

# Dewhurst St Mary CofE Primary School

## SEND Information Report 2021-2022

### Introduction

At Dewhurst St Mary we aim to meet the needs of all our pupils to achieve their full potential not only in their academic development, but also in their creative, physical, moral, spiritual, cultural and social development.

### How does the school know if my child needs extra help?

- At Dewhurst St Mary the attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will usually be identified through pupil progress meetings during the year.
- High quality teaching and additional support will be put in place targeted at the areas of weakness and the child's progress will be monitored. Parents will be informed of this at parent consultations or earlier if necessary.
- If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the SENCO and includes views of the parents and child concerned.
- If there is an indicator of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be informed and parents and pupils are involved throughout this process to listen to their views.

### What should I do if I think that my child may have Special Educational Needs?

In the first instance, speak to your child's Class Teacher. He/she will listen to your concerns and explain any strategies we use in school. They may also suggest activities you could do at home to support your child.

If the Class Teacher also feels there is a cause for concern then they will arrange a meeting with you and the SENDCO.

### How will school staff support my child?

All children receive high quality targeted teaching. If a child has been identified as making less than expected progress it may be necessary for the class teacher to organise additional support of targeted intervention. This support could be extra group or individual support led by a trained adult and different teaching resources may be used. This will usually take place within the classroom as part of the lesson to

maximize the impact, although quiet areas around the school are occasionally used to increase concentration. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCO provides advice, monitoring, and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

### **How will I know how my child is doing?**

All families are informed of their child's progress regularly. This can be through parental consultations and the more formal written reports. High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires additional support parents are informed and targeted intervention is put in place. We will ensure that we meet with the parents of carers of a child with SEN at least once a term in order to discuss and review their IEP (Individual Education Plan).

During these meetings we discuss the effectiveness of strategies that we have put in place and the direct impact on your child's learning. Most interventions take place over a term and progress is reported back to parents at parent consultations which happen termly where the parent/pupil/class teacher can review progress towards the planned outcomes. Some pupils require more individual feedback and there may be a need to have a home school communication book or the online dojo system can be used. The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

Regular detailed assessments draw on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact.

### **What support will there be for my child's overall well-being?**

We employ a member of staff (Parent and Pupil Support Worker) to provide support for children's social, emotional and mental health needs who is highly skilled in implementing personalised effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. Children have regular opportunities to speak to the Parent and Pupil Support Worker when they need advice, guidance or support. There is also support during lunch time for children who need support in developing their friendship circle. This is a nurture group and the children refer to this as 'Acorns'. The school has a consistent behaviour policy which is based on the Hertfordshire Steps ethos, which is reviewed annually and published on the school website. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff.

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

Staff training is continuous, in order that skills are developed to cater for a wide range of needs. All SEN staff have undergone training recently in different areas of SEN to develop specialisms to ensure that there is a wide range of skills and expertise in all areas of SEN. Specialisms include behaviour support, Autism, Specific Learning Difficulties e.g. dyslexia, dyscalculia, literacy and maths interventions, reading intervention, gross and fine motor skills difficulties e.g. dyspraxia, Speech and Language and signing.

We are able to refer children to a range of different agencies/services:

- Educational Psychologist
- Speech and Language Therapist
- Mental Health Team
- Hearing/Visual Impairment Team
- Autism Specialist Teacher
- Outreach support from Amwell View (Special School for Severe Learning Difficulties)
- Outreach Support from Middleton (Special School for Moderate Learning Difficulties)
- Outreach from Rivers Educational Support Team (Behaviour based support)

- Health Visitor
- School Nurse
- Allsorts Children's Centre (Family Support Worker)

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

The staff at Dewhurst St Mary are well trained in how to support a multitude of special needs. Where a particular special need is identified, staff working with that child will attend relevant training in order to meet their needs. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation. All staff are trained in First Aid and Safeguarding. There are three designated staff (DSPs) for safeguarding concerns. Early Years staff have been trained so that an accurate assessment of a child's language needs is completed on entry to school and appropriate provision implemented.

### **How will you help me to support my child's learning?**

SEN consultations are held each term to keep parents fully informed of their child's progress and an annual report is written for each child in the Spring Term. Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Children are set homework regularly each week which will involve reading and at least one piece of literacy, maths or topic work so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

Informative meetings for parents are held on all aspects of their child's education and continue throughout the key stages. The Family Support Worker has access to a wide range of support from local agencies and services and is able to signpost parents effectively. Coffee mornings are also regularly held and 'surgeries' with outside agencies such as the school nurse, parents support worker present are sometimes held to answer any questions parents might have.

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

There are formal occasions such as Parent's Evening where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also an active PTA

(FOD's) in school. Parents of children with SEN are regularly involved in discussions through consultations.

**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?**

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. Please refer to our school prospectus. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.

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

**Our provision is based on equity not equality.** Pupils will have reasonable adjustments made to help pupils overcome barriers. The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority (HNF-Higher Needs Funding). Pupils who have an Educational Health Care Plan (EHCP) are banded and allocated funding is provided based on their needs.

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

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

**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?**

The authority's local offer of services and provision for children and young people with SEN can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

### **Who can I contact for further information?**

Initial concerns should be raised with the class teacher.

Following this parents can contact the SENDCO, Mrs Laura Munson, in person, by appointment through the school office, by email or telephone.

E-mail: [lmunson@dewhurst.herts.sch.uk](mailto:lmunson@dewhurst.herts.sch.uk)

[Tel: 01992623467](tel:01992623467)

### **Admissions**

Please see our admissions guide for information for arrangements for children with SEND <https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/primary-junior-and-middle-schools/primary-junior-and-middle-school-places.aspx>

### **Accessibility plan**

<https://dewhurst.herts.sch.uk/download/accessibility-plan-2020-2022/>

We use this to increase the accessibility of our school to disabled children. Dewhurst St. Mary CoE Primary School is committed to providing an environment which enables full access to the curriculum which values and includes all pupils, staff, parents and visitors regardless of their needs.

### **Equality Plan**

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

<https://dewhurst.herts.sch.uk/download/equality-scheme-with-objectives/>