

# Layston First School's SEND Information Report 2018-19

(Special Educational Needs & Disabilities)

All teachers are teachers of pupils with SEN.

<b>Identification &amp; Assessment</b>	<p><b><i>How do we identify SEND?</i></b></p> <p>In line with the SEN Code of Practice Layston deem a pupil to have Special Educational Needs (SEN) if their needs are '<i>significantly different &amp; more specialised</i>' than the majority of their peers'. For some pupils this will be the case for a short time, for others this may be true for the whole of their education. Annual planning meetings are held between the Special Educational Needs Coordinator (SENCo), Mrs Betley, and the Educational Psychologist as well as the local Specific Learning Difficulties Base and Speech and Language Therapist. There are then regular follow up meetings throughout the year between the SENCo and these agencies for strategic planning.</p> <p><b><i>What do we do?</i></b></p> <ul style="list-style-type: none"><li>-If a pupil joins us already with the involvement of external professionals such as Speech &amp; Language Therapy, Physiotherapy, Occupational Therapy, Specific Learning Difficulties Base etc. this will continue and we will liaise with you, your child and the relevant professionals to provide the best possible support;</li><li>-If a pupil shows that they have a specific difficulty with an area of learning and development that means their needs are <i>significantly different &amp; more specialised</i> than the majority of their peers we will talk to you and your child to discuss ways of better supporting them, which may involve asking for an external professional's advice;</li><li>-If a pupil continues to underperform despite high quality teaching and support in school we will talk to you and your child. An assessment may then be made by a relevant external professional, through the SENCo &amp; with your consent.</li></ul> <p><b><i>What should I do if I am concerned about my child?</i></b></p> <p>Your first port of call should always be your child's class teacher. Ask to speak to them at a convenient time either by phoning the school office or when you see them at school. They will be able to listen to your concerns and give you an over view of how your child is getting on in class. If there are continued concerns Mrs Betley will become involved in the meetings and we can talk together about the best way forward. We are interested in your child's views as well and welcome them to join in at least part of the meeting where appropriate.</p> <p><b><i>How do we assess pupils with SEND?</i></b></p> <ul style="list-style-type: none"><li>-All pupils in school are assessed informally on a daily basis against lesson objectives.</li><li>-At least every half term all pupils in school are more formally assessed and the results analysed by class teachers with the SENCo to inform future planning &amp; support.</li><li>-Pupils with SEND have SEND Planning Sheets. These contain small focused targets and strategies that are designed to remove barriers to learning and move your child's learning forwards. Mrs Betley meets</li></ul>
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	<p>termly with the teachers to discuss your child’s progress and any useful strategies that may have been recommended by external professionals involved. These are then agreed with you and your child. You are a partner in this process and we welcome your opinions as well as your child’s so any changes to targets or strategies can be made.</p> <ul style="list-style-type: none"> <li>-We use a range of strategies to assess and support your child depending upon their needs.</li> <li>-Pupils receiving additional interventions will be assessed weekly or fortnightly.</li> <li>-If specialist assessments are required the SENCo will refer your child, with your consent, to the relevant external professionals.</li> <li>-Mrs Betley meets termly with the SEND governor, as well as the Head Teacher and Senior Leadership team to look at how we can be most effective in supporting pupils with SEND.</li> </ul>
<p><b>Parent Engagement</b></p>	<p>We are committed to working alongside parents and pupils to deliver the best quality education for your child.</p> <p><b><i>How do we involve parents &amp; how will I know how my child is doing?</i></b></p> <p>In addition to the usual parents’ consultation meetings which are termly we:</p> <ul style="list-style-type: none"> <li>-Invite you to Parent Chats &amp; forums to involve you in moving school practice forward;</li> <li>-SEND Coffee mornings once a term for you to meet informally with the SENDCo and other parents of children with SEND;</li> <li>-Have an ‘open door’ policy where you are regularly invited in for special events, opportunities to work alongside your child in class, informal chats, and opportunities to support reading in school;</li> <li>-Have an ‘open door’ policy should you want to meet with your child’s class teacher too. Just phone the office or speak to the teacher personally to arrange a convenient time;</li> <li>-Target set and review IEP targets alongside you and your child;</li> <li>-Provide home/school communication books where needed.</li> </ul> <p>Who can I contact for further information?</p> <ul style="list-style-type: none"> <li>-The school’s phone number is 01763 271 235 if you wish to make an appointment with a member of staff.</li> <li>-The Hertfordshire Grid for Learning (<a href="http://www.intra.thegrid.org.uk">www.intra.thegrid.org.uk</a>) will also direct you to more information about Hertfordshire schools.</li> </ul>
<p><b>Provision – support &amp; interventions</b></p>	<p><b><i>What kind of support can parents expect for pupils with SEND?</i></b></p> <ul style="list-style-type: none"> <li>-We aim to keep pupils in the classroom to benefit from high quality teaching as much as possible. To enable this to happen we use Teaching Assistants (TA) to help promote your child’s independence. We differentiate work which means providing work that is personalised to your child so they can access it with increasing independence. We provide visual prompts, concrete resources, whiteboards and pens, writing frames, computer programmes, peer support, outdoor experiences and a creative curriculum;</li> <li>-We use the ‘assess – plan – do – review’ model to constantly monitor</li> </ul>

	<p>the success of the strategies we are trying;</p> <ul style="list-style-type: none"> <li>-Where appropriate small group or one to one work with teacher or experienced TA can be offered;</li> <li>-Makaton signing is used across the school;</li> <li>-There is some flexibility of classroom layout and providing quieter areas for learning for pupils on the autistic spectrum or with other sensory needs;</li> <li>-iPads and PCs are used to support learning;</li> <li>-There are opportunities for outdoor learning across the curriculum through our Forest School wildwood sessions, sensory garden and enhanced outdoor learning areas;</li> <li>-Learning Partners, Buddies and Paired Reading Buddies are employed across the school;</li> <li>-We have a Breakfast &amp; After School Club (subject to spaces &amp; payment of a fee) run by Buntings Nursery;</li> <li>-We try and accommodate your child's needs when on school trips too and can be flexible with the Year 4 residential trip;</li> <li>-We have a disabled toilet on site;</li> <li>-We have a nurture group called Little Acorns which is run by two qualified practitioners and overseen by Mrs Betley. We have been awarded accreditation from the Majorie Boxall Quality Mark award from The Nurture Group Network. This is available for children who need additional nurture time in order to access their learning. Children join this in consultation with you, your child and the class teacher, as well as Little Acorns staff. We offer therapeutic sand play as well as Lego Therapy.</li> </ul> <p><b><i>What specialist services do the school have access to?</i></b></p> <ul style="list-style-type: none"> <li>-Educational Psychologists</li> <li>-Speech &amp; Language Therapists</li> <li>-Specific Learning Difficulties Base providing support, advice and resources</li> <li>-School Nurse</li> <li>-Nurture Group Network</li> </ul> <p><b><i>What training have staff had?</i></b></p> <ul style="list-style-type: none"> <li>-Both our nurture group practitioners are qualified;</li> <li>-Teachers and TAs regularly have training from the SpLD Base on supporting children with maths and literacy difficulties;</li> <li>-All teachers are trained to a variety of concrete maths resources;</li> <li>-Mrs Betley has an Advanced Diploma in Special Education Needs from Cambridge University;</li> <li>-Mrs Betley is trained to use the Wellcomm screening and intervention for speech and language.</li> </ul>
<p><b>Accessibility</b></p>	<p>The school is built on various levels so there are steps around the whole school, both inside and out. This currently makes it unsuitable for pupils who use wheelchairs. However, all stairs have handrails. We review our Accessibility Plan every 3 years in order for us to become as inclusive as possible.</p> <p>Please refer to our Accessibility Plan.</p>

<b>Tracking &amp; Reviewing Progress</b>	<p>We offer:</p> <ul style="list-style-type: none"> <li>-Parents evenings in the autumn and spring terms, followed by an annual report on progress with another opportunity for you to speak to your child's teacher if you wish in the summer term</li> <li>-The SENCo and senior leadership team and head teacher analyse data on pupil progress termly to review and develop support and ensure all pupils are making expected progress</li> <li>-Termly meetings between you and your child's teacher regarding your child's IEP targets</li> </ul>	
<b>Transition</b>	<p>There are close links between all the feeder schools in the area. Our Head of Early Years &amp; SENCo if needed visit local nursery settings for pupils who will be joining the school in Reception and the SENCo and Year 4 teacher liaise closely with Edwinstree and Ralph Sadleir, our local middle schools. We will also liaise with schools out of the geographical area by phone and/or email to ensure all relevant information is passed on.</p>	
<b>Related policies available on our website:</b>	SEND	YES
	Safeguarding	YES
	Behaviour & discipline	YES
	Equality & diversity	YES
	Accessibility Plan	YES
	Spiritual, Moral, Social & Cultural Policy	YES