

Dewhurst St Mary CE School

SEN Information Report 2023

Provision and resources available for children with special educational needs and disabilities (SEND)

1. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

- 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. Parents who are concerned that their child may have SEN issues should in the first case talk to their child's class teacher.

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or 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.

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

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. This support is monitored closely by both class teacher and SENCO and regularly modified. 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.

4. 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.

5. What support will there be for my child's overall well-being?

We employ a member of staff 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 well-being group and the children refer to this as 'Arorns'. 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. There is a designated school nurse who works together with parents and staff to meet a child's health needs if required. In some instances this will require referring a child to access a specialist support service. For example Speech and Language work very closely with the school.

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

There are trained teachers, 2 Higher Level Teaching Assistant's and various Learning Support Assistants in the SEN team led by the SENCO. All SEN staff have undergone training 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. The school can also access outreach and other professional services such as the Educational Psychologist, Outreach schools, Advisory Teachers, Speech & Language Therapist, Behaviour support (Rivers, Phoenix), School Nurse Team and support through our DSPL area (see DSPL4 on our website).

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

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. Other staff have been trained in Speech and Language Support, Autism, dyslexia, dyscalculia, literacy and maths interventions, reading intervention, behaviour strategies, gross and fine motor skills difficulties e.g. dyspraxia, communication in print. 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

8. 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 or maths so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary.

Parents are invited to a year group assembly each term to see what their child has been learning. 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 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.

9. 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 reviews.

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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and appropriate additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. 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.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

The school has a **SENCO**, **Mrs Georgiou** who can be contacted by telephone or email cgeorgiou@dewhurst.herts.sch.uk or senco@dewhurst.herts.sch.uk and is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries. If you wish to make a complaint the school has a complaints procedure which is available from the school office.

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?

There is a detailed transition 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.

14. 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 - High Needs Funding).

15. 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.

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?

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

Please see below some of the typical provision you may see in our school.

Special Educational Needs, Disability & Equality (SEND)

Dewhurst St Mary is an inclusive school and may offer the following range of provision to support children with additional needs. This is combined with the provision and teaching provided to the whole class.

Intervention			
Social Skills Programmes/support including strategies to enhance self esteem			
Emotional Literacy Group	Socially Speaking group	Buddy system on playground	Additional support: teacher, LSA, TA, SENCO
Counsellor/play therapist	Emotional support in the den at Lunchtime	Circle of friends	Jigsaw resources
Access to a supportive environment			
Prompt and reminder cards to encourage independence Scaffolds	Pre-teaching and over learning of strategies, concepts and vocabulary	Visual timetables	Access to laptops for individuals
Awareness of learning styles - Visual, auditory and kinesthetic approach	Self and Peer assessment		Collaborative learning
Strategies/Programmes to support speech and language			
Group Speech Therapy Sessions	Word/Topic Maps Individual visual timetable	Individualised Speech therapy program set by SALT	Lego therapy
TA support during whole class teaching time	Pre-learning and over-learning opportunities to introduce and rehearse new learning		Increased visual aids
Advice from outside Professionals: EP, Outreach schools, Advisory Teachers, Speech & Language Therapist, Behaviour support Team			
Mentoring Activities			
Training in routines of school day	Buddy and using children as positive role models.	Development of positive attitudes and building relationships with others Working in teams/as groups/individuals	1:1 and small groups Use of talk partners
Strategies/Programmes to support Occupational Therapy/Physiotherapy/Physical needs			
Pencil grips/Specialist pencils/Posture support	Further differentiation of physical activity (fine and gross motor)	Physical Adjustments and support as necessary Provision of specialist equipment & resources	Support for handwriting and fine motor skills
Advice from outside Professionals: EP, Outreach schools, Advisory Teacher for Physical Development, Occupational Therapist / Physiotherapist, Medical Team, CDT, S&L,			
Strategies to reduce anxiety/promote wellbeing (including communication with parents)			
Training in routines of school day	Support from class teacher/TA/LSA	Promoting self-care & personal hygiene	LSA support using counseling/play techniques

Regular planned and unplanned meetings with the SENCo as required.	Achievements and Celebrating Success	Secondary Transition Programme for some pupils	Nurture group 'Acorns'
Working in teams/as groups/individuals	Use of talk partners	Planned transition and meeting with Year 2 parents	Additional Support: Referral to CAMHS/Counselling
Strategies to support/develop literacy including reading			
Differentiated Curriculum Planning, activities, delivery and outcome	Pre teaching of strategies, concepts and vocabulary	Self and Peer assessment	Home Learning
Small Group - guided teaching/booster sessions such as High Five	WOW events to capture interest and develop vocabulary	Targeted reading clubs	1:1 mentoring led by Higher Level Teaching Assistants
Awareness of learning styles - Visual, auditory and kinesthetic approach	Use of ICT	Word recognition/phonics	Multi-sensory approach to letter formation spelling
Advice from outside Professionals: EP, Outreach schools, Occupational Therapist and Low Incidence team			
Strategies to support/modify behaviour – more details in behaviour policy STEPS			
Circle Time to raise self esteem	Buddies on playground	Social skills group	Time out/Reflection Time
1-1 behaviour program e.g. anger management techniques / individual contract / individual reward systems Behaviour contracts led by HT,AHT, and SENCO	TA/CT/ 1-1 Support Support from SENCO Involvement from Head Parental Involvement	Lunchtime positive behavior board led by midday supervisors	Celebration Assembly to raise self-esteem (Star of the Week, achievements)
Consistent and positive Behaviour policy framework based on rights, rules, responsibilities and encouraging good choices Whole school and class rules Whole School and Class reward systems		Intervention from external professionals EP, Behaviour Support Team, Counselling, CAMHS, Rivers ESC, Behaviour and Attendance Team Additional Support Families First	
Strategies to support/develop numeracy			
TA/Teacher led booster groups Such as Overcoming Barriers to Maths	Additional use of visual and practical resources	Individualised programmes for a few pupils	1:1 mentoring led by Higher Level Teaching Assistants
Advice from outside Professionals: EP, Outreach schools			
Provision to support/facilitate access to the curriculum			
Accessible school and classrooms Blinds at windows	Accessible toilet	Use of ICT – whiteboards, lap tops, PCs	Tables and chairs at appropriate heights
Small group or 1:1 support from TA or LSA	Provision of outdoor learning environment	Flexible teaching arrangements	Personalised Curriculum and visual timetable

Strategies/support to develop independent learning				
Flexible Teaching Arrangements	Success Criteria Peer and Self-Assessment	Achievements and Celebrating Success as well as building self-esteem and confidence	A Transition programme to support some children in moving class	
Pre teaching/Over learning opportunities	Use of different groupings (Mixed ability teams, talking partners, ability groups)	Training in routines of school day	Promoting self-care& personal hygiene	
Structured School and Class Routines	Visual timetables, aids, labels and modeling as well as Classroom displays - word walls, magpie ideas, interactive and tactile resources.	Development of positive attitudes and roles and responsibilities for the children	School Council - Pupil Voice	
Support/supervision at unstructured times of the day including personal care				
Promoting self-care& personal hygiene through school nurse visits	Buddy system Circle of friends Circle of support	Specific Play areas and equipment to cater for a range of interests Led by Buddies	Reward charts to celebrate success and set out expectations	
Planning and Assessment				
Differentiated Curriculum Planning, activities, delivery and outcome	WOW events to capture interest and develop vocabulary	Home/School agreement	Clear marking and feedback policy	
Learning Objective and Success Criteria clearly communicated to children	Individual Education Plan/individual provision map or Statement		Adaptation to timetable/school day	
Liaison / Communication with professionals/parents, attendance at meetings and preparation of reports				
Meetings with Parents include:				
Informal meetings	Parent consultations/meetings to review progress	Regular meetings with parents/phonecalls	Newsletters	Website
Developing half termly coffee mornings	Excellent communication with external professionals	Parents informed over the summer of planned interventions	Text and Email Alerts	Facebook
Liaison with Professionals Include:				
Educational Psychologist	Specialist Advisory Teacher such as Teacher for Autism	DSPL4	Middleton Outreach to support children with Moderate Learning difficulties	SALT - speech and language therapist
Extended Schools - Allsorts	Pre School settings	secondary Schools	School Nurse	Local Schools - SENCo Cluster groups
Medical Interventions				
Individual support to facilitate access to the curriculum	Further differentiation of physical activity	Care plans in place	Medical support from the School Nursing Team	

Physical Adjustments and support as necessary as well as Provision of specialist equipment & resources		Medical support (e.g. Monitoring of Diabetes)	Intervention from external professionals EP, Outreach schools	
Transition				
Session in with parent / carer before starting Visit to meet new class teacher	Children experience KS2 break and lunchtime routines	Additional visits to new environment to ensure familiarity	Photographs of new environment and faces taken home to talk about with child	Meetings with parents/outside agencies
Visits from receiving school to child in old environment	Lunch in school with parent or carer	Peer appointed to befriend new child for transition period	Open days for children to see all of school and see all classrooms	Meetings between previous and new teachers