

## SEN Information Report

<b>Policy Approval Level</b>	Governing Body
<b>Date of Approval</b>	September 2022
<b>Date of Next Review</b>	September 2023
<b>Status</b>	Statutory

<b>Inclusion Leader</b>	Mrs Aimee Jones
<b>SEN / Vulnerable Groups Governor</b>	Rosemary Shaw / Sarah Evans

*This SEN Information Report outlines our School Offer and the SEN information required as stated in the SEND Code of Practice 2015. It provides details of the inclusive provision that we as a school provide in order to meet the needs of children with SEN.*

***This Information Report should be read in conjunction with the Inclusion Policy***

***At Fawbert and Barnard we ensure that children are valued equally, regardless of their ability or need. We recognise that all children are entitled to a broad and balanced curriculum which must be differentiated to meet their individual needs. Leaders, Teachers and Support Staff work collaboratively to identify and provide support for pupils with SEN, as it is our belief that all educational professionals contribute to a child's learning journey.***

The categories of SEN that are provided for are:

- **Communication and Interaction**

Including, but not limited to Autistic Spectrum Disorder, Speech and Language Difficulties.

- **Cognition and Learning**

Including, but not limited to Dyslexia, Dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Including, but not limited to attention deficit hyperactivity disorder (ADHD), Anxiety.

- **Sensory and/ or physical needs**

Including, but not limited to, Epilepsy, Hearing or Visual Impairment, Sensory Processing Difficulties.

## **1. How do you know if my child needs help and what should I do if I think they may have special needs?**

Fawbert and Barnard Infants' is an inclusive school. Through quality first teaching, an enriching learning environment, the equipment we use and how we deploy staff we ensure that all children, regardless of their level of need, have the correct support required to thrive and achieve their full potential.

According to the SEN Code of Practice (2015): "A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her... or if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools"

On being welcomed to our school parents are given the opportunity to let us know of any needs or concerns they may have. Early discussions with Nursery staff, preschools or previous schools also take place to ensure any provision required related to SEN is adequately planned for. We allocate dedicated sessions for parents and children to meet their teacher and discuss any concerns, and Senior Leaders and the Inclusion Lead are present in the classroom regularly to observe the children.

Through use of careful monitoring and assessment processes, if a pupil's attainment is not where we would expect it to be, or their progress is significantly slower than their peers or does not meet their intended progress target, then we may consider that they have SEN.

If SEN is considered, then information will be collected to find out how best the child can be supported. This will always take the form of seeking the views of parents, the pupil, and the current teacher and / or previous teachers, however it may also include guidance and support from a multidisciplinary team including educational and health professionals.

Children will only be placed on the SEN register if they are identified as having a learning difficulty that requires provision above and beyond the remit of the normal classroom teaching.

Indicators that may signal a pupil needs additional support could include:

- A significant change in their behaviour;
- A concern(s) raised by an external agency (for example a GP or the school nurse);
- Information obtained from a previous setting the child has attended;
- Information presented by a parent or carer about their child's needs;
- Information presented by the pupil's class teacher;
- Assessment data that shows limited progress being made from the pupil's starting point;
- Observations by members of the teaching team.

If a parent or carer believes their child may have a special educational need then initially, they should make an appointment with their class teacher to discuss concerns. It may be appropriate at this time for the Inclusion Lead to be part of the meeting also. As a school we adopt an open-door policy for parents to share concerns through formal or informal discussions.

## **2. How will you support my child?**

Quality first teaching is provided to all children continuously, and this includes adapting and differentiating the curriculum according to the needs of the children in the class.

At times throughout their school journey children may take part in a short-term intervention to help further their progress within a particular area, or receive additional provision tailored to their individual needs, however this is still within the remit of the year group curriculum.

Class Teachers are supported by curriculum subject leaders, the senior leadership team, and the Inclusion Lead to ensure that expertise of all areas of the curriculum is shared across the school in order to allow children to meet the expected standard. Teaching and learning is monitored throughout the school in a variety of ways, including assessment, book scrutinies, formal pupil progress and SEN progress meetings, and general classroom observations of teachers and pupils.

Every class has a dedicated member of support staff who works across the class and is aware of the needs of the children in their care. They will work with small groups or individual children, both inside and at times outside of class where necessary. The Inclusion Leader and Senior Leaders may also lead on interventions to support pupils.

As a school we pride ourselves on the community we have built and have close working relationships with all parents in order to support their child(ren). Our open-door policy ensures we always have the most up to date information on the needs of a pupil, and through excellent internal communication processes this is relayed to all staff involved in a child's care.

All interventions for children receiving SEN support follow the cycle of 'Assess, Plan, Do, Review', also known as the 'Graduated Approach'.

**Assess:** An accurate assessment of the pupil's needs is obtained through observation, professional dialogue, and data.

**Plan:** If 'additional to and different from' support is required, then the views of all involved, including the parents and the pupil, will be obtained. Evidence based provision and interventions will be devised

**Do:** Provision and interventions will be implemented. The member of staff responsible for the delivery of this will vary, depending on the individual requirements, however overall accountability remains with the class teacher, supported by the Inclusion Lead.

**Review:** Progress towards these outcomes will be tracked and reviewed, and a new cycle amended and implemented (if required).

If at the review stage, progress rates are still causing concern, then support may be sought from external agencies to create strategies that meet the specific needs of a pupil. These may include advisory teachers from Hertfordshire local authority, educational psychologists, speech and language therapists, occupational therapists, counsellors, or outreach teams. The input of these adults will inform the next cycle of Assess – Plan – Do – Review.

For some children a plan, known as an Individual Provision Plan (IPP), will be put in place to record the above. The IPP is written in conjunction with the pupil and parent(s) to ensure everyone is on the journey together. In addition to the formalised IPP, class teachers will use individual provision maps to detail any provision that is 'additional to and different from', which may include shorter term interventions and support.

Whole school provision is outlined in the whole school provision map and Pastoral Offer.

**For a minority of pupils whose needs are significant and complex, and where the SEN Support required to meet their needs cannot be provided within the remit of our own resources, then the school, in partnership with the parent(s) may make a request to the local authority to conduct an assessment of education, health and care needs. This may result in an EHC (Education Health Care Plan) being provided.**

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

At Fawbert and Barnard Infants' we strongly believe in meeting the needs of all children through quality first teaching, providing an excellent and enjoyable early education for every child.

We will meet with you twice a year for parent consultations, and you will receive a yearly formal report about your child's progress. In addition to this, if your child is on the SEN register the Inclusion Lead will also meet with you on a termly basis. This may be with the class teacher, or as a separate meeting. However, throughout the year additional meetings or conversations will take place as and when required or requested by school or home.

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

All staff at Fawbert and Barnard Infants' School understand that all children must achieve their full potential, and we adopt high standards to ensure this is achieved.

Our curriculum is contextual and relevant to the children, and continual assessment of children through a range of methods (formative and summative assessment, child observations, professional dialogue) informs teachers planning each week. All sessions delivered are differentiated to meet the needs of the learners in the class. This may be by employing additional resources to support a child, using an alternative method to present information, or through use of support staff to further enrich the learning experience (for example completing 'pre learning' tasks with a child so that they are not overwhelmed the first time a new concept is introduced).

Where a child's educational needs are not being met through the above approach, the school will follow the graduated 'Assess, Plan, Do, Review' approach as outlined above.

If SEN support is necessary, then a child is placed on the SEN register and parents are notified. The creation of an Individual Provision Plan for the child would then take place, setting specific targets to support the child. These plans involve the wishes and feelings of everyone that is part of the child's educational journey.

The Inclusion Lead and Senior Leaders regularly monitor the progress of all children on the SEN register, and may suggest the involvement of external professionals if required.

Agencies working with Fawbert and Barnard Infants School include:

- A Speech and Language Therapist employed by the school for half a day a week, to ensure continuity for children with a Speech and Language need;
- A Safe Space Counsellor employed by the school for half a day a week to support children with Social, Emotional and Mental Health needs;
- Advisory Teachers from Hertfordshire Local Authority (Inclusion Team, Early Years Team, Emotional Wellbeing Team);
- Specific Outreach Teams (Rivers, Amwell View);
- Occupational Therapists;
- Educational Psychologists;
- Aspects Family Support;
- Professionals with specific skills from local and county wide schools.

In the first instance support and guidance would also be sought from inside the staff team, utilising the skills of the adults that work with the children daily.

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

Our core vision and values remain at the heart of all that we do. We aim *'to provide an excellent and enjoyable education for every child in a safe, nurturing and stimulating environment. Each individual is valued, encouraged and inspired to develop their resilience and their love of learning'*. These values are built into all parts of our curriculum and everyday approach to school life, and further supported by our

RSE and PSHE curriculum, developing children's individuality and uniqueness as well as their understanding of the wider world around them and how they are part of this.

At every point and in all we do, the child, their feelings and their wellbeing is at the centre of any decisions made. We have staff trained in Mental Health First Aid, Neuroscience, Attachment Theory and Protective Behaviours, and, where it would be deemed beneficial, parents are signposted to additional agencies to support a child's wellbeing. Further information on the specifics of this can be found as part of the F&B Pastoral Offer [here](#).

Interventions for mental and emotional health, such as social groups, are approached in the same way they would be for all curriculum-based subjects.

Where a child has an identified medical condition, an Individual Health Care Plan is created in conjunction with their parent(s), which outlines the daily management of the conditions, and what, if any, adaptations may need to be made to enable the child to be fully included within all aspects of school life.

## **6. What training have the staff supporting children with SEND had or are having?**

In addition to the statutory requirement to obtain the National Award for SEN Coordinators, the Inclusion Lead also holds a Masters Degree in Education and has experience of leading curriculum, assessment and pupil behaviour and welfare at a whole school senior leadership level.

All staff are given opportunities to continue their professional development and further their knowledge and understanding of various needs and conditions, and where a particular need of a child is identified, training will be sought to support this child through private, NHS or local authority services.

The Senior Leadership team have access to county updates and briefings, and the Inclusion Lead is part of the DSPL 3 group where members have access to up-to-date training in relation to supporting educational needs.

The whole staff team meet weekly at training sessions where messages and essential information are communicated and shared regarding key pupils, intervention strategies and relevant research and policies. In addition to this, all staff receive half termly professional development related to a specific area of SEND, as well as having access to fortnightly 'Inclusion Briefings' from the Inclusion Leader which unpick a particular area of SEND focusing on presenting needs and the strategies that can support this.

All staff have regular opportunities for coaching and mentoring and play an active role in their continuing professional development, including access to the NASEN (National Association for Special Educational Needs) knowledge hub.

## **7. What specialist support and expertise are available at or accessed by the school?**

The specific need of each child is at the core of everything we do, and therefore access to services is requested on a needs-by-needs basis. As a school we have access to county wide services, however if the needs of a child are complex then the Inclusion Lead and Leadership Team will discuss with the parents the possibility of further training and support for staff and also the family. We strive at every point to utilise our own in-house expertise, and the expertise of other professionals, to ensure the best possible

outcomes for all children. No one approach is ever the same, and we pride ourselves on taking each opportunity as a learning one – we may not know the answer straight away but will certainly do our best to find out.

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

It is our firm belief that parents have a unique ability to support their child's learning, and we aim to enrich this opportunity by including them in every part of their child's learning journey, whether this be attending workshops, directing them to formal training sessions, or offering informal events to further build relationships. This ensures outstanding partnerships between home and school are developed that encompass all aspects of a child's education.

In addition to individualised support, the whole school community has access to the following:

- A termly Inclusion Newsletter, signposting families to the most up to date and relevant information related to the needs of the school (all issues can be found [here](#)).
- One inclusion based workshop every half term (a morning and evening session);
- One Inclusion Coffee morning every half term (the final Monday 9 – 10am or 2 – 3pm).

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

When a child has been identified as having additional needs, the initial conversation is based on their thoughts and feelings and the thoughts and feelings of their parent(s)/ carer(s) and the adults that work with them. This child centred approach remains the focus throughout and ensures that:

- Everyone involved in the child's learning journey has a secure understanding of their strengths and areas of focus;
- The parent(s) and child's concerns are always taken into account;
- Everyone involved understands and agrees the next steps and is aware of the expected outcomes.

Parents of children in receipt of SEN Support receive a further 3 additional meetings throughout the course of the academic year.

**For a child who is in receipt of an Education Health Care Plan annual meetings are held with agencies and the local authority to review and plan the next steps for the individual child.**

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

All trips are subject to risk assessments which are carried out as appropriate. At this point any reasonable adjustments will be made dependent on the needs of the child. For children with complex needs or specific requirements, an additional individual child risk assessment may be completed in conjunction with the parent. This applies to all enrichment trips (school trips), extra-curricular clubs led by the school and whole school events such as sports day.

If required, children will have an Individual Risk Assessment (Risk Management Plan) that outlines specific strategies and approaches that should be utilised to ensure smooth transitions throughout the school day (outdoor learning, assemblies, play and lunchtimes).



### **11. How will the school prepare and support my child to join, transfer to a new school or the next stage of education and life?**

We work closely with Reedings Junior school, our main 'feeder' school, to ensure all pupils are familiar with their new setting. This includes sharing a site for events such as sports day, as well as hosting additional SEN transition events. This Inclusion Leads from both schools take part in regular update meetings, and all staff have joint CPD sessions throughout the course of the year.

At the end of each academic year teachers take part in internal transition meetings where information is shared to support the children. This includes handover meetings between the current teacher and new teacher and the Inclusion Lead for identified children;

All school records are transferred to any new educational settings, and followed up with telephone or face to face visits as needed.

Receiving schools / settings have the responsibility for arranging additional visits to settle the child, however where we feel additional settles would be beneficial, we contact the school to initiate this process.

Transition books are created for identified children to share with their families over the summer holiday as preparation for the transition to a new year group or setting.

### **12. How accessible is the school environment?**

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. At Fawbert and Barnard Infants' the site is not wheelchair accessible due to the gradient the school is built on. Specific requirements will be discussed as they arise with full risk assessments carried out when needed, consulting with professionals to ensure children have full access to all areas of the school (see accessibility plan). This is something school leaders are acutely aware of and are working to address.

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

The school's budget, allocated from Hertfordshire LA, includes money for supporting children with SEN, which is then allocated by the Head Teacher in consultation with the Governing Body. This is based on the needs of the school and its pupils. Additional provision may be allocated following pupil progress meetings. All resources are allocated according to need.

The Inclusion Lead maintains an overview of the whole school SEN budget, in addition to individual pupil budgets

Local High Needs Funding (LHNF) can also be applied for in the short term for individuals. This is allocated through a county wide banding system. Applications are made on an individual basis and sent to a panel who decide on the outcome.

If a child's needs require an Education Health Care Plan, then they will be allocated a funding band by the Local Authority based on their level of need.



**14. 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 Local Authority has its own local offer, which can be found at the following link. This outlines provision within Hertfordshire. [The Hertfordshire Local Offer](#). The link is also available on the school website [here](#).

**15. How can I contact the school Inclusion Lead?**

Name: Mrs Aimee Jones

Email: [inco@fandb.herts.sch.uk](mailto:inco@fandb.herts.sch.uk)

Phone: 01279 722357 (School Office).

Further support and information can also be obtained from the Inclusion and SEND section of the school website, found [here](#).