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SEND INFORMATION REPORT
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	QUESTION	RESPONSE
1.	How does the school know if children need extra help and what should I do if I think that my child may have special educational needs?	A child may already have an identified need when they join us. They may have an SEN (Special Educational Needs) support plan or an Education Health and Care Plan (EHCP). If so, we will talk to you as parents or carers as well as the child's last school about their needs and support. **The SEND Code of Practice (2015) says:** *Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances (6.17).* At Field Junior School, our teachers use assessments throughout each learning session. They look for "gaps" in children's learning. We call this Assessment for Learning (AfL). Teachers put extra help in place to move learning forward. We aim to make immediate responses to children's needs. Responses might include giving additional teacher support within lessons, the use of equipment or providing written or visual prompts. Teachers often direct Teaching Assistants (TAs) to carry out additional sessions with children to acquire skills or understand concepts during the same day, or to address gaps in learning through short, targeted sessions. Staff also complete more formal assessments to plan lessons, support, resources, and interventions. Assessments methods are agreed by the Senior Leadership Team (SLT) so that we can be sure they are rigorous and used to effectively move on children's learning. **The SEND Code of Practice says:** *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching'.* 6.37 Teachers are responsible for the progress and development of all the children in their class. High quality teaching is a key priority at Field Junior School. Through our inclusive classroom practice, the needs of most children can be readily accommodated, allowing all children to feel included as part of the group and wider school.

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		To ensure children's progress is sufficient, teachers attend termly meetings with the SLT (Pupil Progress Meetings). Alongside academic progress, we discuss progress in children's social and emotional development and their corresponding behaviour. The team discuss children's strengths and any barriers to learning or concerns. Strategies to improve progress are agreed, actioned, and set for review. Where progress has not improved over an agreed time, or if additional provision is needed, we consult you as parents or carers and offer SEN support. Sometimes parents or carers may be the first to be aware that their child has some special educational needs. If you think your child may need SEN support, you should talk to your child's teacher. Your child's teacher will discuss this with Mrs Connell (the Special Educational Needs Coordinator (SENCo). Mrs Connell will advise and support, considering your views, your child's views as well as the teacher's and the knowledge of the team of adults who know the child.
2.	How will school staff support my child?	**The SEND Code of Practice says:** *Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.* (6.44) When your child is identified as having SEN, the school uses a graduated approach based on four steps. These are: 

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		Assess: Teaching staff work with the Special Educational Needs Coordinator (SENCo), Mrs Connell to assess your child's needs, so we give the right support. We will involve you in this and, where possible, seek your child's views. Sometimes, we will seek advice from a specialist teacher or a health professional. We will always talk to you about this first. **Plan:** If we decide that your child needs SEN support, we will agree with you the outcomes that will be set, what help will be provided and a date for progress to be reviewed. Your child will be placed on our SEN register. **Do:** Your child's class teacher is responsible for the work that is done with your child and will work closely with any teaching assistants or specialist staff involved. All those who work with your child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded in an SEN Support Plan, which we will write and agree with you in a meeting. **Review:** We will review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan. You and your child will be involved in the review and in planning the next step. If your child has not responded to the help they were given, the review should decide what can be done next. This may include more or different help. Sometimes it will help to involve other professionals to investigate the difficulties or to plan the next steps.

		At school, reasonable adjustments may be made to classroom practice, such as an individual visual timetable, adapted equipment or by providing more frequent movement breaks. All classes have a teaching assistant during morning sessions, as a minimum. Under direction of the class teacher and SENCo, teaching assistants may provide targeted support for those with SEND where there is an identified need for this. Support, advice and training for teachers and teaching assistants is provided in response to needs identified through this process. As part of an SEN support plan additional targeted intervention may be delivered by a teacher, teaching assistant, the school's play therapist or an external professional. This may be through one to one work, small group work or the provision of a specialist resource. The SENCo oversees, coordinates, monitors, evaluates, and shares best practice in provision.
3.	How will I know how my child is doing?	Provision and targets will be identified and set in the first autumn half term, in collaboration between your child, you, the class teacher and Mrs Connell. These will be reviewed at parents evening meetings in November and then again in February. A written report is sent home in July each year for all children, including academic targets. The final reviews of SEN support plans will take place in the second half of the summer term, where targets and provisions will be agreed for transition to the next year group. Brief, informal meetings between parents of children and classroom staff may take place more often. Please see your child's class teacher at the end of the day to talk. The office staff will make appointments for any longer meetings, or to arrange teacher contact if you do not pick up your child in person. If you wish to communicate a day-to-day matter or information about your child's reading, please use the Home/ School Link book. Some children are given their own specific way of recording their experiences at school, such as Good News books: this is usually agreed as beneficial to their SEN support or EHCP provision. If your child has an EHCP, Mrs Connell will contact you directly to arrange annual reviews, as well as liaising with the child's class teacher and the team supporting the child.

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		An EHCP is usually only required when a child fails to make progress after cycles of Assess, Plan, Do, Review support. If this is the case, Mrs Connell will be involved in making more detailed assessments and will discuss with you parents or carers the EHCP process, in an additional meeting to agree the best way forward.
4.	How will the learning and development provision be matched to my child's needs?	Learning is matched to children's needs through high quality teaching. Through effective formative assessment teachers know children's strengths and needs and make reasonable adjustments such as using additional resources, use of break out rooms, pre-teaching vocabulary and concepts, teaching to targeted gaps, the use of technology or any additional support agreed at an SEN support meeting. Progress over the previous term is reviewed at each SEN support planning and review meeting. Targets are set for the next term and appropriate provision is planned. The SEN register is fluid and if children no longer need SEN support (additional to our high-quality teaching for all), you as parents and carers will be consulted, and the child removed from the register. Their progress will continue to be carefully monitored. We have high expectations for all our children. We aim for the best possible outcomes for all, by reducing barriers to learning, building on children's strengths in partnership with families and enabling children to succeed long term.
5.	What support will there be for my child's overall well-being?	Field Junior School is, "A happy school where learning, achievement and respect are valued by all". We recognise that a child's emotional well-being is fundamental to successful learning and overall development. Our programme of PSHE (Personal Social Health and Economic Education) is delivered through whole class sessions as well as assemblies and is referred to regularly through classroom conversations as well as display. We aim to normalise discussions about mental health and wellbeing through a whole school approach.

		We teach all children to use the Zones of Regulation, to understand their own feelings and behaviours and to encourage them to develop understanding of emotional regulation. Children who need additional support are enabled to use their own Zones of Regulation tools to support with sensory or emotional needs. As part of inclusive classroom practice, all classes are given opportunities and access to short activities designed to teach the importance of mental wellbeing and the role of this in emotional regulation. These are tailored to each class and include teaching breathing techniques, movement breaks, strategies to reflect upon positive moments in the day and mindfulness. Achievements in and out of school are celebrated with the whole school during Friday assemblies. Teachers give awards for many different reasons, for instance achieving milestones, helping others, commitment to resilience and overcoming problems, excellent behaviours, improved attitudes to learning to name a few. Children who have been identified as needing additional support for their wellbeing can access provision such as more individualised use of Zones of Regulation tools, soft starts to the morning, additional check ins with trusted adults or Protective Behaviours. Some children might need more individualised support. Support offered can be through the South West Hertfordshire Partnership Family Worker (Drawing and Talking or support tailored to the family), referrals made via Mrs Connell to mental health services through Single Point of Access or support from the play therapist. Mrs Connell is the Mental Health Lead and has had Mental Health First Aid training. Other professionals in school have received Mental Health First Aid training and can support children who may be experiencing anxiety or low mood. Assigning a trusted key adult to check in with your child can be helpful. There is a Designated Senior Lead for safeguarding (Mrs Connell) and Miss Brooks (Head Teacher), Mrs Thomas (Deputy Head Teacher) and Mrs Kenyon (Assistant Headteacher) are

		also Designated Safeguarding Persons (DSPs). All children are taught how to report concerns which effect their own wellbeing, including who to talk to and who to go to if they reoccur. 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.
6.	What specialist services and expertise are available at or accessed by the school?	Field Junior School works closely with and seeks advice and training from a range of external specialist services. These may include the Family Support Worker (via the South West Herts Partnership), the Educational Psychology Service, the Speech and Language Therapist and Assistant, Occupational Therapy, the Communication and Autism Team, Physiotherapy, Hearing Impairment Specialist Teachers, Colnbrook Outreach Service, Children's Services professionals. In addition, we have access to a play therapist who sees children on site.
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. Whole school training this term is based around inclusive classroom practice and targeted teaching for children who need support to catch up or with SEN. This is reflected in the school development plan. Training is a combination of in house, through Mrs Connell and from outside agencies. In house training includes identifying and streamlining our Inclusive Classroom Practice, using the Zones of Regulation, and using software to help record well matched SEN support plans. Outside agencies have provided whole school Autism training as well as training materials to deliver targeted phonics catch up intervention and Project X Code for our lower attaining readers. Individual staff receive training based on the needs of children. This has included more personalised trauma and attachment training, SCERTS (Social Communication Emotional Regulation Transactional Support) through the Speech and Language services and specific training from the Autism advisory service.

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8.	How will you help me to support my child's learning?	Your role as parents and carers in your child's learning is invaluable. When joining Field Junior School in Year 3, parent information evenings give you your first opportunity to talk with staff and to begin working together. Your first contact at school will be the class teacher, who knows your child best. The home school link book is a way of communicating how your child has managed with their home reading and questions can be written in here for the class teacher to answer. Throughout the year, at parent consultations in Autumn and Spring term, we will share targets and suggestions about how you can help move your child's learning on. In Summer term, annual reports will also highlight targets for the next stage of learning and if your child receives SEN support or has an EHCP there will be an opportunity for a further meeting. SEN support plans include strategies for home and school which are discussed and agreed. A school-based family worker (from the South West Herts Partnership) can be made available, to support with parenting challenges and to signpost classes, courses and other opportunities in the local area. If your child has an EHCP then the meetings to review these targets will actively involve you and we will work together to identify how you can best support your child. We often offer curriculum workshops, and these have proved popular to share our ways of working. They are geared to support parents, giving you ideas and resources to use at home with your children. These are good fun and a good way of keeping up with current ways of working as well as an opportunity to network with staff and other families. In addition, short videos are available on the school website to demonstrate how we teach various elements of the Maths and English curriculum.
9.	How will I be involved in discussions about my child's education?	Parents and carers are involved in the 'assess plan do review process' as soon as concerns have been raised (see above). Your knowledge of your child is very important and will help us to

		create a big picture of strengths and needs, to build the child's profile and identify the right support. Parent consultations will include discussions of target areas and will involve gaining your views which will be recorded on SEN support plans; 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, such as Speech and Language Therapists, or Educational Psychologists will seek your views and experiences and will involve you in the process of assessment, review and 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. Please let us know if you would like this option.
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. Some clubs run at lunchtimes and some after school. Trips develop children's learning and life skills so in each year there will be a range of opportunities. Adult to child ratios may be increased to help support individual children to access the activities. We will let external staff running our trips and events know of individual needs in advance so that they tailor the activities to those needs. We also run trips which involve staying over (residential trip) and many children with SEN attend these successfully. If your child does not attend the residential trip, we plan active learning opportunities in the local area which are great fun. Adult ratios are kept high during the residential and non-residential events and in accordance with the Health and Safety Policy.

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		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?	Field Junior School is on one level although there is a step to gain access to the building. The school has a disabled toilet. Specialist equipment for those with hearing or visual impairment will be ordered and used where appropriate, in line with advice. Translation services are available where required for parents and carers who do not speak English. Teachers use a range of approaches to deliver our inclusive curriculum. Adjustments are made for individual children according to their needs. Our Accessibility Plan has been developed in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.
12.	Who can I contact for further information?	Class teachers work with your children every day and are the best people to speak with about your child. The end of the day is normally the best time to catch them. Mrs Connell (SENCo) works Wed-Fri 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. It is our school policy to contact via 'phone, face to face or letter with parents.
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). In the summer term, our Year 3 teachers meet with the Year 2 staff and discuss the children. Mrs Connell (SENCo) 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 Selby (Head teacher at the infants) meet to discuss children's needs. Our staff go to the infants to visit the children in their lessons.

		Mrs Connell is invited to ECHP meetings of Year 2 children to aid with the new plan. Children visit the school to meet their new teachers. If a more detailed transition is needed Mrs Connell and the infant SENCo plan this together. If your child joins us from another infant school Mrs. Connell will contact the school to gather as much information as possible. **Preparing for secondary school** We promote independence with all our learners including those on the SEN 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 the secondary schools to talk about the children's needs. Mrs Connell 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. Chessbrook offer an outreach service to support children who may find transition challenging. In this case, school will do a group referral for children in the summer term for this. 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 Connell will 'phone their previous school to gain information. SEN files will be requested.
14.	How are the school's resources allocated and matched to children's special educational needs?	High quality teaching in class 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 one TA in the mornings.

		In the afternoons our TAs all work either on a 1:1 basis, with small groups or support in the classroom to help move learning on. The allocation of the delegated budget for SEND is agreed, following discussions between the Senior Leadership Team and the Governors. Children's needs are central to allocation of resources. 'High Needs Funding' may be allocated by the local authority through their 'descriptors of need' for Education Health and Care Plans – to partially fund support and interventions identified in the plan. Children without an EHCP may be entitled to 'Local High Needs Funding' which can be applied for by the school, where needs are high. This system is designed to provide schools and setting with short term funding to meet needs. External professionals advise us on suitable resources and strategies to suit individuals. Where recommended, additional resources are bought upon their advice.
15.	How is the decision made about how much support my child will receive?	Provision is carefully matched to children's individual needs. Decisions are made in consultation with parents, the child (wherever appropriate), the SLT (including the SENCo) and class teacher and in some cases, external professionals. Provision is reviewed regularly – at least every half-term. We aim to develop independence for all our children. Where children have support from a teaching assistant, we aim to use much of this time to teach skills which will enable the child to work and play as independently as possible. This is important as research shows that spending too much time with an adult support, leads to overreliance and isolation from their peers.
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's Local Offer can be accessed on line at https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx In addition to this, there is a very valuable, solution-focused triaged directory of support and services in our local area (Three Rivers, Watford, Bushey and Radlett) which can be accessed at dsplarea9.org.uk. There is also a 'Facebook' page www.facebook.com/DSPLarea9.