



SEND Information Report for How Wood Primary School and Nursery

A pupil has special educational needs (SEN) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Code of Practice 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?

- Class teachers continually assess the children using formal and informal assessment tools alongside observations.
- The information gathered is used to inform planning and specific differentiation of the curriculum to meet each child's needs.
- Children's progress is monitored and discussed at Pupil Progress Meetings each term with the class teacher, Special Educational Needs Co-ordinator (SENCo) and the Head Teacher.
- Formal discussions with parents/carers of children with special educational needs and disability (SEND) take place each term with the class teacher and SENCo in Child Review Meetings.
- In some circumstances, the SENCo will seek additional advice from or a referral to an external professional, for example, Speech and Language Therapist. This happens after speaking with parents/carers first. (See Question 7).
- Pupils are also involved in sharing their views about their learning via questionnaire sessions, Child Review Meetings (ADPR cycle) and during verbal feed-back after lessons.
- Where a parent/carer has concerns about their child at any point they are welcome to meet with the Class Teacher after school in the first instance (and the SENCo / Head Teacher if they would like to do so in follow up meetings).

2. How will school staff support my child?

- The class teacher is responsible for each child's learning and work is differentiated to allow them to access their learning.
- Each child with an additional need is able to work as part of a small group with a teaching assistant (TA) or the Class Teacher (CT). Where a child has a significant need, they may have a named 1-1SEN TA who supports them in a variety of contexts. Within sessions they are given opportunities to work independently as they are able.
- All staff make a wide variety of resources available to support children's learning.
- Action plans are formulated with parents each term in Child Review Meetings where all have a part to play in supporting the child's learning.
- There are interventions available to meet a child's needs which take place either inside or outside the classroom. These are led by a TA, SEN TA, the SENCo or CT. Interventions are monitored and reviewed twice each term (or earlier if rapid progress is made) and decisions made whether to continue with them or not.
- All provision is planned on a class provision map. This document charts all the provision taking place within each class, at what time and with whom. Children with multiple needs may have their own provision map or a specific timetable to show how school is supporting their learning needs. These form part of the whole school Assess, Plan, Do, Review Cycle.
- Children with SEND may need to access advice and support by specialist teachers. These might come from, for example, the Communication and Autism team, Speech and Language Therapy team, Visual Impairment team, Physical and Neurological Impairment team and/or the Educational Psychology team. Parents are always involved in any decision to make a referral to one of these teams and they have opportunities to be involved in meetings about the nature of support given to their child. The SENCo is responsible for liaising with external specialist professionals.
- Our Link Governor responsible for monitoring the SEND work at the school meets regularly with the SENCo and Head Teacher. They make visits to monitor how provision is made for all the children with SEND and they report their findings to the Governing Body.

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

Children with SEND are assessed in a variety of ways according to their age and ability and results are reported to parents/carers. The following assessment tools are used according to the need of each child:

1. The Early Years Foundation Stage Framework is an assessment of a child's outcomes in relation to the 17 early learning goal (ELG) descriptors.
 2. Individual Assessment of Educational Learning Development (IAELD) – for children under 5 years of age and those who cannot access the Early Years Foundation Curriculum.
 3. Pre-Key Stage Standards: assessment outcomes for pupils working below the standard of national curriculum.
 4. Wellcomm: Early Years and the Primary toolkit to help screen, assess and create interventions for those with unidentified speech and language difficulties.
 5. Specific Learning Difficulties Toolkits: Specific learning difficulties (SpLD) is an umbrella term for a certain group of learning difficulties. This includes a range of conditions such as dyslexia, dyscalculia, and dyspraxia. (NB: these toolkits are used for access to suitable resources, strategies, interventions, and wider support, they are not assessments for diagnosis).
 6. National Curriculum Expectations: These are used in the assessment of all children in Key Stage 1 and 2. There are descriptors which denote the expectations for children in each year group. Children will be working at below age-related expectations, at age-related expectations or above age-related expectations.
 7. NFER tests: standardised tests used to assess the academic achievement of all children 3 times a year (NB: these are used as indicators of academic progress and help support teacher assessment only).
- Parents/carers of children with SEND are invited to Child Review Meetings (ADPR cycle) each term. Children also give their views about what is working/ not working for them. Together, an action plan is formulated for next steps.
 - Class Teachers are available to discuss any worries with parents/carers after school and the SENCo and Head Teacher can also be contacted to discuss additional concerns.
 - Parent Consultation meetings are held in the autumn and spring terms and a comprehensive report is produced at the end of the summer term detailing progress. Parents/carers and the child can respond to the report.
 - Home / School Communication books are used where necessary to bridge the gap for those children who are unable to share with their parents/carers what they have been doing in school. These are an effective method of communication.
 - Teacher Assessments are kept and recorded electronically each term so that an overall picture of a child's progress and attainment level can be clearly seen year upon year. This information is shared with the Governors and Ofsted. The SENCo provides a detailed report each year for the Governors to share data relating to the children with SEND in the school. Evidence of progress is kept for all the interventions indicated on the class provision maps and 1-1 SEN support taking place each term.
 - Where a child has a Family First Assessment (Assessment facility to identify a range of needs with all the professionals involved with the child / family meeting together to find ways to meet those needs), regular meetings are held with the parents and professionals each term until all the needs have been met.

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

Class teachers continually assess the children using formal and informal assessment tools alongside observations.

- All lessons are adapted to meet the needs of each pupil. Where children have SEND, lessons are adapted further, as necessary, so that they can access learning and make small but steady steps of progress.
- Interventions offered are matched to the needs of each child using the 'Assess, Plan, Do, Review' model so that there is constant monitoring of how things are going.
- Interventions are not intended to be something children are doing all the time but rather to bridge gaps in learning.

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

How Wood Primary School is an inclusive and nurturing school. The medical, emotional, mental, physical and social support of children is addressed from Nursery through to Year 6 and includes care for the whole school community in the following ways:

- Parents/carers are required to sign a consent form if medication is to be administered by staff.

- All Staff regularly receive First Aid Training. Our two Early Years Teachers also have a Paediatric First Aid certificate. Training is also given annually in the use of EpiPens and Anaphylaxis.
- Where needed, staff are trained in the use of medication for epilepsy. Members of staff have access to a badge which can be given out to request additional support as appropriate.
- Class Teachers and Class Teaching Assistants have received an accredited 2 – day Mental Health First Aid Training Course.
- Attachment Training has been given to many staff members.
- School has access to a Behaviour Intervention Support Worker, a Counsellor, and Play and Drama Therapists.
- Children with personal care issues have an Intimate Care Plan.
- The school has a School Council where views can be shared, and pupil-based projects agreed.
- Family Forum enables all children to be part of a mixed age group where views are shared and valued.
- Where children are struggling socially, Social Stories and small group sessions are used as needs arise.
- Communication Boxes provide opportunities for pupils to share concerns privately.
- The school has a designated TA and Class Teacher who share a particular role in being available to children who have specific worries.
- Worry Books are available for children who may have anxiety issues and they can write or draw their worries which are then followed up with the child.
- The school has a zero-tolerance approach towards all forms of bullying. This is addressed individually and, for example, through PSHE and Circle Times and our annual Anti-Bullying Day.
- A transition programme is put in place for the whole school. Children with SEND, new entrants to Nursery and others who need reassurance are given a transition book of photos and text about their (new) class.
- Where behaviour issues arise, there is a policy to address and support behaviour needs.
- Exclusions are only ever used as a last resort when all other strategies and support plans have not worked.

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

- The SENCo successfully completed the National Award for Special Educational Needs Coordination (NASENCo), a year long course at Masters level, in August 2022.
- The SENCo has attended numerous courses covering a wide range of special educational needs and regularly does so as part of Continuing Professional Development (CPD).
- As part of CPD, Class Teachers continue to receive in-house training in different aspects of SEND as well as attending specific external courses relating to individuals or groups of children.
- Some TAs have either been awarded NVQ 2 or 3 or a Nursery Nurse qualification.
- There are regular TA meetings for training, sharing good practice and identification of training needs as well as in-house updates.
- Yearly training is given in the use of EpiPens, Anaphylaxis and Rescue medication for epilepsy.
- First Aid Training for all staff.
- Mental Health First Aid Training by all the Class Teachers and Teaching Assistants
- Safeguarding training for all staff on a 3-year cycle plus regular updates in Staff Meetings.
- Where external professionals come in to support children and staff, training and modelling of strategies is given; for example, by SpLD Outreach Service (Dyslexia –friendly approaches to supporting children, Phonological Awareness, Numerosity and Phonics, Clicker 6 – IT programme), Speech and Language Therapy Service (communication issues, visual timetables), Communication and Autism Team (specific strategies).

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

We have access to the following specialist services and expertise following a referral:

- Vista St Albans Plus Schools' Partnership
- LINKs
- DSPL7 Partnership
- Specialist Advisory Service (Vision, Autism Teachers)
- Speech and Language Therapy
- Educational Psychology
- ELSA Therapy/ Pastoral
- Art Therapy
- Drama Therapy

- Music Therapy
- Play Therapy
- NESSie
- ADD-vance
- Counselling
- Step2 / CAMHs
- Attendance Improvement
- Traveller Support
- SpLD Outreach Service
- School Nurse
- SENCos and Outreach Teachers at local schools
- Occupational Therapy
- Physiotherapy
- Adoption Team
- Virtual School
- Local Authority SEND Office

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

- Each term class teachers send out information in the form of Topic Webs to parents about the learning that will take place so that parents can encourage their children's interest in the subjects.
- At the beginning of each new school year, class teachers invite parents to a meeting to hear and discuss the learning that will be happening and how they can support their children.
- Parent/Carer Consultation Meetings promote a discussion about effective ways for parents to support their children. They can also discuss the end of year report.
- Child Review Meetings with parents/carers and staff provide opportunities each term to discuss ways to support children with SEND at home and to promote learning in school. The child's voice is also sought and included in planning next steps where appropriate.
- ICT programmes are shared with parents/carers as well as regular communication on online safety. SENCo Coffee Morning group for parents/carers of children with additional needs. This group meets at least twice a term. Invited speakers to come to share information and strategies that enable parents/carers to effectively support their children at home. It is also a vehicle for signposting parents to forms of support and advice or to follow up on specific areas of interest e.g., Parent/carers Workshops about specific SEND have taken place, for example, Autism Workshops.
- Reports and results of assessments are shared and discussed with parents/carers and a copy sent home.

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

- Parents/carers are invited to meetings with staff, for example in Child Review Meetings, and external professionals to discuss the needs of their child and contribute to planning for their learning.
- Where a child does not have external professionals involved, parents/carers can discuss their child's learning with staff and contribute their ideas about how they will be supported in school and how parents can support at home.
- Parents/carers of children with an Education, Health and Care Plan are involved in discussing their child's learning needs both before (in Child Review Meetings) and during the Annual Review process where the legal document is updated to reflect current needs and provisions.
- A Home / School Communication Book (where appropriate) provides an invaluable link and enables parents/carers to become more involved in their child's learning experiences by sharing what their child is doing at home in response to the information school sends home.
- Although How Wood Primary School operates an open-door policy, parents can request specific meetings with the class teacher, SENCo or Head Teacher outside of those already provided. They can discuss their child's learning needs and contribute to the planning of the child's learning especially where an alternative curriculum is needed.
- Children also give their opinions and ideas about their learning during ongoing assessment sessions in class, reviewing what is working / not working in readiness for Child Review meetings and targets and answering questionnaires which seek out their opinions.

- Parents/carers are included in discussions relating to SEND Policy and are consulted about the content of the SEN Information Report.
- Parents/carers contribute more widely to the education of other children with additional needs by providing ideas and giving time through fund-raising, contributing to the outside learning environment, making suggestions for workshops that the school hosts as well as attending them, supporting other parents of children with SEND by sharing strategies learned through school.

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

- How Wood Primary School is an inclusive school and all possible efforts and reasonable adjustments are made to enable a child with SEND to access activities and learning opportunities outside the classroom including school trips; for example, having an additional adult to support a specific child and /or additional resources such as buggies.
- Parents/carers of children with significant SEND are involved in the planning for example for a residential trip, as it relates to their child. Parents/carers have accompanied children with significant SEND so that a child can benefit from the experience.
- Class teachers conduct pre-visits and carry out Risk Assessments to ascertain for themselves what facilities are available for all the children accessing school trips. Plans are made in the light of these visits to ensure that children with SEND are kept safe and appropriate support is put in place.

11. How accessible is the school environment?

- The interior building is fully wheel-chair accessible.
- There are disabled changing / toilet facilities available.
- External railings and steps are painted / edged in yellow to provide visual contrast for children with a visual impairment.
- Inside, classroom doors are edged in yellow paint to provide visual contrast.
- There is a Soundfield system in the school for children with a hearing difficulty.
- We are a 'Dyslexia – friendly' school. We use coloured backgrounds on whiteboard surfaces, visual timetables and all equipment is kept in drawers which are labelled clearly with a picture as well as text. Where needed, children are provided with checklists, a variety of visual aids and resources to enable them to access the curriculum.
- Children have access to iPads and computers in classrooms as an alternative way to record and access their learning.
- Outside, children with SEND can access the playgrounds via a ramp or by alternative routes when needed.
- Additional adults are provided for those children who require additional support during play times and lunch times wherever possible.
- There is a quiet room (Willow Room) available for children who need to take time by themselves.
- For children who have English as an additional language and SEND, the school endeavours to locate a translator from within or outside the school community as needs arise.
- Dual language books are available to support children and families where English is not the primary language.

Please refer to the Accessibility Plan on the School Website for further details.

12. Who can I contact for further information?

- Parents of children with SEND who have a concern are invited to speak to the Class teacher in the first instance.
- The SENCo can be contacted at the School via the School Office or via the dedicated Senco email address – senco@howwood.herts.sch.uk. The school telephone number is 01727 – 768885 should parents wish to contact the SENCo by telephone. The SENCo will endeavour to reply to your concern within 3 SENCo working days. If parents are dissatisfied after speaking with the class teacher and SENCo, they should bring it to the Head Teacher's attention by making an appointment to see or speak to her.

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?

- Before a child with SEND joins How Wood Nursery, visits to the family home by the new class teacher and Nursery Nurse are made wherever possible.
- Where the child is in Pre-School, the SENCo and receiving Class teacher will visit the child and meet the Leaders to discuss the child's needs and potential support. If the parents (and other professionals involved) can also attend at this stage that is desirable. The SENCo can attend Team Around the Family (TAF) Meetings if desired by the Pre-School / Parents/carers.
- The child is invited to visit the Nursery on several occasions before starting.
- A transition book of photos of the Early Years Unit and the staff is given to the child so that parents/carers can look at the book with the child over a period of time.
- If needed, a child joining the Nursery Class can stagger the time of arrival and departure, and the number of mornings he / she will attend. Over time, this can be built up to the full 15 hours each week.
- Where a child joins How Wood from another school, visits are encouraged and if possible, conversations held with the SENCo of the 'sending' school so that a full picture of the child's needs is formed.
- All paperwork pertaining to the child is requested and used to make sure that appropriate provision is in place.
- Where a child with SEND is transitioning from one year group to another, and if it is needed, staff work with the pupil to create a transition book about the new classroom, teacher, and teaching assistant.
- Visits are made on several occasions to familiarise a child with SEND with their new room.
- Sessions are timetabled for all the children to spend time in their new classroom with the staff before the end of the summer term.
- Where children with SEND are transferring to a new secondary school parents/carers are involved in making decisions about how the transition will be planned and carried out. Additional visits are arranged by the SENCo as required.
- Where a child transitions to a special school, the SENCo can visit the receiving school and to spend time with the receiving SENCo.

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

- The School receives a notional SEN budget which is used to provide support for children with SEND in the form of adult support and practical resources.
- TAs support most children with SEND under the direction of Class teachers and the SENCo. This works well as part of a strategic plan of interventions recorded on class provision maps and monitored closely by the SENCo and Class teachers.
- Where a child needs 1-1 support because their needs are considered 'exceptional', the school can apply for Local High Needs Funding (LHNF). This funding is allocated by an external Panel according to need and the exceptionality of that need. Where LHNF has been granted at How Wood, it is used to provide a 1-1 named adult to support the child named in the application. The funding will usually stay in place until the end of a Key Stage when an application for renewal can be made. If the request for funding is unsuccessful there is no appeal process but a resubmission can be made at the next Cluster meeting.
- There are instances where a child needs 1-1 support but their need is not considered exceptional because there are many children in schools with the same need. How Wood School tries hard to provide the support from within its own budget however, this is not always possible to do in the way it would like.
- NB: 'Schools are not expected to meet the full costs of more expensive educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year.' (Code of Practice 2015)

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

All children who do not achieve Age Related Expectations are discussed in Pupil Progress Meetings each term with a member of the Senior Leadership Team, Class teacher and SENCo. The findings are acted on in the following ways:

- Where a child has an identified special educational need, the Class teacher and SENCo will discuss with the parents/carers how best to meet the needs. *See Qu 1-4*
- Where a child is suspected to have a special educational need, the Class teacher and SENCo will speak with the parents/carers and discuss how best to identify the need and how to support the child. Depending on how

the need has manifested itself assessments in school may be appropriate or a suggestion to make an appointment to see a GP / Health Visitor or the School Nurse may be all that is needed in the first instance.

- Where a child needs support to access the curriculum in a specific way intervention groups may be offered. These interventions may take place outside the classroom or inside the classroom.
- Where a child needs to have a designated 1-1 SEN TA to access a curriculum discussion with parents/carers, Head teacher and SENCo take place as there will be funding implications to consider.
- All interventions are monitored closely, and parents/carers are involved in discussions about their child's progress and appropriate next steps.

15. Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?

Each Local Authority has a Local Offer which Hertfordshire's Local Offer informs parents, carers and young people about all the services available to them. It can be accessed at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Hertfordshire's Local Offer covers the following areas to support children and young people from 0 – 25 years of age:

- Activities and Leisure
- Childcare
- Children's Centres
- Education and training
- Health
- Social Care
- Support and advice
- Transport

This SEND Information Report for How Wood Primary School and Nursery has been produced in consultation with the Head Teacher, SEND Link Governor, Members of staff, Parents/carers of children with SEND, SENCo.