

Layston First School's SEND Information Report 2024-25

School vision & culture



A warm welcome to Layston C of E First School from Susie Betley, Inclusion Coordinator (SENDCo, Behaviour Lead, Mental Health Lead, and PPG and CLA Lead) and deputy head. We currently have 148 pupils on roll (150 PAN) with 18% of pupils with SEND. We have four pupils with Education, Health and Care Plans (EHCPs). Pupils on our SEND register may have moderate learning difficulties, specific learning difficulties (dyslexia, dyscalculia or dyspraxia), autism, ADHD, speech and language difficulties or social and emotional difficulties, visual or hearing impairment or a combination of these.

What is our school vision for pupils with SEND?

Layston First School is inclusive and nurturing. We believe that every pupil has individual and unique strengths and needs, and should aspire to 'shine'. We want **all** our children to be safe, happy, independent, ambitious, healthy and resilient. However, some pupils require more support than others to access the curriculum and achieve this. We acknowledge that a proportion of pupils will have special educational needs (SEN) at some time in their school career. To help these pupils to achieve their full potential we plan strategically to provide them with the best possible education, identifying needs, outcomes and provision. At Layston, we support pupils to find strategies for dealing with their difficulties in a supportive environment and give them meaningful access to the National Curriculum by breaking down barriers to learning.

We have given full regard to the Code of Practice SEND 0-25 years (January 2015), and to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Identification & Assessment

How do we identify pupils with SEND?

In line with the SEN Code of Practice (2015) Layston deem a pupil to have Special Educational Needs or Disabilities (SEND) if their needs are "significantly different & more specialised 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. We hold annual planning meetings between myself as Special Educational Needs & Disabilities Co-ordinator and outreach services, such as Speech and Language Therapy (NHS), Primary Behaviour Team, and Amwell View. There are then regular strategic planning meetings throughout the year. Parents are always involved in these conversations about their child.

What should I do if I think my child has SEND or I am concerned?

-Come and talk to us! We work in partnership with parents and are always happy to listen to your concerns and talk to you about potential actions. All teachers are teachers of pupils with SEND. Therefore, your first port of call should always be your child's class teacher. Phone the school office to arrange a meeting with them. They will be able to listen to your concerns and give you an overview of how your child is getting on in class. If there are continued concerns, I will become involved in the

meetings and we can work together to find 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.

-If a pupil joins us already with the involvement of external professionals such as Speech & Language Therapy, Physiotherapy, Occupational Therapy etc. this will continue and we will liaise with the previous setting (school or nursery), you, your child and the relevant professionals to provide the best possible support.

-If a pupil begins to show that they have a specific difficulty with an area of learning and development that means their needs are *significantly different & more specialised* 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 and support.

-We will always talk to you and your child if your child continues to struggle to make progress despite high quality teaching and support in school. An external professional may then complete an assessment, always with your consent.

How do we assess pupils with SEND?

-We assess all pupils in school informally on a daily basis against lesson objectives.

-Every half term all pupils are more formally assessed in school and the results analysed by class teachers, the head teacher and me to inform future planning & support in Pupil Progress meetings.

-We regularly monitor pupils with SEND using their 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. I meet at least half termly with the teachers to discuss your child's progress and any useful strategies recommended by external professionals involved. We agree these with you and your child. You are a partner in this process and we welcome your opinions as well as your child's views.

-We use a range of strategies to assess and support your child depending upon their needs.

-We assess pupils receiving additional interventions weekly or fortnightly, with Teaching Assistants and class teachers liaising closely on planning and delivery, using a graduated response (known as the assess-plan-do-review cycle).

-If specialist assessments are required, I will refer your child, with your consent, to the relevant external professionals.

-I meet termly with the SEND governor, as well as the head teacher to look at how we can be most effective in supporting pupils with SEND.

-I am also the Mental Health Lead. Should you have any concerns about your child's mental health please contact your child's teacher and ask for a meeting with me.

Please see SEND policy for further information.

Parental Engagement

We are committed to working alongside parents and pupils to deliver the best quality education for your child.

How do we involve parents & how will I know how my child is doing?

- Termly parents' consultation meetings/annual report;
- Inviting you to parent chats & forums to involve you in moving school practice forward;
- Regularly inviting parents in for special events, opportunities to work alongside your child in class, informal chats, and opportunities to support reading in school;
- Having an 'open door' policy should you want to meet with your child's class teacher or other member of staff. Just phone the office or speak to the class teacher personally to arrange a convenient time;
- Setting and reviewing SEND targets alongside you and your child;
- Providing home/school communication books where needed.

Whom can I contact for further information?

- The school's office number is 01763 271 235 if you wish to make an appointment with a member of staff.
- The Hertfordshire Grid for Learning (www.intra.thegrid.org.uk) will also direct you to more information about Hertfordshire schools.
- SENDIASS, the Special Educational Needs and Disability Information, Advice and Support Service, can be accessed following this link <https://thegrid.org.uk/team-contacts/sendias-special-educational-needs-and-disability-information-advice-and-support-service> or via email: info@hertssendiass.org.uk or telephone 01992 555 847.
- For support with mental health, issues visit the www.healthyyoungmindsinherts.org.uk website.
- See list of useful contacts at the bottom of this page.

Tracking & Reviewing Progress

We offer:

- 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.
- The head teacher and I analyse data on pupil progress with class teachers half termly to review and develop support and ensure all pupils are making expected progress.
- Termly meetings between you and your child's teacher regarding your child's SEND targets.
- An 'open door' policy to support partnership with parents.

Provision - support & interventions

What kind of support can parents expect for pupils with SEND?

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 (TAs) to support class teachers in developing your child's independence. We support and scaffold learning, which means providing learning tasks that are personalised to your child's needs 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 well-planned curriculum. There is some flexibility around classroom layout for pupils on the autistic spectrum or with other sensory needs. Learning Partners & buddies are employed across the school. iPads and Chrome books are used to support learning.

We use the graduated approach of 'assess - plan - do - review' to constantly monitor the success of the strategies we are trying. Where appropriate we can offer small group or one to one work with a teacher or experienced TA.

We use Makaton signing across the school, in all collective worship and in classrooms as needed.

There are opportunities for outdoor learning across the curriculum through our Forest School Wild Wood sessions, sensory garden and enhanced outdoor learning areas.

We try to accommodate every child's needs when on school trips too and can be flexible with the Year 4 summer residential trip.

Please refer to the school's Provision Map.

Which specialist services can the school access?

- Speech & Language Therapist
- Outreach services from Rivers Primary Behaviour Team and Amwell View
- Speech Language Communication and Autism team
- Hearing Impairment & Visual Impairment advisory teachers
- School Nurse

What training have staff had?

- We regularly train all staff in safeguarding and therapeutic responses to behaviour (Therapeutic Thinking).
- Teachers and TAs have received training from the SpLD Base on supporting children with maths and literacy difficulties.
- We train all teachers how to use a variety of concrete maths resources.
- Susie Betley has an Advanced Diploma in Special Education Needs from Cambridge University. She is a Mental Health First Aider, has Level 2 in Protective Behaviours, and is a Therapeutic Play Practitioner.
- EYFS staff use the Wellcomm Screening and Intervention for speech and language.
- All staff are first aid trained and EYFS staff are paediatric first aiders.
- All teachers have Level 1 Mental Health training.
- We received ISL Autism training in January 2023.
- SEND TAs have received specialist training from Alison Lindsell as part of Amwell View Outreach.

Medical Conditions & Individual Health Care Plans

What can the school offer my child with a medical condition?

We train all staff in managing asthma and supporting pupils in administering their inhalers, as well as using epinephrine/adrenaline auto injectors (e.g. Epipens) to treat anaphylaxis. We are a nut free school. All children with inhalers and epinephrine/adrenaline auto injectors must have Individual Health Care Plans (IHCP - available on the website) written by the parent and kept in the office and also with the child's medication.

Previously staff have been trained in supporting children who are diabetic and require insulin. This training is bespoke to the child concerned, and can be arranged with the child's diabetes nurse when needed. Again, an IHCP is essential.

We understand that some children also suffer with chronic eczema and they may bring in named and labelled soap/cream to help reduce the irritation, which is kept by the sink in their classroom.

If your child needs personal care, we will meet with you to discuss the most appropriate way to manage this so that both you and your child are happy. We agree an Intimate Care Plan (ICP) between us all to prioritise your child's well-being and dignity.

If your child has ANY ALLERGIES it is ESSENTIAL that school are informed IMMEDIATELY. Please contact the school, office 01763 271235.

Please see the following policies on the website: Support for Pupils with Medical Conditions, Policy for Pupils who cannot Attend School for Medical Reasons.

Mental Health & Well-being

What about my child's mental health & well-being?

I am also the Mental Health Lead. Please visit the Mental Health section of our website (Useful Information - Mental Health) for ideas to support your child and yourself, with links to relevant websites and agencies. If you or your child are struggling, please do come and speak to us. We may be able to refer your child for mental health support if necessary.

How will you support my child with their behaviour?

If your child has difficulty managing their behaviour and self-regulating, we offer a therapeutic and nurturing response within the context of clear boundaries. We recognise all behaviour as communication. This is in line with Hertfordshire's preferred behaviour response using the 'Therapeutic Thinking' programme. Where necessary we put in place individual behaviour plans. We will work closely with you, and external professionals, to identify triggers and points of heightened anxiety. We will provide safe spaces, rewards, clear steps and therapeutic consequences, where they will learn pro-social responses and the strategies and language to manage their emotions.

Please see Behaviour and Discipline policy and Positive Mental Health & Well-being Policy, as well as the MHWB section of the school website.

Accessibility

The school site is 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 internal stairs have handrails. We have a disabled toilet and ramps to external doors. We review our Accessibility Plan every 3 years in order for us to become as inclusive as possible. Please refer to our Accessibility Plan available in Policies on the website.

Admissions & transitions

Please make all admissions through county.

We recognise transition as significant in the lives of children and provide many ways to prepare them to move smoothly and confidently. There are close links between all the feeder schools in the area. Our Early Years Lead, and SENDCo if needed, visit local nursery settings for pupils who will be joining the school in Reception and the SENDCo 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 share all relevant information.

We post welcome videos from each class teacher on Tapestry (YR) and the school website (Y1-4) for children to watch and discuss with their parents prior to starting. We create individual social stories for those who are especially anxious. Please refer to our Transitions section of the website.

Complaints:

If you are unhappy with the provision and support your child is receiving please speak to us. Should you remain unhappy and feel the situation is unresolved, please refer to our Complaints policy (on the website Statutory Information - Policies).

Useful Contacts:

Support and information group for parents of children with SEND www.familiesinfocus.co.uk/big-news/

SEND Impartial Advice and Support Service hertssendiass.org.uk

Speech & Language Advice Line: 01992 823093

Educational Psychology Service Contact Line: 01992 588574

Well-Being Service for Parents - Single Point of Access Team: 0300 7770707

www.hertfordshire.gov.uk/localoffer

Related policies available on our website: (Statutory Information - Policies)

Accessibility Plan
Anti-bullying
Assessment, Presentation & Marking
Attendance
Behaviour & Discipline
Child Protection
Complaints

Mental Health & Well-being
PSHRE
Policy for pupils who cannot attend school for medical reasons
Remote Learning
School Equality Scheme
SEND
Supporting Pupils with Medical Conditions
Teaching & Learning