

Field Junior School- SEN Information Report 2016-2017

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

School

- Assessment for Learning (AfL) is completed throughout the school in all lessons-this focuses on identifying where children's learning needs additional support and what the gaps are in addition to when learning needs to be accelerated. This is at the point of learning so that, where possible, there is an immediate response to the children's needs.
- All teachers complete regular assessment in English and Maths which identifies key strengths, areas for development and gaps in learning. Interventions/support/resources/lessons are planned around these assessments and AfL.
- Class teachers attend pupil progress meetings termly with members from the Senior Leadership Team (SLT) to discuss the children in their class, interventions, strategies and next steps.
- Teaching staff and support staff liaise to discuss the children, daily, and ensure that learning is being moved forward.
- The school's Inclusion Co-ordinator (INCo) meets formally and informally with all staff when there are concerns for a child's wellbeing, educational needs or social needs. Observations, assessments and interventions are then planned and implemented.
- All support programmes are monitored by the SLT through data, discussion with staff and book scrutiny; this ensures that the support put in place meets the needs of the children and where it does not alterations are made.
- Key information will be passed on from previous schools.

Parents

- As with any concerns about your child, the first point of contact is always the class teacher. The class teacher will then pass this information on to the INCo who, along with the class teacher, will determine the next steps to take.
- The next steps usually include the INCo and class teacher completing work together in order to gather further information on the child's needs/learning. This information will be reported back to you via the INCo or class teacher.

2. How will school staff support my child?

- The most important element to any learning is quality first teaching with class teachers. Children will have a diet of whole class and group work during the lessons.
- Class teachers plan for the needs of their class as identified through the rigorous assessments that they complete during the lessons, through marking, monitoring against national curriculum objectives, observation and more formalised testing.
- A range of learning styles are planned for to reach out to all learners and as such lessons will vary in how they are delivered.
- There is a high level of differentiation planned for in all sessions-this may include getting the children to become more involved in selecting tasks and/or support that they feel is appropriate to develop independent learners.
- The school has a high level of support staff who work both in the classroom to support learners and outside the classroom with small focus groups.
- We run a range of groups to extend and support our learners in English and Maths and the structure, timing and planning of these varies depending on the group.
- Children who have been identified as needing personalised targets through a SEND Support Plan receive additional support which focuses on their targets. This can be on a 1:1 basis or in small groups. These targets are short term and will be focused on in school and, with your support, the home.
- If your child has a Statement of Special Educational Needs or an Education, Health or Care Plan (EHC) there may be additional support for their area of need.

- We have a non-class based INCo who provides educational, pastoral and social support to children in addition to the guidance from class teachers and class teaching assistants.

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

- At Field Juniors we believe that all children must be exposed to good quality teaching and our class teachers set high aspirations for all. This, we believe, is the key to all children reaching their true potential. Children's progress will be communicated through:
 - Formal parents evenings (autumn and spring terms) where focused targets for developing your child's learning will be discussed.
 - Formal written report (summer term).
 - Teachers will communicate concerns/particular successes with parents by inviting them in for an informal chat at the end of the day.
 - The home/school link book is a key way to communicate more day to day matters.
 - Any concerns that the class teacher has will be discussed with you and ways that you can support your child/next steps will form part of the conversation. This may be to involve outside agencies, alter provision, place your child on the SEND register or liaise closely with you to best meet the needs of your child.
 - If your child has been identified as needing more focused support through a SEND support plan these targets will be discussed with you each term. This may be with the class teacher and/or the INCo.
 - The SLT monitor children's progress closely with class teachers and support staff; the INCo monitors the provision that is in place and how effective it is making alterations as needed. The school will communicate changes to provision through letters or conversations with you.

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

For each lesson teachers plan activities that will support and extend all children's learning; this may be through tasks that enable independence or more challenge that requires a level of adult support. The assessments that occur throughout sessions, through AfL, marking and testing mean that lessons will be altered to match the needs of the children. In some cases children may require small focused group work to extend their learning further; this may be to extend learning or boost children's potential. These groups focus on English and Maths skills and run either during the school day or before/after school.

When we look at individual needs we investigate suitable provision and how best to support children. If your child is placed on the SEND register they may receive a SEND Support Plan. This is a focused target setting sheet which is reviewed termly. Being on the SEND register does not automatically mean that a child will have a SEND Support Plan; the school follows the "Assess, Plan, Do, Review" model of intervention and support as laid out in the SEND code of practice 2014. This means that we regularly look at the support in place, review it and make the necessary changes (which may mean placing a child on a SEND Support Plan). As such, provision in the school may change term on term based on our children's needs. All of the provision is logged on class provision maps which are updated termly by the INCo.

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

For children to be successful at school their wellbeing must be at the heart of all provision. Should you have any concerns about your child it is important that you speak with the class teacher as soon as possible so that we are aware of anything that may impact on them at school. This open relationship helps us to support children effectively. In addition to class teacher support we have the following in place to best support our children's wellbeing:

- Programme of PSHE (Personal Social and Health Education) runs through all themed work and assemblies
- Non-class based INCo who liaises with staff and children in relation to wellbeing.
- Access to play therapy
- Access to nurture group
- Social skills groups
- Support and advice from the school nurse
- High level of adult support so children have access to adults that they can talk over worries
- Access to CAMHS (Children and Adolescent Mental Health Service)
- Staff trained in protective behaviours
- Access to Family Worker

It is important to highlight that this provision is based upon need and children access these areas where it is felt appropriate.

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

Field Junior School works closely with, and seeks advice from, a range of external specialist services in order to best support the individual needs of children. These may include:

- Family Support Worker (via the South West Herts Partnership)
- Educational Psychologist
- Speech and Language Therapist
- Speech and Language Assistant
- Occupational Therapy
- ASD Specialist Teachers
- Physiotherapy
- Visual Impairment Specialist Teachers
- Mobility specialists
- Colnbrook Outreach Service
- Laurance Haines SpLD Outreach Service
- School Nurse
- Central Primary Behaviour Hub
- Chessbrook Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)
- Play Therapy
- Social Services
- PALMS (Positive behaviour, Autism, Learning disability and Mental health Service)

7. What training have the staff, supporting children and young people with SEND, had or are having?

Teachers and teaching assistants receive regular and ongoing training to meet the needs of all children including those with SEND. There is some whole school training on a range of SEND issues as well as training for individual staff relevant to the needs of particular children. Training may be "in house" or from outside agencies. Recent staff training has included: Fresh start English intervention, maths manipulatives, Precision Teaching, SpLD training, Lego talk, supporting children with communication difficulties, specific medical training for focus children, grammar with the new curriculum.

We are also fortunate to have an experienced teacher for children speaking English as an additional language. The INCo attends regular training sessions on SEND provision/changes and cluster group meetings alongside other SENCOs (Special Educational Needs Co-ordinators).

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

Parents are actively encouraged to be partners in their child's education and are welcome to discuss their child's progress or any concerns that they may have. As previously mentioned teachers are always the first point of contact. This conversation may lead to meeting with the INCo and class teacher together to discuss your child in more detail.

The termly meetings to discuss children's SEND Support Plans will be an ideal opportunity to discuss with the class teacher the strategies and resources that you can use at home to help your child.

If your child has an EHC then the meetings to review targets will actively involve you and how you can support your child.

Parent consultations will involve discussing targets of how to move children's learning on and here you will be able to identify what you can do to work with the school in this area.

Annual reports will also highlight children's progress and targets that you can work on to support this further.

There may be curriculum workshops planned during the year for you to discuss resources and strategies that you may be able to use; some of these workshops may include you observing teaching.

Parent support booklets have also been distributed on supporting children's maths, reading and writing.

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

Working in partnership with our parents is of key importance to us. We will ask for you to be actively involved from the initial stages when we discuss any concerns and the next steps that we will take. The meetings that are held to discuss SEND Support Plans will involve you and we will record your views. These will also include ideas of how you can support your child. If your child has an EHC you will be able to discuss what you feel is needed to support your child and how the professionals involved can achieve this. Our SEND policy highlights the roles that parents play. External professionals will always ask to speak with parents and involve you in the process (assessment/review/agreeing learning outcomes) as your views are an essential element to unlocking your child's potential.

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

Field Junior School has a wealth of extra-curricular clubs which all children are actively encouraged to become involved with. We aim to have clubs that appeal to everyone's interests. We believe that the opportunities presented through trips develop children's learning and life skills and as such each year group will have a range of opportunities throughout the year. Events are planned to ensure all children can access them which may include activities within the school setting (such as Viking Day, Celt Day). Adult to child ratios may be increased to help support individual children access the activities and the providers are always made aware of children's needs in advance so that they can tailor the event/activities to these needs. We often need adult support to run these events and as such would love to see you!

We also run 3 residential trips however if it is not suitable for your child to attend, for any reason, we ensure those not attending have the same learning opportunities in the local area;

these are planned for based on the curriculum focus and children's needs. Usually we see approximately 50% of the year groups remaining for the activities in the local area which have always proven a huge success. Adult ratios are always kept high during the residential/non-residential events and in accordance with the Health and Safety Policy.

Should you have any concerns about your child attending a residential trip or day visit please speak to the class teacher as soon as possible.

11. How accessible is the school environment?

Field Juniors is fortunate to be built on one level. The school has recently had an environmental audit to support children with visual impairments and necessary alterations were made. The school also has a disabled toilet. The school has access to educational aids to support children's learning through the external professional support (i.e. visual impairment resources, specialist chairs).

We have access to translation services should this be required.

12. Who can I contact for further information?

Class teachers are always the first point of contact and are easily accessible at the end of each day. Should you need to speak with them in the morning it is best to contact them via the office as the mornings are a busy time for preparing for the day. Our teachers are always happy to speak with you about any concerns that you have.

Mrs. Fogden is the school's Inclusion Co-ordinator. Should you have any questions, concerns or general enquiries about your child's learning or emotional well-being please do not hesitate to contact the office to make an appointment. The office will take your details (including what the meeting will focus on) and Mrs. Fogden will contact you as soon as possible to schedule a meeting or talk on the telephone (if this is more convenient). Mrs. Fogden currently works Monday, Tuesday and Wednesday each week.

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?

The school has excellent links with the linked infant school (Watford Field Infant and Nursery) and liaises prior to children joining us in year 3. The children all have 2 visits to the school before they join in the September however if it is needed a more detailed transition programme will be organised between Mrs. Fogden (INCo at the juniors) and Mrs. Hall (SENCo at the infants). This has proven to be a great success over the past few years. All information is passed on regarding your child's learning as there are extensive meetings-Mrs. Hall and Mrs. Fogden, head teachers, class teachers. Mrs. Fogden and the year 3 teachers visit the infants and observe the children and have an opportunity to discuss provision and areas of concern with staff.

From the point of joining Field Juniors we are aware of the need to develop independence in preparation for secondary school. We place an emphasis on developing independence and this is of key importance for all our learners including those who are on the SEND register. As they progress through the school there is more responsibility placed on them (through expectations and "jobs"). When the children have been allocated a secondary school the class teachers will meet with a link teacher from that school to discuss your child's needs. The INCo will also meet with the Inclusion Team to highlight support that has been put in place to aid with a smooth transition. In some instances it may be necessary to have a more detailed transition programme so your child may have additional visits to their secondary school. All SEND records are passed on to the secondary schools.

If your child joins us during the academic year the INCo will contact the previous school to gain all information. Files are passed on in the same way.

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

We believe that high quality teaching has the biggest impact on children's learning and in order for us to achieve this we have a high level of adult support in the school. Children have a diet of teacher and teaching assistant support in the lessons. Those children with a SEND support plan have additional 1:1 or group focus time. Small group work outside of the classroom is also planned based on the children's learning profile; the emphasis on these groups is to bridge gaps in knowledge and understanding. Additional resources may be purchased/accessed based upon the advice from external professionals.

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

Class teachers highlight concerns to the INCo who will then decide on what steps need to be taken in conjunction with the class teacher. This may also involve a conversation with you to ascertain your views. This will involve the possible strategies that can be employed and how we will further support your child. If it is felt necessary external professional advice will be sought however this is always done with your knowledge, involvement and consent. The information provided from the external professional will aid with the support that is put in place.

Children's viewpoints on how they feel about provision and support will be gained through their SEND support plan; children on the SEND register will also have an opportunity to informally talk to the INCo about their views on the school, provision and strategies that best support them.

Provision is constantly reviewed and as such it may be determined that support needs to be adjusted. This may mean that the support put in place will vary term on term.

16. 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?

Hertfordshire County Council has a Local Offer of services and provision that are available to the children and young people who live and/or are educated in the county. This can be accessed through the following website:

www.hertsdirect.org/localoffer