



Bonneygrove Primary School

Special Educational Needs (SEN) Information Report

This report is based on key questions asked by parents of children with SEN in Hertfordshire and complies with the SEN Code of Practice 2014.

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 school recognises a need for a graduated response to the identification and assessment of children who fall behind age related expectations or appear to need support in engaging with the school curriculum. This means that the support and provision will be suited to the needs of the child and will change over time.

The graduated response at Bonneygrove is detailed below:

- The class teacher identifies if the child is achieving appropriate expectations
- The class teacher identifies if the child is making expected progress
- The parent may have a concern from home and share this with the class teacher.
- Where there are any concerns the class teacher modifies class provision to cater for need and works closely with parents to support learning through working in partnership
- Class provision and impact of provision is reviewed on a regular basis
- If a further need is identified and/or progress continues not to be made, a meeting with the school's inclusion leader is organised (Mrs Georgiou)
- The Inclusion leader will suggest strategies to support or use advice from other partners to identify further strategies
- The Inclusion leader will refer to the SEND Code of Practice and follow guidance should a child meet criteria for SEND support

If you are concerned about your child's progress, achievement or well-being, we encourage you to speak to the class teacher in the first instance.

If you are joining the school from another setting or for the first time and your child has a special educational need or disability already, or has an Educational Health Care Plan, please speak to the Inclusion Leader to organise a positive induction to our school for your child.

2. How will school staff support my child?

The Class Teacher is responsible for all the children in their class including those with SEN. Learning is carefully planned and differentiated to enable all children to access the lessons fully. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. Every class has a Provision Map to highlight extra interventions to support needs. The extra support will be shared with parents at parent consultation meeting or separate meetings if appropriate. In some situations, the SENDCo may suggest the involvement of an outside professional. Parents will be fully involved at every stage of the process. The Governing body, and in particular the SEN Governor, works closely with the Headteacher and SENDCo to monitor overall SEN provision.

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

At Bonneygrove, we believe it is important to share information with parents and to keep you up to date with, and involved in, your child's progress. We do this through:

- We have an open-door policy and you can ask to talk to your child's class teacher by making an appointment.
- Additional meetings planned for children who need extra support. These take place 3 times a year (approximately once a term) when the assess, plan, do and review cycle will be discussed.
- Parent consultation meetings are held twice yearly (Autumn and Summer term).
- You will receive an end of year report stating where your child is in terms of age-related expectations (Summer term).
- Your child may have support through an educational health care plan which will be reviewed at least yearly.
- Appointments - parents can request additional meetings with class teacher, SENDCo or a member of the headship team.
- Home/school book can be set up for daily communication should this support your child's needs.
- Should the school have any concerns or should something happen that is important for your child in the school day, the class teacher will ensure you are spoken with via inviting you into school or contacting you by phone.

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

Teachers plan lessons carefully and each lesson is differentiated to meet individual children's needs. Sometimes when we differentiate learning, children all do the same task, but a different outcome is expected, sometimes all children learn the same skill but at different levels. Teachers deliver these lessons and include a range of strategies to support individual needs with their quality first teaching. In some instances, small group or one to one support from TAs will be available where appropriate. Some children may need further intervention support which are mainly delivered by TAs outside of the main lessons.

Children with SEN will follow a Four-Part Cycle (Assess, Plan, Do, Review). Meetings between school, parents and the child are held to ensure provision is meeting children's needs.⁴

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

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The school has a trained Teaching Assistant to provide nurture support, who works with children either on a one to one basis or in small groups to support children's overall well-being. This could be on issues such as anger management, friendships or self-esteem for example.

Bonneygrove promotes positive relationships between parents, children, all staff and the wider community. All children including those with SEN are encouraged to participate in clubs including choir and sporting activities. The school listens to children's views through the school council and Pupil Voice Questionnaires. Assemblies, class circle time and PSHCE lessons address issues such as friendships and bullying.

The school has links with several outside professionals and agencies. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as counselling services, the school nurse, family support workers and agencies who support with behavioural needs.

The school will write a Personal Health Care Plan in association with parents and medical professionals to support children with specific medical needs.

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

Our Inclusion leader has strong partnerships with a range of professionals such as: educational psychologist, autism advisory service, family support workers, speech and language therapist, primary

support base, specific learning difficulties base, social care services, local SEND cluster groups and managers of the local authority team known as Integrated Services for Learning. This team can sign post the school should we need advice and support and we are unsure of where this can be found. In order to make referrals to these services children must meet particular criteria. Expertise is shared within the school through sharing knowledge and best practice at Staff Meetings and at other staff Insets. Parents are also able to access other services through their General Practitioner, for example The Communication Disorder Clinic (CDC).

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

All staff receive in-school and external training in a range of SEN needs. This includes Speech and Language, Behaviour and Emotional based training. Some staff have more specialised training in order to support the needs of individual children with specific needs. The SENDCo works closely with the local SEN Cluster and attends regular SEN updates. We also have trained member of support who leads nurture and pastoral sessions.

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

The school is always keen to help parents support their child's learning.

The school runs workshops for parents that focus on reading, maths, and phonics which you are welcome to attend.

We have an open-door policy and encourage parents to speak with us if you are concerned about how to support your child's needs at home. We will listen and agree the outcomes you want for your child and then see what can be done to help and support.

We also hold two parent consultation meetings throughout the year when parents find out more about their child's learning. Parents of children who need SEN provision are also invited to additional meetings to assess and review the progress of their child. The school aims to work closely with parents to develop and enhance SEN strategies.

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

We encourage parents to speak with the class teacher in the first instance if you should have any concerns at any time.

Parents with children with SEN will regularly meet with school to contribute to future planning for their child. The school always listens to the views of the child. Children with SEN are actively encouraged to have a voice through representing their class on the School Council and through regular Pupil Interviews.

A few of our children and families with multiple needs will be supported by Families First. This organisation enables all services and professionals to work together efficiently and to share information. Parents are central to these meetings. A small percentage of children with more complex SEN will have an Education, Health and Care Plan (EHC plan). This is a statutory document administered by the Local Education Authority (LEA) Special Educational Needs (SEN) officers. They ensure that the child receives the provision they need and that the parents' and child's wishes are taken into account.

Our Governing body, subject leaders and Inclusion leader all hold pupil interviews during the year. This allows children to tell us about their learning and helps us plan our next steps.

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

Activities and school trips are available to all children at Bonneygrove. The individual needs of the children are considered at the planning stage of a trip. In consultation with parents, we make adjustments to ensure full participation. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of one to one care is required a parent or carer may be asked to accompany their child during an activity.

For school journeys which involve a two- or four-night stay, we speak to parents well in advance of the trip to ensure we have plenty of time to organise extra staff or training should this be required to enable your child to attend. Whenever possible, reasonable adjustments are made to include all children during activities outside the classroom and school trips.

11. How accessible is the school environment?

Bonneygrove school complies with the Equality Act 2010 and has and will continue to make reasonable adjustments to the school environment and accommodation to ensure accessibility for all. We have an accessibility plan that sets out our aims.

The school is fully accessible for wheelchair access and classrooms are adapted to meet children's needs as required. For example: we have widened door access, provided support bars in toilets, ensured ramps to avoid steps in the school grounds.

We are happy to discuss individual access requirements.

12. Who can I contact for further information?

We always encourage a conversation with the class teacher in the first instance.

- Class teacher
- Inclusion Leader (SENDCo): Mrs Georgiou
- Head teacher: Mrs Gable
- SEND link Governor: Leave a message in the school office and they will contact you (Mrs Klein and Mrs Mobbs)
- Local Authority SEN Officer: Ask Mrs Georgiou for contact details

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

Our school and in particular the Early Years team, work closely with all Early Year settings at the time of transition. We have meetings with all parents and we also visit the children in their home setting before they enter the school system. Extra visits can be arranged for children with SEN. In the same way our Year 6 staff work closely with secondary schools to ensure a smooth transition and transfer of relevant information. We are able to arrange additional visits for children with SEN.

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

The school's special educational needs budget is delegated to us by the local authority. Governors and the Head teacher decide how to allocate this budget. Within budget constraints, allocation is allocated according to level of need.

In exceptional circumstances the school can apply for additional funding for individual children - Exceptional Needs Funding (ENF Funding). Families supported by Families First may be able to apply for funding from personalised commissioning.

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

This is done in consultation with the parents, class teacher, Headteacher, SENDCo and other professionals involved in supporting the child. We discuss what is needed and what resources are available to meet the need for the child. Reasonable adjustments to provision are then made. There is careful monitoring of support to ensure development of the child as an independent learner.

16. How can I find out about the authority's Local Offer of services and provision for children with special educational needs and disability?

Information on the Hertfordshire County Council Local Offer can be found at:

www.hertsdirect.org/services/healthsoc/childfam/specialneeds/

The website offers families lots of information on areas such as: support, events, conditions and disabilities, education and finance.

The SENDCo, Mrs Georgiou, can be contacted by emailing senco@bonneygrove.herts.sch.uk or calling the school office on 01992 307900.

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