

Field Junior School- SEN Information Report 2020-2021

The questions in this document are taken from Herts County guidelines; these questions are designed to inform parents about the support in place in their child's school, particularly for those with a child with a special educational need or disability (SEND). It is a legal document which aims to help however should you require any further support then please do not hesitate to speak with your child's class teacher.

Mrs. Fogden (the Inclusion Co-ordinator/INCo) works closely with our teaching and support staff to make sure that all of our children are well supported academically, socially and emotionally; she currently works Mon-Thurs and is happy to help you with any further questions that you may have. Please contact the school's office staff should you need to speak with her.

This document has been written in partnership with staff, governors, children and parents.

Thank you for taking the time to read it.

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?

- The teachers use assessments throughout every session, which helps them to spot any "gaps" in children's learning. We call this Assessment for Learning (AfL). The teachers and support staff will be able to put extra help in place to move learning forward and also to accelerate children's progress. This means an immediate response to the children's needs.
- All staff complete regular assessments which helps them to identify where your child is doing well, where support is needed and the next steps that they need to plan for. We use these daily alongside more formal assessments to plan lessons, support, resources, interventions.
- Class teachers attend meetings with the Senior Leadership Team (SLT) where they discuss the children in their class, support that is in place, strategies being used and the next steps.
- Each class has a teaching assistant in the mornings and in the afternoons the teaching assistants focus on additional learning opportunities; the staff liaise daily to move learning on.
- Mrs Fogden (INCo) meets with staff to talk through concerns for a child's wellbeing, educational needs or social needs and together with the staff a plan of action is put in place. This can be observations, assessments or interventions.
- Any support in place is monitored by the SLT alongside class teachers; they use data, conversations with staff, observations and looking at children's work. This means we can put the best possible support in place.
- We speak with your child's previous school to help get a picture of the support

your child may need.

- **PARENTS:** you know your children so if you have any worries then speak with the class teacher. The quicker you speak with them the quicker we can address any concerns that you have. It might be the class teacher is able to address the concern themselves or it may be that they involve Mrs. Fogden (INCo) and together they decide on what the next steps for your child will be. You will be kept informed of any decisions that we take and be part of the process, particularly if we involve any professionals from outside of the school (such as a speech therapist, educational psychologists).

2.) How will school staff support my child?

Class teachers will plan for the needs of their class through:

- Marking
- Assessments during the lesson
- Observing the children
- Monitoring against the National Curriculum
- More formal assessments

There will be high levels of differentiation so that everyone can take part in every lesson. Excellent class based teaching is the most important part of children's learning so this is always our main strategy to support your child. For some children personalised provision is required and as such this will be achieved through significant work with support staff, class teacher and the INCo.

TEACHING ASSISTANTS:

We have lots of teaching assistants in our school and they will help children both inside the classroom and in groups outside; we have lots of group activities that run in the afternoons to extend and support all learners. When these happen and how long each activity lasts for will be decided based on the children's needs and targets.

SEND SUPPORT PLANS:

Prior to parent consultations you will be given a target sheet highlighting what your child is working on, the progress that they have made and how these can be supported at home. Your child will also contribute their view to these target sheets. This replaces the old SEND Support Plans or Individual Education Plans. All of our children have these target sheets but for those needing a slightly more bespoke provision they will include parent, child and teacher views with strategies to support. Home support is vital to move all learning forward.

EHCP

Education, Health or Care Plan (EHCP)-if your child has an EHCP there may be additional support for their area of need.

MRS FOGDEN

Mrs. Fogden (INCo) is an experienced teacher and a member of the senior leadership team; she supports our children and offers guidance and training to all of our staff.

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

Children's progress will be communicated through:

- Parent's evenings (autumn and spring term). The teachers will talk to you about target areas that you can help with to move learning on.
- Formal written report (end of the summer term).
- Informal chats at the end of the day to let you know of any particular successes/concerns.
- Home/school link book-this is for day to day matters plus homework, reading and spellings are to be recorded in here.
- Any concerns that the class teacher has will be discussed with you and the ways that you can support your child will be part of this. It may involve working with outside agencies.
- The senior leadership works closely with the class teachers to monitor the support we have in place and how effective it is. We may communicate via letters to invite your child to different groups or it may be via conversations to let you know if we change support in place.
- Much of our group work is very fluid and is based on addressing needs as they arise and as such it may be that your child will attend group sessions for a few weeks before stopping when the gap has been addressed.

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

- Every lesson is planned to support all learners to achieve their potential.
- Assessments (marking, during the lesson, formal assessments) all help the teachers to plan to move learning forward.
- Teachers may decide to provide smaller group work which could be to extend learners or to help them with additional overlearning. These groups are not set and vary each week depending on the needs of the children. (These tend to focus on English and maths skills and usually run in the afternoons.)
- We also look at extending/supporting learning with before/after school clubs.
- We look at individual needs and what provision is best suited to help move each child forward. This is done with the senior leadership team and class teachers together.
- If your child is on the SEND register they may receive additional provision to support them in class and may work in a small group/on a 1:1 outside of the classroom occasionally through the week. This provision is fluid and moves with the needs of each individual child.
- Being on the SEND register does not automatically mean your child will have additional target areas; the school follows the "Assess, Plan, Do, Review" model of intervention and support as laid out in the SEND code of practice 2014.
 - We regularly look at support in place, review it and make changes and then carry out support whilst carefully making sure the child is benefitting from the support/resources/strategies.
 - All of the provision is logged on class provision maps.

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 works with staff and children.
- Access to play therapy
- Access to nurture groups
- Access to Talking and Drawing sessions
- 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)
- Access to PALMS (Positive behaviour, Autism, Learning disability and Mental health Service)
- Staff trained in protective behaviours
- Access to Family Worker
- Access to Educational Psychologist

It is important to highlight that this provision is based upon need and children access these areas where it is felt appropriate. Mrs. Fogden is the school's Mental Health Lead and is NHS Level 2 trained. Mrs. Hunt is the Deputy Mental Health Lead. They are able to offer support and guidance to children and staff to maximise wellbeing provision in school. Mrs. Fogden is also Mental Health First Aid trained. In light of the recent Covid 19 outbreak, and subsequent changes to schooling for most children, the school has liaised with external professionals to gain significant advice on how best to support our learners during this challenging time. Staff have received additional training and Mrs. Fogden has extended links to new services available. Lessons were planned with wellbeing at the heart for the transition back into school. If you or your family have any concerns please speak directly with the class teacher or leave a message on the school answer phone for the teacher or Mrs. Fogden to call you back.

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

Field Junior School works closely with, and seeks advice and/or training 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
- Hearing Impairment Specialist Teachers
- Mobility specialists
- Colnbrook Outreach Service
- Herts 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)

Many of the external professional services are under great pressure and as such referrals can take some time to be picked up. Whilst we await support our school staff will be able to offer appropriate work with your child based on their own training and expertise.

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

- All staff receive regular training to meet the needs of our children including those with SEND. We have some whole school training on a range of SEND issues plus individual staff receive training based on the needs of particular children.
- Training can be from outside agencies or “in house”.
- Recent training includes:
 - Mental Health Lead training Level 2
 - Mental Health First aid training
 - Solution Circles
 - Lego therapy
 - Comic Strip Conversations
 - Widgit training (form of communication with visual aids)
 - Herts STEPS training (a therapeutic approach to understanding children’s behaviours)
 - Protective Behaviours
 - Autism Education Trust-Making sense of Autism: Raising Awareness
 - Phonics
 - Maths manipulatives
 - Maths games
 - Grammar terminology and how to support children
 - Editing strategies
 - Speech and Language Therapist training for individual staff working with focus children
 - Specific Learning Difficulty training for individual staff working with focus children
 - Helping children to be independent learners
 - Guided Reading
 - Emotion Coaching
 - Secondary Trauma

- The INCo attends regular training sessions on SEND provision/changes and cluster group meetings alongside other SENCOs (Special Educational Needs Co-ordinators).
- Training is linked to all staff's professional development and also individual children's provision.

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

- Parents are very important in their child's learning and we want to have a positive home/school relationship.
- You are welcome to talk to the class teachers about any concerns that you have or support that you need. It may be this conversation leads to further meetings, which include Mrs Fogden (INCo), to decide on the best way to support your child.
- If your child has an EHCP then the meetings to review these targets will actively involve you and how you can support your child.
- Parent consultations will look at targets of how to move your child's learning on and the class teacher can suggest ideas on how you could do this. Annual reports will also highlight targets for the next stage of learning.
- We have curriculum workshops throughout the year so please attend these if you are able. They will give you ideas and resources to use at home with your children. We promise we won't make the session hard work for you! They are good fun and always involve a cup of tea or coffee plus a sweet treat!

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

- Working together with our parents is very important to us. We will ask you to be involved in the initial stages when we discuss any concerns and next steps that we would like to take. Your opinion is vital here.
- Parent consultations will include discussions of target areas and will involve gaining your views which will be recorded; this will include ideas of how you can support your child.
- EHCP meetings will involve you discussing what you feel is needed to support your child and how the professionals involved can achieve this.
- External professionals will always want to work with you and therefore you will be involved in the process (assessment/review/agreeing learning outcomes).
- Your support and views are essential to unlocking your child's potential.
- Speak with the class teachers if you have any concerns, no matter how big or small.
- We have access to translation services so that all parents have equal access.

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

- Field Junior School has lots of extra-curricular clubs which we want all children to be involved with.
- We aim to have clubs that appeal to everyone's interests.
- Trips develop children's learning and life skills so each year there will be a range of opportunities through the year.
- Events are planned to ensure all children have access to them which may include activities in the school grounds (Viking Day, Celt Day).
- Adult to child ratios may be increased to help support individual children access the activities.
- We always let external staff running our trips/events know of individual needs in advance so that they tailor the activities to those needs.

- We often need adult support to run these events so we would love to see you!

RESIDENTIAL TRIPS:

- We run trips which involve staying over (residential trip).
- If your child does not attend the residential trip we plan outdoor/environmental/art/craft learning opportunities in the local area which are great fun.
- There is a mix of those attending the residential and those taking part in the local activities both of which have always been a huge success.
- Adult ratios are 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.

11.) How accessible is the school environment?

- We are on one level.
- The school has a disabled toilet.
- We have access to educational aids to support children's learning through the external professional support.
- Translation services are available where required.
- Field Juniors has had an environmental audit to support children with visual impairments and necessary alterations were made.

12.) Who can I contact for further information?

Class teachers work with your children every day and as such are the best people to speak with about your child. The end of the day is normally the best time to catch them. (THIS WILL PARTICULARLY BE THE CASE WHILST SCHOOL ENTRY IS VERY STRICT WITH REOPENING DURING THE COVID 19 OUTBREAK.)

Mrs Fogden (INCo) works Mon-Thurs and can be contacted via the class teacher or the school office.

If you have any questions, concerns or general enquiries then please do not hesitate to speak with a member of staff.

As a school it is our policy to contact via telephone, face to face or letter with parents. Our staff will not communicate with you regarding your child via email.

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?

JOINING OUR SCHOOL IN YEAR 3

- We have excellent links with Watford Field Infant and Nursery (our linked infant school).
- Our year 3 teachers meet with the year 2 staff and discuss the children.
- Mrs Fogden (INCo) meets with the SENCo at the infants to go through support in place and external professional links.
- Miss Brooks (Head teacher at Field Juniors) and Mrs Benson/Mrs Selby (Head teachers at the infants) meet to discuss children's needs.
- Our staff go to the infants to visit the children in their lessons.

- Mrs Fogden is invited to ECHP meetings of year 2 children to aid with the new plan.
- Children have 2 visits to the school with their year 2 teachers.
- If a more detailed transition is needed Mrs Fogden and the infant SENCo plan this together.
- If your child joins us from another infant school Mrs. Fogden will contact the school to gather as much information as possible.

PREPARING FOR SECONDARY SCHOOL

We promote independence with all of our learners including those on the SEND register. As they go through the school there is more responsibility placed upon them (through our expectations and “jobs”).

We meet with link teachers from all of the secondary schools to talk about the children’s needs.

Mrs Fogden will meet with the inclusion team from secondary schools where needed. In some instances, we may need a more detailed transition so your child may have additional visits to their secondary school. The school can advise the secondary school but the plan for transition will be down to their provision and as such will vary from school to school.

All SEND records are passed on to the secondary schools.

JOINING DURING THE ACADEMIC YEAR

If your child joins us once the year has started, Mrs Fogden telephones their previous school to gain 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?

- Class teaching is the most important part of our support; good planning, delivery, ongoing assessment and resources are at the heart of all lessons.
- We have a high number of teaching assistants-each class has at least 1 TA in the mornings.
- In the afternoons our TAs all work on a 1:1 basis, in small groups or in the classroom to help move learning on.
- External professionals advise us on suitable resources/strategies for individuals.
- Mrs. Fogden links with other local SENCos/INCos to share good practice and we use this to support our children.
- Additional resources can be purchased upon the advice of external professionals.

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

Class teachers discuss concerns with Mrs. Fogden and together they decide on what steps need to be taken. This may involve the parents.

If it is felt necessary external professional advice will be sought but we would always do this with you.

Children’s views are gathered through the SSP and noted on their plan.

Support and resources are constantly reviewed and all of our groups work around the needs of each child. It may be a child works in a group for a short period of time, a one off to bridge a small gap or have support for longer time. It is all decided based upon each child’s need.

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