

SEND Information Report

September 2024

Special Educational Needs and Disability Co-ordinator (SENDCo): Miss Kelly Russell
SEND Governor: Mrs Louise Russell

This report is designed to give you general information about the Special Educational Needs and Disabilities (SEND) provision at Flamstead Village School and to provide a range of information to help answer any questions you may have.

At Flamstead Village School, the member of staff responsible for ensuring support is provided for any difficulty, special need, or disability which affects a child's learning is Miss Russell.

Please don't worry if you or your child's teacher thinks your child may need extra support with something. There are lots of highly-skilled people in school and we will do all we can to make sure you and your child is happy here. We recognise that every child is a unique individual and it is our responsibility to ensure that every child is helped and encouraged to achieve to the best of their ability. If you have any questions or queries about Special Educational Needs and Disabilities at any point during your child's time at our school, please speak to your child's class teacher who will then consult with Miss Russell if needed.

The law says that a child has special educational needs if he or she needs special help to access their work. This help is known as Special Educational Needs Support (SEN Support). Many children, at some time in their school career, will need SEN Support of some kind. For most, all this means is that they need a little help in a certain area to get back to the level we would expect. For others, this may last longer. All of our children have the right to a broad and balanced education.

The SEND Code of Practice (2014)

The school uses guidance from the SEND Code of Practice to ensure that all children receive the support that they need. Most of this will be done in class as part of our everyday teaching and learning. However, sometimes your child's teacher may feel that your child needs a greater level of support in order to achieve to the best of their abilities. At this time, they will speak to you about the help that they feel your child needs and ask for your thoughts and views. They may also speak to your child to gain their opinion. Once we have all agreed on the best way to support your child, a plan will be drawn up which will outline the extra help they need. This will be reviewed regularly and at least once per term. If your child is still struggling to make progress after support has been put into place, we might decide to ask an external agency for further advice.



Education and Health Care Plan

In some cases, school may conclude that despite a high level of support, advice and specialist intervention, a child's learning difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. In these cases a request for assessment will be made; the school, an outside agency or the parents can make a request. If you would like further information about assessment leading towards an Education and Health Care plan, please contact the school office or the SENDCo directly. This level of SEN may entitle pupils to extra funding which will be granted through the banding of the EHCP.

Interventions

If we identify that a child needs extra support in a particular area of the curriculum which is not covered in class, we will organise an intervention to help them. These may be handwriting help or reading boosters a few times a week with a teacher or TA. If your child needs a considerable amount of help, we will inform you of our intention.



External Agencies

At times, we may ask other agencies to come into school and help our children to make progress. Some of the agencies we may use are:

- The Cognition and Learning Team offers support in literacy or maths skills.
- Speech and Language Therapy Service
- Speech, Language, Communication & Autism Team
- Occupational Therapy Service
- DESC: offer support with emotional literacy and behavioural needs.

Our Local Offer

The Special Educational Needs Code of Practice requires us to provide you with specific information about how we support children who have specific needs.

You can access the LA Local Offer at www.hertsdirect.org/localoffer for more information on what the local authority can provide.

How will I know how my child is doing?

- We have an open door policy and welcome parents/carers to discuss their child's learning with us whenever they feel necessary. Your child's class teacher will be available at the end of each day if you wish to raise a concern or by contacting the class teacher via the school office.
- If you need to speak in more detail to the class teacher or SENDCo, appointments can be arranged in person, by phone or by email.
- We have formal opportunities for parents to talk to their child's teacher twice a year during parent consultations.
- An annual written report is provided for parents at the end of the academic year.
- If needed, your child will be given individual targets every half-term using Assess, Plan, Do, Review (APDR). These will be set and reviewed with you and your child (where appropriate). Plans will be sent home to parents, but face-to-face meetings can be made if requested.
- If your child has an Education Health Care Plan (EHCP), a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

How does the school know if children/young people need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers regarding their child's development or progress.
- Teachers express concerns following their assessment of children through daily observation, interaction, written work, marking and assessments. This can include concerns regarding mental well-being, behaviour or limited progress.
- A pupil states that they are finding something challenging or difficult.

How will school staff support my child?

- Flamstead Village School works closely with parents and actively encourages parent participation in their child's education. Parent Consultations are held twice yearly, but you are welcome to make an appointment to meet with the class teacher or SENDCo at anytime throughout the year to discuss your child's needs. We can offer advice and practical ways to help you to support your child at home or signpost you to appropriate support services.
- Each pupil's education programme will be planned by the class teacher. It will be scaffolded accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If necessary, modifications to the physical environment may be made or additional resources used to meet the needs of an individual.
- If a pupil has needs related to more specific areas of their education then the pupil will be placed in a small focus group / one to one intervention. This will be led by the teacher, a teaching assistant or the SENDCo. The length of time of the intervention will vary according to need but will be reviewed every half term to ascertain the effectiveness of the provision and to inform future planning or support. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENDCo.

- Pupil Progress Meetings are held each term. The class teacher meets with the SENDCo to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency. This will be discussed with parents and a referral will be made, with your consent, and forwarded to the most appropriate agency. After consultation with an outside agency, a programme of support or strategies are usually provided to the school and parents/carers.
- If a child has very complex needs, we may seek to apply for an Education and Health Care Plan (EHCP). This will identify how much extra support that child may need, and how it is put into place. The school will submit a range of evidence including parent and pupil views to the Local Education Authority who will then assess whether the child should have an EHC plan.
- The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review all statutory SEND policies as defined by the DfE.

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

- Each child's individual needs are considered and reviewed regularly
- These decisions are made in consultation with class teacher and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if concerns are identified due to the pupil's lack of progress or well-being then interventions will be arranged.

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

We are an inclusive school and believe that a child's social and emotional development is fundamental to their learning. We recognise that some pupils may have additional emotional and social needs and the school works closely with parents to support this.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Any additional staff working with vulnerable children requiring support during the school day will work under direction of the class teacher or SENDCo.

We are a values based school and follow a clear and consistent behaviour policy, which focuses on teaching appropriate behaviour. We help our pupils to feel safe by having strong, clear routines and consistent high expectations. We value pupil voice and listen to the needs of children. Members of staff are available for pupils/parents who wish to discuss issues and concerns.

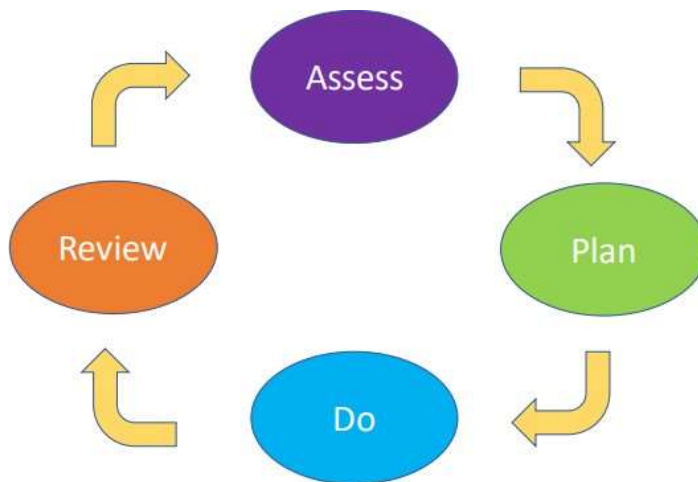
We work closely with our school nurse and family support workers who provide advice and guidance to families and their children.

Pupils with medical conditions or allergies are supported according to need and in full consultation with parents/carers, pupils and medical agencies. If necessary, a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

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

We believe that the parent's view is important as you know your child better than anyone else. Therefore, we offer:

- Informal meetings between staff and parents, and pupils if appropriate.
- Twice yearly formal parent consultation meetings.
- Curriculum and information workshops to inform parents of learning opportunities and allow them to ask questions.
- Additional meetings for children on Assess, Plan Do, Review (APDR) between staff and parents to review progress and set targets.
- Annual review meetings for pupils with an EHCP.
- For some families where many agencies are involved in supporting the needs of the child or family, Child in Need (CIN) meetings are held every 6 weeks.



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

The school staff have extensive experience of working with pupils with a range of needs. The school values its staff highly and seeks to develop all staff through continuing professional development, training, additional studies and courses as appropriate. The school is able to access support, advice, professional expertise and staff training from the following services:

- The Speech, Language, Communication & Autism Team
- Educational Psychologist
- DESC (Dacorum Education Support Centre) and DESC Outreach Emotional Literacy or Counselling
- Outreach support from Woodfield Specialist School regarding teaching children with special educational needs
- Advisory teachers for hearing & visual impairment
- Advisory teachers for physical and neurological difficulties
- The Cognition and Learning Team to help support those children with difficulties in literacy (including dyslexia) and maths (including dyscalculia).
- CAMHS (Child & Adolescent Mental Health Service)
- Attendance Team

- Community Nursing Team (for health related difficulties including mental health)
- Speech and Language Therapy
- Occupational and Physical Therapy
- Health Visitors for children under five
- Family Support Worker and Pupil Support Worker
- Social workers

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

If possible, the additional needs of a child are evaluated by school, parents and external professionals BEFORE the child starts at the school to ensure that staff have the skills to support the child as effectively as possible. Relevant staff receive training appropriate to meet the needs of the children in their care from external providers.

Recent training has included:

- SMART moves - motor skills development programme
- Specialist training in how to support children with dyslexia
- Speech and Language training for staff working with children having speech and language therapy
- Attention Autism training to deliver this intervention
- ADHD training in how to understand and support children with autism
- Epi-pen and asthma inhaler training
- First-aid training for all staff and additional paediatric training for some staff
- Safeguarding training
- Prevent training
- Level 1 Mental Health Training
- Zones of regulation training – focusing on emotional development and regulation

How will my child be included in activities outside the class including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. For example, additional adult support may be required or it might be appropriate for a parent/carer to accompany a child.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In certain circumstances, individual risk assessments for specific identified children will also be carried out prior to off-site visits. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided within the school environment.

Where the outings are run by outside agencies, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

For residential trips appropriate adjustments may be made to ensure the child can participate. For example, these adjustments may include an individualised time table, attending the residential site for the day activities only or a parent accompany them.

How accessible is the school environment?

The school accommodates the needs of each child by making reasonable adjustments so they can be valued and included as individuals. Currently adjustments include:

- 1 toilet adapted for disabled users
- 1 toilet includes a handrail and step in KS2
- Wide doors in some parts of the building
- Other resources include adapted chairs/commode, visualisers, writing slopes, calm corners, quiet work spaces, wobble cushions, and a variety of special learning aids.
- Advice is sought from medical and health professionals to ensure that, as far as possible, any specific resource is acquired so that needs are met.

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?

Many strategies are in place to enable the child's transition to be as smooth as possible:

- Meetings between previous or receiving schools/nurseries/pre-schools prior to the child joining/leaving.
- Early Years staff will complete a home visit and visit pre-school settings, where appropriate, to help children, parents and staff get to know each other.
- The children will also be invited to a visit morning in the summer term. Additional visits can be arranged if this is deemed necessary.
- Children are supported to transition between year groups with visits to the classroom, time with their new teacher and transition booklets.
- Year 6 teacher and SENDCo supports transition to secondary school.
- Additional visits are arranged for those who need extra time in the new school.
- The SENDCo shares information with the new school SENDCo prior to transfer.

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

If a child's resource needs are additional to those already provided, the school may:

- Endeavour to make the specific resources needed available to that individual.
- Use the SEND budget, where possible, to provide a specific resource.
- Where the main resource needed is adult support, the school will deploy some of their budget to fund support if they are able.
- In some instances, the school may seek to apply for High Needs Funding to put specific SEN support in place for a child.
- When a child has an EHCP, additional funding will be allocated with banding.

Who can I contact for further information?

If your child is a pupil at the school, please speak to the class teacher in the first instance. General information relating to SEND can be found on the Statutory Information page of the school website, including the SEND policy.

Further information is available from the SENDCo or Head Teacher.

At Flamstead Village School there are a number of ways we support pupils who may experience barriers to their learning:

Difficulty being experienced by pupil	Examples of intervention that may be used by the school to best meet the pupil's needs.
Difficulty accessing learning due to a general learning difficulty	<ul style="list-style-type: none"> • Small group work in class, supported by teacher or TA. • 1:1 support in the classroom • Modified resources. • Pre-teaching of strategies, vocabulary or concepts. • Prompt and reminder cards for organisational purposes • Precision Teaching within class for targeted children working on specific targets.
Difficulty accessing learning due to a literacy related difficulty	<ul style="list-style-type: none"> • Small group work in class through guided teaching • 1:1 reading in school, supported by teachers, SENDCo, trained teaching assistants and volunteers. • Phonics, spelling or comprehension intervention devised by the Cognition and Learning Team, delivered by a trained teacher or teaching assistant
Difficulty accessing learning due to a Speech and Language difficulty	<ul style="list-style-type: none"> • Small group work in class through guided teaching • Pre-teaching of concepts, vocabulary • Intervention devised by the Cognition and Learning Team • A Speech and Language intervention from the Speech and Language Therapy Service delivered within school.
Difficulty with motor skills	<ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> - Weighted/ gripped pencils and pens - Specialist scissors - Writing slopes • Occupational Therapist advice • Interventions planned in school to develop skills: <ul style="list-style-type: none"> - Fine motor skills intervention focusing on pencil control, cutting, threading, etc - SMART Moves to develop gross motor skills for targeted children, run by trained members of staff in school
Difficulty developing independent learning skills	<ul style="list-style-type: none"> • Use of visual timetables, checklists and reminders. • Use of 'Now and Next' boards • Task planners to break down learning tasks • Resources to support learning readily available during class sessions
Difficulties relating to social and emotional difficulties or the enhancement of self-esteem.	<ul style="list-style-type: none"> • Teachers available at the end of the school day. • Arranged appointments to meet with class teachers, the Head teacher or SENDCo to discuss concerns. • Support and counselling provided by the local Educational Support Centre (DESC). • Protective behaviour interventions • Social skills friendship groups • Self-regulation sessions in class and/or with SENDCo • Weekly celebration assemblies to mark achievements.in class

Mental Health Issues	<ul style="list-style-type: none"> • Computerised system used to track the behaviours of pupils and the support that has been put into place (CPOMS) • Specialist training provided to staff for significant conditions • Emotional Literacy support sessions • Access to school nurse • Home/School communication books. • Access to CAMHS service or Family Worker support if needed
Medical Needs	<ul style="list-style-type: none"> • A number of staff have first aid training. • Specialist training provided to staff for significant conditions. • Access to support from the school or specialist nurses. • Access to specialist equipment or resources to meet needs.
Accessing English as an Additional Language	<ul style="list-style-type: none"> • In-class support focusing on vocabulary • One-to-one and small group work from teachers and teaching assistants to facilitate access. • Word mats and key words in class • Adapted activities and learning to support inclusion in classwork

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