and language therapist.
- Specialist health services are also accessed to support children in school, such as Speech and language therapy.

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

- You will be regularly provided with school information about how to help your child at home. At parent consultations, teachers will share targets for your child's learning.
- Parent workshops are also available to learn more about supporting your child's learning. We also hold regular coffee mornings/afternoons to share advice, training and to share ideas with other parents.

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

Our 'open door' policy allows parents to access advice from staff and the Headteacher at all times which ensures that detailed and up to date information is shared and acted upon. This is particularly important in regard to children's medical well-being where care plans can be put into place and all staff made aware of current practice in regard to individual children with specific needs in this area.

At Tonwell St Mary's, we believe in a child-centered approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. As well as regular discussions at parent's consultation evenings, and written reports, parents of children with SEND will be involved in all stages of the Assess, Plan, Do and Review process linked to your child's learning plan.

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

Schools are required by law to ensure that all children, including those with SEN and Disability, can participate in all aspects of the school's life and activities. At Tonwell St Mary's this includes,

Enriching outside trips either class, extra-curricular clubs including Breakfast and Wraparound Club, KS2 residential.

Where necessary, risk assessments will be carried out and reasonable arrangements will be made according to each child's needs.

How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. Specific requirements will be discussed as they arise (see Accessibility Plan and Equality Objectives (available on our website 'statutory information/accessibility plan or Equality objectives)).

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?

We recognise that transitions can be difficult for all children, especially those with SEND, and we take steps to ensure that any transition is as smooth as possible. Our school works closely with all settings and other agencies who may need to be involved at the time of transition.

How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much support my child will receive?

The school budget, received from Hertfordshire LA, includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school. The money is used to provide additional support or resources dependent on individual needs. Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time. Resources may include deployment of staff depending upon individual circumstance.

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 and disability?

The local authority has its own local offer which can be accessed via the link below:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

It outlines provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

How will you support disabled children?

- We follow our admissions policy for all children, including those who are disabled. A copy of the policy is available on our website or from the school office.
- Our Anti-Bullying policy and Equality Statement set out steps we take as a school to prevent disabled children from being treated less favourably than other children.
- Facilities we have to support disabled children include: the school building being on one level, a ramp linking indoors to outdoors and a disabled toilet. We work with parents/carers and health professionals to make any other adjustments needed to support the inclusion of disabled children on an individual basis as best as possible.