



Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

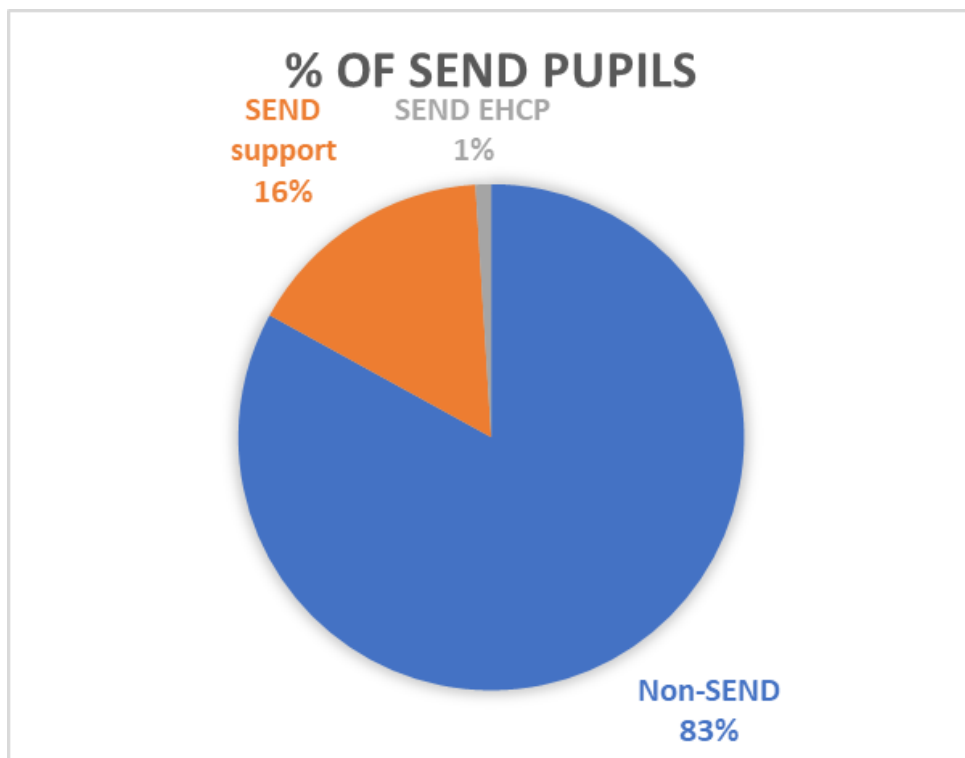
SEND Information Report **Autumn 2023**

Our school vision is that we are all the children of God. Therefore, as a school, inclusion is at the heart of everything we do. Our school motto is 'Striving for Excellence; Caring for the Individual.' Our aim is that all children will flourish, both personally and academically.

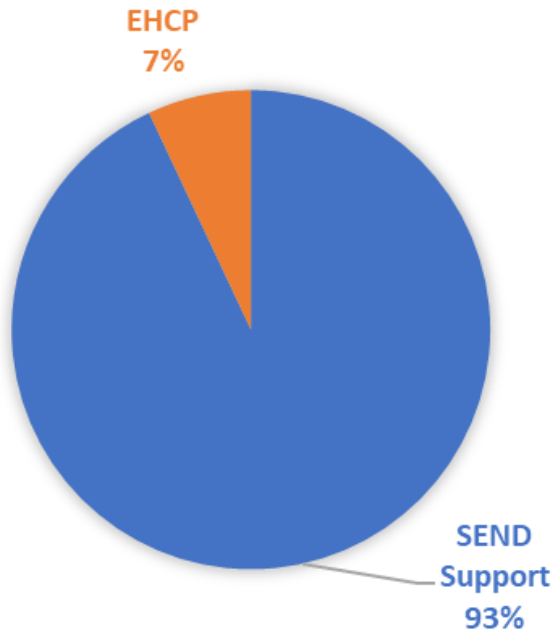
- This SEN Information Report or School Offer, as it is also known, serves as an information source for all parents but especially parents of children who have, or may have, needs in school which are different to those of their peers.
- All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.
- The SEN Code of Practice (2015) places a statutory duty on schools 'to use their best endeavours to ensure that such (special educational) provision is made for those who need it'

Contextual Information

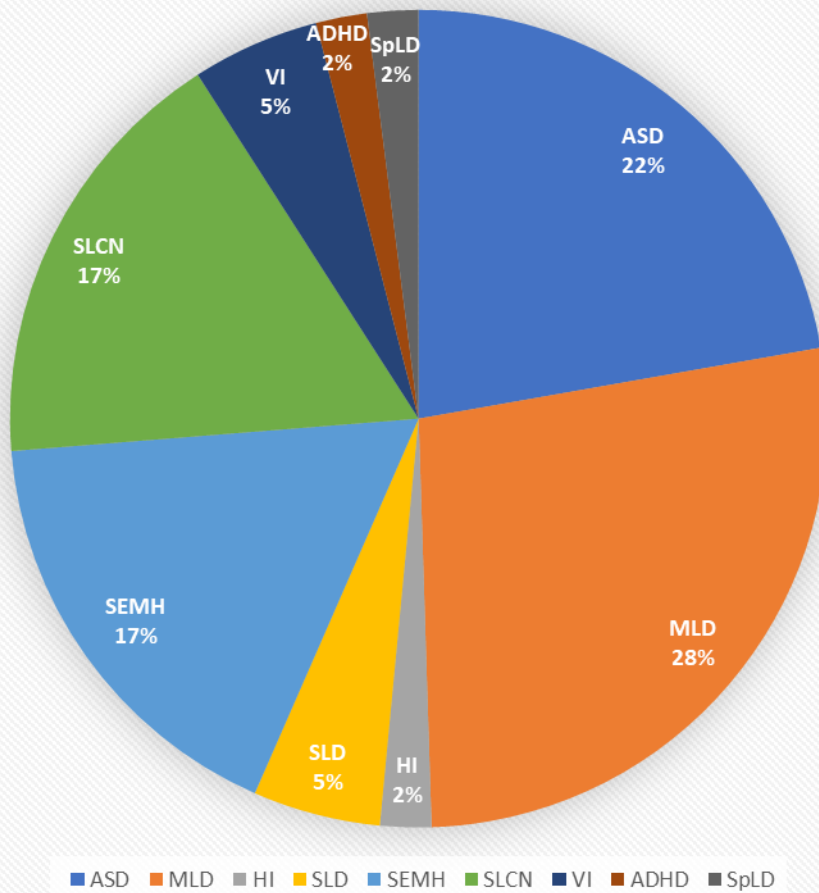
Data analysis completed in December 2023



LEVEL OF SEND SUPPORT



SEND Areas of Need



Community engagement

Engaging with the school community and coproduction are key parts of reviewing our offer for SEND pupils. During the review of this report, we listened to the voices of our community and this has been summarised below:

Parent voice (*based on responses to a survey sent out to parents/carers of children with SEND*):

- 100% agreed or strongly agreed with the following:
“I feel clear on what my child’s needs are and the support they receive in school”
- 100% of parents/carers:
 - Found it useful to receive a copy of their child’s Pupil Support Plan before the meeting
 - Found meeting their child’s teacher and SENCo very useful
 - Felt involved and able to share their views about their child’s needs
 - Felt their child’s pupil support plan was set out clearly and provided useful information
 - Found the meetings helpful or very helpful
- 92% found the meeting to be long enough to provide sufficient feedback on their child’s needs and support in place.



Pupil voice:

41/45 of children on our SEND register completed our SEND pupil voice questionnaire.

4 of children on our SEND Register were unable to provide answers for the questionnaire, due to their high level of additional need. Children across all year groups (R - 6) were invited to participate.

- 95% feel that school is either ‘good’ or ‘amazing’
- 93% of children feel supported in school
- 98% of children feel safe in school
- 100% of children felt they could get help from a friend or their teacher
- All children enjoyed working with their peers

Highlights from the Hertfordshire County Council commissioned visit (2021):

“The school has worked relentlessly to ensure that the parents of pupils with SEND feel listened to.”

“There is a very rigorous approach to following up referrals.”

“Great deal of comprehensive evidence to show the clear and effective systems which are in place for reviewing the progress pupils with SEND make through the curriculum”

“Parents are actively included in that process.”

1. How does the school know if children need 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 rigorously and frequently monitored. Children falling behind age appropriate expectations will be identified by the class teacher and Inclusion Leader in pupil progress meetings throughout the year. Those children will be highlighted to all adults working with them and additional support will be put in place considering any areas of difficulty the children identify themselves. High quality teaching targeted at areas of weakness will be planned and the child's progress will be closely monitored. Parents will be informed of this support at consultation evening or earlier if necessary. If progress continues to be less than expected, it may be necessary to assess the child thoroughly to identify their more specific needs and add the child to the SEND register. Please note: a child will only be added to the SEND register with agreement from parents/carers. When this has been agreed with parents, the school will put in place additional, personalised support in the form of an Individual Pupil Support Plan. This will be supported by the Inclusion Leader and will include the views of the parent and their child.

In line with the SEND Code of Practice (2015), support plans will be reviewed termly and parents/carers will be invited into school to review their child's plan alongside the class teacher.

If parents have concerns that their child may have special educational needs, they should talk to their child's teacher in the first instance.

2. The kinds of special educational need for which provision is made at the school.

The school provides for a wide range of learning difficulties and for physical difficulties including mobility, sight and hearing. Nurture programmes are also in place for those children who have social, emotional and mental health needs. Some children have Educational Health and Care Plans (EHCP) in place and the school ensures provisions are in place to meet those individual needs.

3. 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 will be necessary for the teacher to organise additional support or targeted intervention. This support could be extra guided group work or individual support led by a teacher or a trained teaching assistant or HLTA (Higher Level Teaching Assistant). Different teaching resources may also be used. Support will either take place within the classroom as part of the lesson or occasionally may take place outside the classroom for children receiving additional support; this is usually for speech and language therapy. Interventions can range from a short daily session to half an hour once a week depending on the need of each child. In line with the SEND Code of Practice (2015,) it is the teacher's responsibility to provide for children with SEND in their class and to follow the school's procedures for identifying, assessing and providing what is necessary 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 Inclusion Leader provides advice, monitoring and links with outside agencies. There is a named school governor who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

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

High expectations of each child in their class, coupled with support and scaffolds usually ensures that children are making at least good progress from their starting points; some children however still require additional support in spite of this. Where a child requires additional support, parents are informed and targeted support is provided and outlined on the Individual Pupil Support Plan. This support is monitored closely by both class teacher and Inclusion Leader.

Parents/carers of children with SEND will be invited to attend a SEND review meeting once a term. This is in addition to the parental consultation meetings. The class teacher and, if required, the Inclusion Leader will attend each meeting to update parents/carers on how their child is doing in relation to their targets and explain the reasonable adjustments in place.

Parents are also invited to meetings where information is discussed following an assessment made by an external professional, such as the Specific Learning Difficulties Base teacher or the Educational Psychologist. The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

All provision will take into account 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 depending on their age and understanding. This ensures that any barriers to learning are identified and effective provision suited to a child's specific and individual needs is implemented. 'Pupils who have SEN and/or other disabilities typically make good progress from their starting points. Teachers and additional adults create a 'can-do' ethos for these pupils and provide work matched to their needs in class and small support groups.' OFSTED July 2018.

Class teachers are responsible for making reasonable adjustments to meet the needs of each child and implementing Individual Support Plans into planning.

On our website, you will find more information about how the school makes possible adaptations to the curriculum.

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

The Inclusion Leader oversees support for children's social, emotional and mental health needs and works closely together with parents and children to ensure any behaviour strategies are consistent with those at home. Children understand that they can talk to any member of staff when they need guidance or support; they can also put a note in their class worry box for their teacher to read. There is support during lunch time for children from the MSA team. Children needing extra support are invited to attend a weekly nurture group and those with more complex emotional needs may attend therapy sessions with trained staff or have specialist outreach support to give them opportunities to explore their feelings and concerns in a non-threatening environment. The school has two cockapoos called Fido and Albie who support pupil wellbeing and listen to children read. The school has a consistent behaviour policy 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 staff. Individual health care plans are written in collaboration with the Inclusion Leader and parents/carers for children with medical conditions and shared with all staff. These plans are reviewed annually during each Autumn term. There is a designated school nurse who works together with parents and staff to meet individual children's specific health needs. We are very proud of the pastoral support that we offer as a school and have recently started a Young Carers support group in collaboration with Herts Young Carers and Dacorum Family Services.

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

There are two Higher Level Teaching Assistants (HLTA), a few Learning Support Assistants (LSAs) and a team of experienced Teaching Assistants (TAs) led by the Assistant Headteachers. All staff have received training in different areas of SEND. The TA team has a wide range of skills and expertise in all areas of SEND; some of them have undergone specific training to enable them to deliver targeted programmes to children. Specialisms include support for behaviour, autism, specific learning difficulties such as dyslexic tendencies, gross and fine motor skills, speech and language and Makaton signing. The school has access to an Educational Psychologist and play therapist, an assigned Speech and Language Therapist and school nurse to whom they can directly refer. The school nurse in turn is able to refer to different health services. The school can access other professional services such as outreach schools, the behaviour

support team and advisory teachers for early years, autism, hearing, visual or physical and neurological impairment. Any referrals made are with the agreement of parents/carers.

We have a wide range of external professionals who visit the school frequently. Some of these include:

- Pupil Support Workers (from Dacorum Family Services)
- Psychotherapists
- Dacorum Education Support Centre (DESC)
- Specialist Advisory Teachers
- Early Years Inclusion Specialists
- Curriculum Access Specialists
- Speech and Language Therapists (SALT)

8. What training have the staff, supporting children with SEN, had or are having?

All staff are trained in first aid, Therapeutic Thinking and safeguarding. There are three designated staff (DSLs) for safeguarding concerns. Early Years staff complete an accurate assessment of a child's language over the first half term in school and any necessary provision is implemented. Other staff have been trained in speech and language support, identifying autistic and dyslexic tendencies, English and maths interventions, behaviour strategies, gross and fine motor skills difficulties and Makaton signing. Training is regularly updated and opportunities for additional training are sought to ensure that staff have a working knowledge of SEN issues and current legislation.

The Nurture team have attended training around supporting young carers. Two members of staff are trained in Drawing and Talking therapy and one member of staff is ELSA trained. Where appropriate, staff receive more specialist training at Woodfield School or via DSPL.

In addition, the Inclusion Leader delivers in-house training on a range of themes around supporting children with SEND.

The Inclusion Leader is an experienced teacher and will be completing the National Award for SEND Co-ordination.

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

Parent consultation evenings are held in the Autumn and Spring terms to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer term.

Parents are involved in SEND review meetings (termly) where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. In these meetings, the Inclusion Leader and Class Teachers will share resources and strategies with parents/carers to further support their child's learning and development needs.

Children are set home learning each week which will involve reading and at least one piece of English, 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. Topic maps are put on the class pages of the school's website so that parents have information about what their children will be learning and a meeting is held for all parents at the beginning of each year to discuss the expectations of the year group. The class pages on the website are regularly updated. Parents are invited to termly family learning sessions in class and a class assembly each year. The Family Support Worker is available every day during term time and has access to a wide range of support from local agencies and services and is able to signpost parents.

Support such as courses and support lines, offered by the local area (DSPL8), are shared regularly on the school website and on the weekly newsletter.

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

There are formal occasions such as parent consultation evenings where parents are involved in discussions about their child's education. However, we have an open door policy where parents can make an appointment to meet a teacher before or after school. Working parents are able to telephone or e-mail the school office to arrange for a teacher to call them back if there is a particular issue they wish to discuss. Parents of children with SEND are invited to review meetings each term. Parents and governors are represented on the Parent Forum and the Governing Body has parents as part of its membership.

Parents/Carers of children with SEND will be invited to attend a SEND review meeting once a term. This is in addition to the parental consultation meetings. The class teacher and, if required, the Inclusion Leader will attend each meeting to update parents/carers on how their child is doing in relation to their targets and explain the reasonable adjustments in place. Co-production is at the core of our SEND provision and involving the pupil, parents/carers and school staff is essential.

11. 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; additional staff may be deployed to support them. Parents are consulted to ensure full participation and active engagement of all children. Where activities are run by outside agencies, the providers are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

Some children may require their own risk assessment to attend activities outside the classroom. In such circumstances, parents/carers will be informed. We may ask parents/carers to attend trips with their child in order to ensure their safety.

12. How accessible is the school environment?

The school is fully compliant with the Equality Act (2010) providing access for adults and children and has an accessibility plan. Reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible, has a Soundfield system in every classroom and in the hall and has disabled changing and toilet facilities. Additional details can be found in our Equality Policy. Specialised equipment such as writing slopes, spring-loaded scissors, wobble cushions, sensory toys and laptops are provided where appropriate for children with specific SEND needs and advice is sought from the appropriate medical or health professionals to ensure all children's health and physical needs are catered for within the school environment.

Children's social needs are met by ensuring that they have a circle of friends and have access to all learning and play opportunities. Embracing children and adults with differing needs is part of the school's Christian ethos.

The school has a Nurture room, a sensory space and various safe spaces to support children with sensory and/or self-regulation needs.

Around the school there is inclusive signage with Widgeo symbols to enable all learners to be able to safely navigate the school site.

13. Who can I contact for further information?

The school Inclusion Leader is available to meet with parents if they have any concerns about their child. An appointment can be made by telephone or email via the school office. It may, however, be more appropriate to speak to the child's teacher with any initial queries. Any complaints should follow the school's complaints procedure which is available on the school website.

14. 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 are transition programmes in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's need, age and stage of development. Some children have 1:1 support when visiting their new secondary school and meetings are held to share information. If parents have any concerns about their child's induction or transition they should contact the Inclusion Leader.

At the end of each academic year, pupils will attend a transition morning. This enables children to be able to meet their class teacher for the next academic year and spend some time in their new classroom. In addition, with the support from the Inclusion Leader, teachers will provide children access to transition support packs. These include information about adults working in the class, the layout of the classroom, routines and things to expect in the year ahead. For a few children, they may be invited to visit the school at the end of the summer holidays to support their transition back to school.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used to employ TAs to meet the needs of children with SEND, provide specialised training for staff and purchase resources including specialist equipment to support the progress of children with SEND. If a child requires provision which exceeds the nationally prescribed threshold, top-up funding can be applied for through the local authority; this is called Exceptional Needs Funding.

16. 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, the child's own views and a discussion with their class teacher. This support is reviewed regularly with amendments being made to the programme of support where necessary. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted, effective support to close the gaps in learning and to minimise the need for long term additional support.

If the school feels a child may have SEND, parents/carers will be consulted before a child is added to the SEND register or additional support is put in place.

17. How can I find information about the local authority's Local Offer of services and provision for children 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 <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The Delivering Special Provision Locally (DSPL8) can be accessed at: <http://www.dacorumdspl.org.uk/>

18. Further sources of assistance are:

St Albans and Dacorum SEND Team AP1103 Apsley Two Brindley Way Hemel Hempstead HP3 9BF 01442 453456

SEND Information, Advice and Support Service (SENDIASS) Postal Point CHR 102 County Hall Pegs Lane Hertford SG13 8DE 01992 555847

Glossary

Below you will find definitions of commonly used acronyms linked to SEND:-

- AIO- Attendance Improvement Officer, works with schools and families to improve attendance where necessary.
- CAMHS- Child and Adolescent Mental Health Services, an NHS department who work with children and young people with mental health issues.
- CLA- Child Looked After, a child cared for by the local authority.
- DESC- Dacorum Education Support Centre, specialist advisory teachers who work to support children and schools where necessary.
- EHCP- Education, Health and Care Plan, a document that describes a child's needs and support required when needs are complex.
- Top up HNF- High Needs Funding, additional funding attached to an EHCP which is assessed against criteria and assigned a band.
- EHM- Early Help Module, a way to share and record information from a number of people working with a child/family.
- ADHD- Attention Deficit Hyperactivity Disorder, a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.
- ASD- Autistic Spectrum Disorder
- PDA- Pathological Demand Avoidance
- MLD- Moderate Learning Difficulty
- SLD- Severe Learning Difficulty
- SEMH- Social, Emotional and Mental Health
- APDR- Assess, Plan, Do & Review
- LHNF- Local High Needs Funding, additional funding the school can apply for to support a specific need.
- ePEP- Electronic Personal Education plan, an electronic form to record targets and support provided for a looked after child.
- GP- General Practitioner, your family doctor.
- ICT- Information, Communication Technology, electronic resources that may be used by a child e.g. laptop, iPad.
- LSA- Learning Support Assistant, works individually with a child to support their specific needs.
- PSHE- Personal, Social and Health Education, a planned programme to help children develop as individuals and as members of a community.
- SENDCo- Special Educational Needs and Disabilities Coordinator, supports and monitors SEND provision throughout the school.
- SEND- Special Educational Needs and Disabilities
- SpLD- Specific Learning Difficulties, a difference or difficulty with a particular aspect of learning.
- TAF- Team Around the Family, regular meetings attended by professionals and the families they are working with.
- TAC- Team Around the Child, regular meetings attended by professionals working to support a child's needs.