

SEN INFORMATION REPORT

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Through quality first teaching, teachers continually assess pupils' progress through daily observation, marking and feedback. Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age. Each term, teachers make a formal judgement of pupils' achievements. The progress of all pupils is then discussed with the Head Teacher, Core Subject leaders and Special Educational Needs Coordinator (SENCO) every term. Between these discussions, staff may bring any concerns to the SENCO and/or Head Teacher; provision is then adjusted accordingly. Any children making less than expected progress in any term are noted on the class's provision map, and provisions are adjusted accordingly. Over time, or where concerns are immediately significant, children will receive special educational provision, which will be discussed with parents.

The school has a strong sense of community, and parents have many opportunities to speak to staff if they are concerned about the progress of their children. The headship team and all class teachers are available by making an appointment to see any member of staff by speaking to the school office, face-to-face or on the phone. In Nursery and Reception, all pupils receive a home visit from the teacher who will work with their child. This is a very good opportunity for parents to raise any concerns before their child even starts school.

Children have many opportunities to articulate concerns or anxieties about their own learning. They are taught to self-assess their learning, and to enter into discussions with teachers about their learning. There is a strong pastoral support team, who build relationships with pupils and support their learning. Additionally, staff closely observe and monitor the behaviour of all pupils, looking out for indications of anxiety or difficulties that the children may not be able to articulate themselves.

How will school staff support my child?

Teachers are responsible for the learning and progress of all children in their class. The school strongly prioritises the provision of high-quality, whole-class teaching. This is the first and most important provision for all children; no amount of intervention and specialist support can compensate if this provision is not right for all children. We therefore spend a lot of time monitoring and developing teaching, and discussing and developing pedagogy. The Senior Leadership Team closely monitors the quality of provision, and provides support, advice and training for teachers and Learning Support Assistants as appropriate.

All classes have one or more Learning Support Assistants during the morning (English and Maths lessons). In KS1 most classes have support in the afternoons too. Learning Support Assistants also provide additional, targeted support outside lesson time, for example running intervention programmes daily. The Special Educational Needs Co-ordinator (SENCO) oversees special educational provision. This happens through termly pupil progress reviews, SEN support reviews, supporting teachers to plan special educational provision, monitoring and evaluating provision, and sharing best practice. The SENCO also ensures that appropriate external professionals are involved in planning provision.

The progress of children receiving special educational provision is also monitored by the governing body. The governors receive termly progress information from the SENCo/Head Teacher and there is a governor specifically assigned to monitor SEN.

How will I know how my child is doing?

How your child is doing is an ongoing conversation between parents, carers and school staff. Formal opportunities are available for parents to talk to their child's class teacher twice a year with a short consultation. A written report is sent home in July.

Parents of children receiving special educational provision are invited to meet with the school-based professionals working with their child every term, to review and plan provision and agree desired outcomes.

Informal opportunities to talk to teachers, Head Teacher, SENCO and other staff arise daily, at the end of the school day, providing the member of staff is not running a club or attending the staff meeting. The office staff can make appointments for parents to speak to any member of staff.

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

For a child who has been assessed as in need of SEN support, we follow a cycle of 'assess, plan, do, review'. There will be termly planning meetings for children receiving special educational provision. These involve the parents, SENCO, class teachers, and any external professionals involved with the child, as appropriate. At these meetings, we will review the child's progress over the preceding term, and plan provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents is central to these meetings. Regard is also given to the advice of external professionals when planning provision.

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support in the classroom environment are regularly used.

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

At Yorke Mead Primary School, children's overall wellbeing is central to our ethos. We work very hard to develop children as well-rounded, happy, confident people.

We have many opportunities to celebrate children's achievements, including a weekly Celebration Assembly, Star of the Day, Attendance Cup, Tidy Classroom award, Outstanding Citizen board, School Council, KS1 and KS2 performances, team points, and so on. We take every opportunity to expose children to as broad a range of life experiences as we can, from sports events to life-changing school trips.

We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. Pupil voice is essential to all decision-making. We teach children to respect each other and their environment and to behave appropriately at all times.

School exclusions are administered rarely, and only ever as a last resort. A Pastoral Support Assistant works full-time in school, supporting children's well-being. A Family Support Worker provides weekly drop-ins to support families and signpost support groups that can meet their needs.

The School has invested in P4C (Philosophy for Children) in every class, promoting thinking skills and respect for alternative views. The school employs a play therapist and a neuro linguistic therapist to support pupils on an individual basis, where this need has been identified and agreed with parents.

We have a number of qualified paediatric first-aiders on our staff, with named staff on call at all times to deal with first aid matters; all staff have annual Epi-pen/JECT training. All adults in school have a clear understanding of their responsibility overseeing any child-protection issues in the school, and the whole staff receives child-protection training annually.

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

Yorke Mead Primary School has two specialist speech and language Learning Support Assistants who works with individuals or groups identified with speech and language difficulties. Such as word retrieval, pronunciation or vocabulary development.

All staff who support children's learning receive regular inclusions training for children with communication disorders, cognitive learning difficulties and social, emotional and behavioural problems. All staff who support children with physical impairments receive training to support learning and access to the curriculum.

The SENCO co-ordinates the specialist support of a number of external agencies, including the Educational Psychology Service, the Specific Learning Difficulties Base at Laurance Haines School, behaviour support from Highwood Pastoral Support Partnership and Chessbrook Primary Outreach Team, the Communication Disorders Team, the Sensory Impairment Team, counsellors, play therapists, family support services, etc. Agencies working with children, meet with class teachers. Best practice locally is shared through networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network and local SENCO meetings.

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

All teaching and learning staff in the school support children with special educational needs. We believe strongly in an inclusive education, and ensure that all children have access to all opportunities in school.

We have a team of good and outstanding teachers, who continually work together to improve their teaching practice.

All Learning Support Assistants whose role is specifically to support children with special Educational needs have a minimum of Level 3 qualifications, and many have Level 4 or higher. The Headship team are committed to all staff continually developing their practice. Training during the last 2 years has included: working with children with speech and language difficulties, working with children with Autistic Sepctrum Disorder, supporting children with speech and language difficulties and supporting pupils with behavioural problems.

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

Your role as your child's parent is central to their education. We value your knowledge and expertise about your child, and strongly believe that we are here to support not only your child but also their family. We conduct home visits for all Nursery and Reception children before their first day of school, so that every child's education starts with the school and parents working together.

In Nursery, we will encourage you to talk to your child, to read with them regularly, and to give them rich experiences of the outdoors, such as visiting parks and playgrounds. From Reception onwards, we will ask you to hear your child read at home every day, and to make a note of their reading in their Reading Record Book. We will set projects for you to work on at home with your child, linked to their topic for the term. And as they move up through the school, we will begin to introduce more formal homework to teach them the skills of planning their time at home in preparation for secondary school. We recognise that for a huge variety of reasons some parents find it difficult to support this home learning. We hold Home Learning Club 4 nights a week to support your child's home learning.

We hold regular meetings and workshops in school to show you how we are teaching your children – for example, meetings about reading, maths, phonics. If your child receives special educational provision, we will invite you into school every term to discuss the strategies that we use in school; we will seek your advice about what works at home, and also show you strategies that are working at school.

From time to time we can also support parents to increase their own skills at helping their child through a variety of HAFAL courses e.g. helping your child with Maths, phonics or writing.

We have good connections with the children's centre on site, and can point you in the direction of a number of other such opportunities. We can also offer opportunities for parents to volunteer in school, and to build their skills through this work.

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

There will be termly planning meetings for children receiving special educational provision. These involve the parents, SENCO, class teachers, and any external professionals involved with the child, as appropriate. At these meetings, we will review the child's progress over the preceding term, and plan provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents is central to these meetings. Parents are invited to maintain open communication with school staff through home-school link book (where necessary) or through reading diary books. Parents can influence the direction of the school through involvement in Friends of Yorke Mead, or becoming school governors, and by responding to parental questionnaires (completed annually). Through Grandparent Days, school celebrations, cake sales, and other social gatherings, we hope to maintain an ongoing dialogue with parents about all aspects of their child's development.

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

If children have special educational needs that may make their participation in a trip more challenging, we conduct individual risk assessments and remove any barriers to participation – for example, we might allocate additional adults to support the child, or ensure that there is appropriate equipment to support a child's needs. We may involve you in this process, and may even ask you to accompany your child on the trip. Ratios for school trips are always at or above the standards set by Hertfordshire County Council.

We monitor pupil participation in clubs, by monitoring the participation of pupils with special educational needs. We already ensure that a range of clubs are offered, at different times of day, in an effort to ensure that there is something for everyone. We have flexible start and end times to the school day, by providing a breakfast club and afterschool clubs, to widen pupils' access as far as possible.

How accessible is the school environment?

The school is accessible to all. We have accessible routes to all classrooms and offices. There is a disabled toilet both main buildings. Some classrooms are fitted with Sound field systems and our aim is to extend this to all classrooms. Teachers use highly visual approaches to teaching and learning. There is a high degree of visual contrast in the corridors and classrooms.

For children arriving with no English we provide buddy systems. Classrooms have labels in different languages and where possible, we will find a member of staff who can support.

Who can I contact for further information?

The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff. Teachers and the headship team are also available every morning and evening, and either the Head, Deputy Head Teacher/SENCo or Assistant Head Teacher, is always available to talk to parents.

The school's Complaints Procedure is published on the website:

www.yorkemead.herts.sch.uk

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?

When year 6 children transition to secondary school, the teacher and SENCo liaise closely with the receiving school, and sometimes visit the school with the pupil. Where appropriate we will try and arrange an additional visit to the school to improve familiarisation and reduce anxiety.

We share information with the next school, ensuring adequate information is provided to help the next school meet the child's needs.

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

Pupil progress meetings and SEN support reviews lead the planning for the allocation of the school's resources, so that children's needs are central to this decision-making. The leadership team report to governors regularly on the allocation of resources.

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

Support is carefully matched to children's needs, and can be given through adjustments to the curriculum, intervention groups, one-to-one or small-group work, or specialist resources. These decisions are made through careful assessment, analysis of pupils' progress, SEN support discussions, and observation of children; parents are closely involved in these decisions through the termly SEN reviews.

It is our aim to develop the independence of all pupils and no child will receive full-time support from the same adult.

Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school

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?

Hertfordshire County Council's Local Offer can be accessed online at www.localoffer@hertfordshire.gov.uk

Written by:

Mrs Seabrook (Deputy) and Mrs Elliott (SENCO)

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