

Skyswood Primary and Nursery School

Governing Body SEN Information Report – September 2015

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 school analyses the progress of all pupils very carefully. Pupils identified as making less than expected progress are monitored by the class teacher and their needs are discussed with the parents, the SENDCo and the Senior Leadership Team to identify appropriate interventions that could help them to close the gap. If, following intervention, there is still a lack of sufficient progress, the SENDCo will investigate the pupil's needs further. Referral may be made to external agencies for further advice and support.

If you think your child may have Special Educational Needs, you can talk to the SENDCo for further advice or make an appointment with your GP. The school SENDCo is Mrs Tina Dean. Mrs Dean is supported by a team within the school who collectively have a wealth of experience supporting children with Special Educational Needs.

2. How will school staff support my child?

The quality of teaching and learning at Skyswood Primary and Nursery School was judged to be outstanding at the last Ofsted inspection (Nov 2014). High quality teaching, with appropriately differentiated strategies and learning materials, forms the strongest possible platform to support all children achieving their full potential. There will be occasions where provision for children with Special Educational Needs requires more explicit targeting than simply providing a suitably differentiated curriculum. Specific intervention that address particular areas of need will be implemented where appropriate. Your child may work with a trained teaching assistant or teacher to address their specific targets over an agreed period of time. Parents are consulted and informed of any interventions that are put into place. Where appropriate, the school works closely with outside agencies to identify, implement and review suitable interventions for children with Special Educational Needs.

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

The class teacher will meet with you at Parent Consultation evenings in the Autumn and Spring terms. You will receive an annual report at the end of the Summer term. You can request additional appointments with the class teacher, or the SENDCo at any time if you feel you would like additional information about your child's progress.

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

The class teacher will carry out assessments to support the day to day provision for all children. Additional English and Maths interventions are available should your child's needs match the intervention criteria. All class work is differentiated appropriately by the class teacher to match the needs of the children.

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

The social and emotional well being of all children is at the heart of our school ethos. Class teachers and Teaching Assistants provide high quality pastoral support for all children. The school also has access to School Family Workers, counselling, mentoring and therapy services through our Extended Schools Partnership, VISTA. Mrs Watson (Teaching Assistant) is trained to deliver the PENN Resilience Programme, which has supported several children over recent years. Last year, Mrs Watson provided focused support for children who were anxious about the field trip to Snowdonia, alongside support for an identified group of children on their transition to secondary school.

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

Our SENDCo, Mrs Tina Dean, holds the National SENDCo Award and has many years of experience supporting children with Special Educational Needs and Disabilities.

The whole staff have received training on Autism, which was delivered by Sally Glossop (Herts Autism Team.) Teaching Assistants and Learning Support Workers, Mrs Anderson and Miss Lewis, have received additional training on Autism, as has Miss Harvey, who has great experience of supporting children with Autism.

Mrs Watson is trained to deliver the PENN Resilience Programme.

Mrs Traviss and Mrs Casson (Teaching Assistants) are trained to deliver the Hi-Five Intervention Programme. Mrs Casson also supports children in KS2 with the White Words Spelling Intervention Programme.

Mrs Traviss (Teaching Assistant) also delivers Speech and Language sessions with the advisory support of the school's Speech and Language Therapist (SALT), Mrs Julia Young.

The school is able to access a large amount of support from external agencies within Hertfordshire – Educational Psychologists, Windermere SpLD base, Speech and Language Therapists, special advisory teams for a range of SEN, LINKS Behavioural Support and other health professionals.

As a member of the St Albans East Local Partnership, the school has access to School Family Workers, counselling services, a range of therapies and support with a Common Assessment Framework (CAF) and Education Health Care Plans where necessary.

The school also have a school nurse who works closely with the school to support families and individuals.

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

Recent INSET sessions have focussed on:

- The new Code of Practice for SEND.
- Autism (Sally Glossop)
- Dyslexia friendly classrooms (Beth Burton.)
- 1:1 Support Staff have attended specialist training to support the individual needs of identified children.

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

Our Parent Consultation feedback provides advice for ALL parents on how you can best support your child at home.

Skyswood Primary and Nursery School are committed to developing strong partnerships with parents/carers. Parents of any child with an IEP (to become 'Assess, Plan, Do, Review' process in line with the new statutory Code of Practice) are offered termly meetings with class teacher/SENDCo to review progress and agree targets for your child moving forwards. Where appropriate, we may arrange to meet on a half-termly or more frequent basis.

Staff liaise regularly with parents through reading diaries or home/school books. The school offer formal Parent Consultation meetings in the autumn and spring terms, along with an extensive annual report in the summer term. Parents may, however, request a meeting at any time during the course of the school year.

Where external agencies are involved in supporting your child, you will be consulted over the impact of the agreed support and given advice on the best ways to support your child at home.

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

We have an open door policy and encourage parents to come and discuss any child's needs with us. The SENDCo meets regularly with parents of children with SEND to discuss what has been done so far and what the next steps should be. Parents are always involved in any meetings with professionals and external agencies.

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

Staff at Skyswood Primary and Nursery School are proud of the warm, inclusive learning environment that we provide. We work closely alongside parents to ensure the best possible and most suitable provision for all children. No child will be excluded from any activity because of a Special Educational Need. Assessment of any risk involved will be carried out and the necessary precautions taken. All teachers carry out pre visits/risk assessments for school trips to ensure that they run smoothly. Additional adult support will be deployed where necessary. Activities can be adapted to meet the needs of pupils so that they can be appropriately accessed.

11. How accessible is the school environment?

We consider ourselves to be an inclusive school and treat all pupils with equal respect. Our Accessibility Plan is reviewed annually and is available on the school website. Our Accessibility Plan has been written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. (<http://www.legislation.gov.uk/ukpga/2010/15/schedule10>).

Where possible, adaptations are made to the school building or to daily arrangements, to accommodate all pupils and their parents. We have ramped access into our nursery, between play grounds, and into our demountable classroom. We have developed our Environmental Area to ensure that there is wheelchair access. However, the internal fabric and layout of our building makes it difficult to fully access the interior of the school in a wheelchair (due to widths of internal doors.) Appropriate wheelchair access is available from the front gates to the school entrance, although the safety bars at the end of the path leading to Hazelmere Road make this not easily possible from the back gate. The school have disabled toilet facilities.

12. Who can I contact for further information?

Contact the SENDCo (Tina Dean) or the Head teacher (Bob Bridle), via the school office if you wish to discuss your child's needs further.

The school's policy fully complies with Section 69 (2) of the Children and Families Act 2014.

(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>).

The policy also complies with regulation 51

(<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>) and schedule 1 of the Special Educational Needs and Disability Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>)

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?

Our admission arrangements follow the Herts County guidelines and priority is given to any child with an Education Health Care Plan (EHC). To support your child's induction into nursery or reception, our early years' team carry out home visits at the start of the school year and implement an induction programme to ensure that your child makes the best possible start. In the summer term before starting nursery or reception, parents are invited to an information presentation evening. This includes a formal presentation from the Head teacher and an opportunity to meet your child's teacher and the Early Years team. An additional morning visit is then scheduled before the end of the summer term. Parents are invited to spend the morning in school with their child and then offered a complementary school lunch with their child. Staff also offer special presentation evenings to promote new initiatives or present areas of the curriculum (such as phonics, Read Write Inc, Maths or Home Learning.) Children joining in September are also invited to the school Summer Fair in June/July. This is a fantastic community event and many parents of September starters state that this really helps their children and makes them even more excited at the prospect of starting school in September.

The Headteacher holds an annual Parents Presentation Evening to present topical issues and support induction.

Early years staff liaise closely with pre-school settings and will arrange visits where appropriate, especially to support children with special educational needs. The early years' team also liaise closely with other local schools in order to fully support the transition of children who attend Skyswood Nursery but move on to schools in the area without nursery provision, such as Oakwood and St John Fisher.

Skyswood Primary and Nursery School recognise the need to provide the best possible transitional arrangements between all year groups. The Year 1 teacher is released for a number of sessions in the summer term to get to really know the reception class.

The school devote one INSET Day in the summer term to the transition of children for the following September. Teachers meet with the previous cohort teacher to share relevant information and fully discuss the needs and progress of all children.

Skyswood Primary and Nursery School are part of the BEAU/VER/SAND Network. We work closely with all local secondary schools to ensure the best possible transitional arrangements for all of our children. The school SENDCo will meet with the secondary SENDCos where necessary to pass on relevant information. Additional visits will be arranged for pupils who would benefit from this. Secondary SENDCos are invited to attend all relevant handover meetings with external agencies and health professionals. Teachers from all of the relevant secondary schools visit the children at Skyswood Primary and Nursery School in the summer term and invite them for special transitional days at their new school. Many of the secondary schools also provide summer camps and invite children to their new school for a few days in the summer holidays.

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

All classes have a designated Teaching Assistant for all morning sessions, alongside allocated time for additional interventions that take place during the afternoon. Early years classes have full time Early Years Practitioners and our Year 1 class has a full time teaching assistant. All of our TAs are trained in our chosen evidence based interventions and will support children within the class, 1:1 or in small groups. For children who require more individualised support, we have a number of specialist learning support assistants .

Our Learning Mentor supports the pastoral needs of pupils, either 1:1 or in a small group.

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

Our aim is that every child will get the support they need. The class teacher meets with the SENDCo to discuss the needs of all children during termly pupil progress meetings. Progress of each child is looked at and the impact of any interventions analysed. If the chosen interventions have not successfully closed the gap, further testing and investigation of need may be carried out, or alternative interventions provided. This could be done within school, or by an external professional if necessary. The school will then act upon the advice given, and progress towards targets will be reviewed at the next pupil progress meeting.

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's Local Offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>