



Bernards Heath Junior School
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SEND Information Report (Local Offer)
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Bernards Heath Junior School
SEN Information Report 2015

Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' (as outlined in the Code of Practice 2014) are

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

At Bernards Heath Junior, we acknowledge the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations.

We offer a range of provision and interventions to support children with SEN (See Appendix 1)

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?

As a Junior school we start with the information that we have been given by our feeder infant schools. Any child who has already been identified as having Special Educational Needs (SEN) will be discussed during the first half term of entry and appropriate provision put into place. The child's progress will then be monitored closely by the SENCo.

The attainment and progress of all pupils is monitored frequently and consistently through our assessment cycle. Children falling behind age appropriate expectations will be identified through pupil progress meetings during the year. Those children will be highlighted to all adults working with them and the Special Needs Coordinator (SENCo). High quality teaching, targeted at the areas of weakness, will be put in place and the child's progress will be monitored. Additional support may also be put in place and this will be identified on the provision map. Parents will be informed at Parent Teacher consultations or earlier if necessary.

If progress continues to be less than expected or the child does not catch up to age appropriate attainment a more detailed assessment of the child's needs takes place. This will be supported by the SENCo and includes the views of the parents and the child concerned. If there is an indicator of a range of difficulties then the child will be recorded as having SEN.

If you have concerns about your child's progress, you should speak to your child's class teacher initially. Please phone the school office and leave a message for the teacher who will get back to you to make an appointment. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-ordinator (SENCo) or Head teacher.

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support).
- Writing Pupil Progress targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo: Mrs J Lowenthal

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with SEN
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEN needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to achieve the best progress possible.

The Head teacher: Mrs S Kilpatrick

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.

The Governing Body:

Responsible for

- Making sure that the necessary support is given for any child with SEN who attends the school.

How will school staff support my child?

There are different types of support available for children with SEN at Bernards Heath Junior School

a) Class teacher input, via outstanding targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific individual or group work to address areas of need (See Appendix 1)

Interventions may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

c) Specialist groups from outside agencies

This means a pupil has been identified by the SENCo and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the Communication Disorders Team, LINKs Behaviour Support Team or Sensory Impairment Teams (for students with a hearing or visual need).
- Health services such as Speech and Language Therapist, Occupational Therapist, Physiotherapist
- St Albans Plus mentoring or counselling

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) High level Specific Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This applies to a very small number of children (approx. 3% nationally) and has clear criteria that the children must meet.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline support your child will receive and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

How will the teaching be adapted for my child with SEN?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will I know how my child is doing?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Head teacher, Assessment Coordinator and SENCo every term in reading, writing and numeracy.

At the end of each key stage (i.e. Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have individual targets based on their current needs or based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly and a future plan made. Parents will be asked to contribute to this review.

The progress of children with a statement or EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Progress is reported back to parents at termly parent consultations and via the annual school report or more regularly if needed.

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

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed at least termly and changes made as

needed, so that the needs of children are met, and resources are deployed as effectively as possible. This draws on the teacher's assessment and experience of each child, their previous progress and attainment, their development in comparison to their peers and the views and experiences of parents and pupils. This ensures that any barriers to learning are identified.

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

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Small group social skills sessions run by Teaching Assistants.
- An in-school PHSE provision 'The Hub', run by two experienced staff.
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo will access further support through St Albans Plus or the Common Assessment Framework (CAF) process.

The CAF is a multi-agency single assessment tool. It is used to identify needs, and to organise the right support and services to address those needs at an early stage. The CAF process allows different agencies and services to share information and work together in a co-ordinated way. CAFs are voluntary, and require consent from parents or carers before they can begin.

The CAF process is designed to address needs which require a multi-agency response. CAFs can and should be started by any practitioner who has identified additional unmet needs amongst any of the children or families that they work with. The CAF process uses a "whole family" approach, which allows everyone's needs to be taken into account, in order to make a lasting difference. However, CAFs in Hertfordshire can also be used to assess individuals and their needs.

More information on CAFs can be found on the Herts Direct Website
<http://www.hertsdirect.org/services/healthsoc/childfam/cafinfo/>

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

School provision

- Teachers responsible for teaching SEN groups/individuals.
- Teaching Assistants working in the classrooms or group rooms under direction of the Class teacher with either individual children or small groups.
- ICT support in the form of literacy and maths programmes during specified ICT lessons and small group or individual sessions, according to need.
- Teacher and Teaching Assistant offering support for children with emotional and social development through our PHSE group 'The Hub'

Local Authority Provision delivered in school

- Social Communication Disorders Team
- Educational Psychology Service
- Sensory Services for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Windermere Specific Learning Difficulties Base
- LINKS – Behaviour support
- Bowmans Green Pupil Support Unit
- Watling View Outreach Service

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHs)
- Individual Mentoring & Counselling

Most external provision is provided on an advice basis within the Junior School. This means that the specialist providers will come and talk to staff about the provision the child needs. They will train staff, if necessary. School staff will then implement the provision.

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

All staff are trained in First Aid and Safeguarding.

The SENCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Social Communication Disorders Team.
- Individual teachers and support staff work alongside outside agencies within school

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

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have throughout the year.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets will be reviewed with your involvement every term.
- Children are set homework regularly each week so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary. Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

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

There are formal occasions such as Parents' Evening where parents are involved in discussions about their child's education however parents are able to speak to the teacher more often if needed. Parents are able to telephone or email the school to arrange for a teacher to call them back via the school office if there is an issue they wish to discuss. A meeting may be planned where a longer discussion is needed.

Parents of children who are identified as SEN are asked for their feedback at least termly this can either be a written comment or a meeting with the class teacher or SENCo. This information is used when planning the next step for your child.

Parents are represented on the school governing body and there is also an active PTA in the school.

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

After-school provision is accessible to all children, including those with SEN. Extra-curricular activities are accessible for children with SEN. Parents are asked to fill in the section on the Application Form for after school clubs if their child has medical or emotional needs that the provider needs to be aware of. This is particularly important for clubs run by outside providers.

The school may ask you to come and discuss requirements when planning activities and trips, particularly our Year 6 school journey. The school will then undertake a risk assessment to ensure each child is kept safe from harm. Additional staff may be deployed if necessary.

How accessible is the school environment?

The school is fully compliant with Disability and Discrimination Act (DDA) requirements.

There is a disabled toilet and changing facilities.

We have access to auxiliary aids through the Sensory Impairment team, Occupational Health and Physiotherapy teams

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

Who can I contact for further information?

Class teacher

Please phone the school office and leave a message for the teacher who will get back to you to make an appointment.

SENCo Mrs Julie Lowenthal

Please phone the school office and leave a message and she will get back to you as soon as possible to make an appointment.

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?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit the Infant school when appropriate/possible.
- If a child is joining from another school part way through the Juniors the SENCo will contact the child's current school to discuss transition requirements.
- If your child would be helped by a transition book to support them in understanding moving on, one will be made for them.
- Your child will be able to visit our school and stay for one or more extra taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book to support them in understanding moving on, one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Targets will be shared with the new teacher.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

- If your child would be helped by a transition book to support them in understanding moving on, one will be made for them.

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

The school budget, received from Hertfordshire LA, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

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

The Head Teacher and the SENCo discuss all the information they have about SEN in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

From September 2014 Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Hertfordshire Local Offer can be accessed at www.hertsdirect.org/localoffer

Appendix 1

Bernards Heath Junior School is an inclusive school and may offer the following range of provision to support children with SEN

Social Skills programmes/support including strategies to enhance self-esteem/modify behaviour

- A 30 mins to one hour a week practical skills programme for a small group of 2/3 children
- Interventions from LINKs (usually over 6 weeks)
- Circle of friends group
- Home/School behaviour diaries/Good News books

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Prompt and reminder cards for organisational purposes
- Clear steps to success for each lesson
- Pre teaching of strategies and vocabulary
- Access to laptop/alternative methods of recording
- Specialist equipment to access the curriculum

Strategies to reduce anxiety/promote emotional wellbeing

- Planned programme of support from the class teaching assistant
- Weekly nurture group
- Meet and greet session at the start of each day
- Parental contact session at the end of each week
- Access to counselling services (St Albans Plus)
- Young Carers

Strategies to support/develop literacy and numeracy

- Small group support in class through Guided Teaching , breaking the task down into smaller parts.
- Withdrawal in a small group for Read, Write, Inc literacy support
- Withdrawal in a small group for basic numeracy skills overlearning /maths booster
- Withdrawal by a teacher or teaching assistant for 1:1 support
- Targeted maths curriculum through use of maths setting
- Small group additional handwriting/spelling/comprehension sessions
- 1:1 tuition at the end of the school day from a qualified teacher
- 'Scoop up group'
- Opportunities to read to an adult 2/3 times a week

Provision to facilitate/support access to the curriculum

- Small group support from the classroom teaching assistant
- Support in the classroom from a teaching assistant to facilitate access through modified resources

- Support in the classroom from a teaching assistant during whole class teaching to enable access
- Specialist equipment such as seating, sloping writing desk
- Use of a personalised curriculum

Strategies/support to develop independent learning

- Use of visual timetables and checklists
- Pre teaching of vocabulary and content
- Access to personal ICT
- 'Chunking' of activities
- 'Steps to success'
- Listening skills group (30 mins per week)

Mentoring activities

- Use of talk partners
- Use of peer mentoring
- Use of buddy readers

Support/supervision at unstructured times of the day

- Active playtime sessions
- Named teaching assistant at playtime and lunchtime

Planning and assessment

- Individual Education Plan with individual targets reviewed at least termly

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Regular progress meetings with parents
- Explanation of professional reports to parents

Strategies/programmes to support speech and language

- Interventions from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme from a teaching assistant guided by the Speech and Language Therapist

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Interventions from an Occupational Therapist/Physiotherapist
- Delivery of a planned Occupational Therapy/Physiotherapy programme from a teaching assistant

Access to Medical Interventions

- Strategies for the use of personal medication and medical interventions.
- Individual protocols for children with significant medical needs and allergies

- Provision of aids and resources to support learning
- Access to the school nurse