

# SCHOOL SEND INFORMATION REPORT

Welcome to Ickleford Primary School's "School Offer" information.

This document has been approved by parents, staff and governors.

LAST UPDATED: MAY 2022

(Please note: Some of the usual support provided may look slightly different due to current Covid-19 restrictions. Please rest assured that Ickleford Primary School endeavours to support ALL children throughout the pandemic.)

## 1. How does Ickleford Primary School identify pupils who may need extra support or have special educational needs or disability (SEND)?

At Ickleford Primary School we have high aspirations for all of our children. We acknowledge the importance of the early identification of pupils with SEND and encourage an open and honest relationship between school and home. Class teachers make regular assessments of progress for all children and identify those whose progress:

- is significantly lower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

The SEND Code of Practice (2014) defines a pupil as having SEND where *'their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

Based upon the following, decisions will be made around the current need for additional support and where it is determined that a child does have SEND, they will be added to the SEND Register. The aim of identifying a child with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning:

- Regular monitoring of progress and attainment through assessments and observations.
- Parents raising concerns about their child with the class teacher.
- Discussions with the previous setting or the previous class teacher.
- Pupil Progress meetings (discussions about a child's development, including aspects of their social and emotional wellbeing).

## 2. How will school staff support my child?

- All staff have a duty to support all children through quality first teaching. Ickleford Primary School is an inclusive environment and the SEND team (SENDCo and SEND TA) oversees the additional support that some children need.
- Work is differentiated to suit each child's needs, whilst challenging them to meet and exceed their targets.
- All classes have daily support from a Teaching Assistant (TA) who works in partnership with the class teacher to provide appropriate support. As much as possible, we aim to keep children in their classrooms and support them within the whole class in a variety of ways.
- Some children may require a greater level of input and, depending upon the need, may receive small group, paired or 1:1 support with their teacher or TA, or with the SEND TA.
- A few children require more specific provision and, in some instances, it may be appropriate to seek advice from external professionals in order to support the child in school. This may mean that the SEN Team or other professionals observe or meet with the child (with parental consent) or offer training and advice to staff.
- Support is reviewed regularly and will vary according to need. Teachers and the SENDCo will share this information with parents during target reviews and parent consultations.
- Ickleford Primary School ensures appropriate record-keeping and sharing of information so that all relevant staff are aware of the required support for each child.

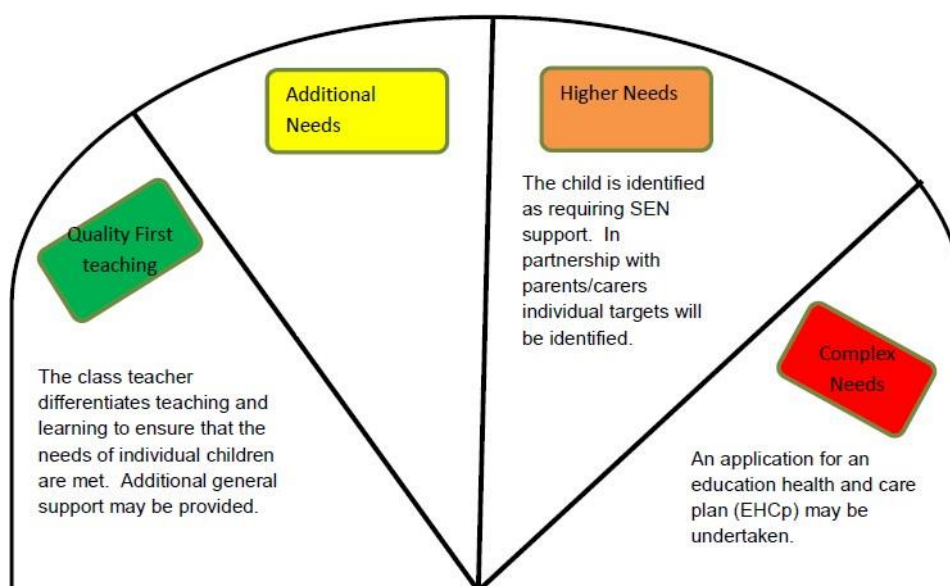
The SENDCo meets regularly with the Senior Leadership Team (SLT) and liaises termly with the SEND Governor to discuss progress.

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

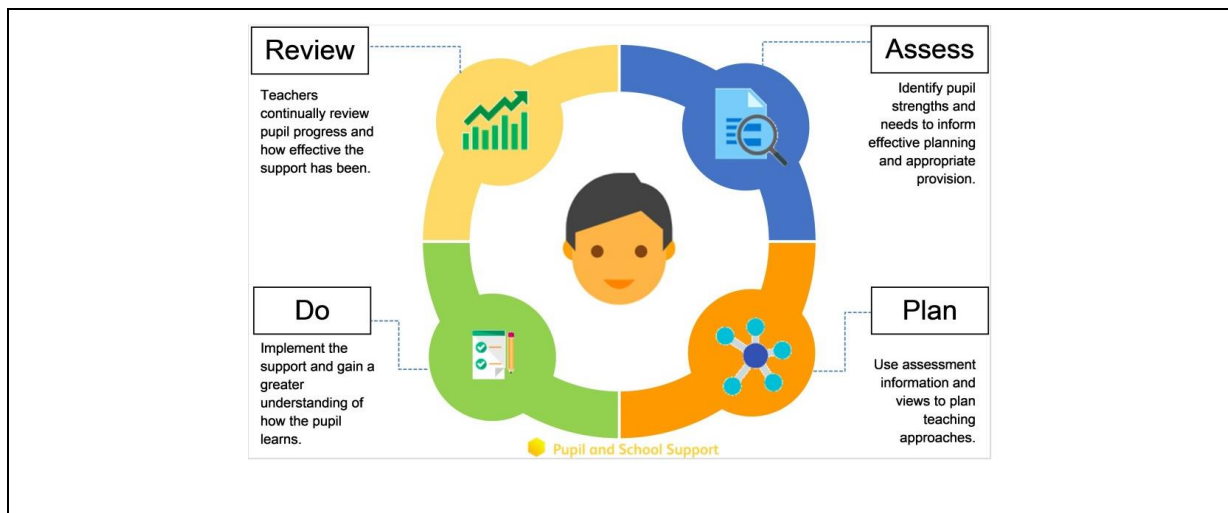
- There are twice yearly parents consultations- where teachers share progress and feedback on any extra support a child is given and the progress they have made.
- At the end of the academic year, parents will receive a report about their child's progress.
- When external agency advice is considered, parents are contacted to discuss and give consent and are then encouraged to meet with educational specialists.
- Teachers and SENDCo actively encourage home-school communication and should a parent raise concerns, where possible we will endeavour to respond in a timely manner.
- The school works in partnership with parents and values the vital contributions they make when discussing support for their child(ren). We value what they say and appreciate the time taken to work with us in a shared aim to support their child.
- Some children have additional, personalised SMART (Specific, Measurable, Achievable, Relevant, Timed) targets that are reviewed and shared with parents termly. These are known as Individual Learning Goals (ILGs).
- We also hold an open evening in July where parents have the opportunity to visit their child's current classroom to see work displayed, as well as visiting their next class to see the kind of work they may be doing the following year and to chat informally to members of staff.
- Some children on the SEND register will have a pupil passport which has been written collaboratively with the pupil, parent and staff and is updated each year, or sooner if relevant. The pupil passport is a one-page document that all adults working with a pupil can access to make reasonable adjustments in their teaching style and strategies to support individual learners.

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

- The method of identifying and allocating provision follows a 'graduated approach' as shown below:



- At Ickleford Primary School, a child's learning needs will initially be met through the high quality first teaching delivered by the class teacher and TA. The curriculum is planned to match the age, ability and needs of all learners.
- Lesson plans are adapted to match a child's SEND and it may be appropriate to adopt different strategies or resources and adapt outcomes to meet a child's needs.
- Additional specialist advice is sought when appropriate.
- The school budget for supporting children with SEND is provided by Hertfordshire Local Authority. The Headteacher decides on the deployment of resources for SEND in consultation with the SLT and SEN Team (SENDCo and SEN Teaching Assistant). Those resources are planned for and used as effectively as possible across the school and form part of the graduated approach of 'Assess, Plan, Do, Review' (APDR). This can be seen below:



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

At Ickleford Primary School, the mental health and wellbeing of all children is paramount. These needs are always considered alongside any learning needs a child may have. Staff work together to nurture the academic, physical, social, cultural, emotional and spiritual needs of all children

- The school has a strong ethos of 'Values'
- The school has very high expectations of children's behaviour and we enjoy a peaceful environment where all staff and children feel safe, using Hertfordshire's 'Steps'.
- Our positive behaviour policy adopts a therapeutic approach to behaviour management that prioritises the prosocial experiences and feelings of everyone in the community. Staff place an emphasis on consistency; on teaching internal discipline rather than imposing external discipline; on care and control, not punishment. Our school approach is to de-escalate a situation before a crisis occurs and, if a crisis occurs, it adopts techniques to reduce the risk of harm.
- All of our staff provide a high level of pastoral support.
- We have a well-established school council where children can voice their opinions.
- The SEND Team are trained in mentoring, protective behaviours and mental health first aid.
- A dedicated space for children who may have social, emotional and mental health needs. (The Rainbow Room)
- We have 'I want my Teacher to know that . . .' boxes in each classroom for children to communicate worries or concerns and a 'Post you Positives' post-box at the front of school for children to share their school/home achievements. These are celebrated as part of achiever's assembly half-termly.
- Interventions are offered to support the emotional needs of children such as 'Drawing and Talking', 'Talk About resources' and Social Skills. Resources such as The Incredible 5-point scale and our worry monster can be introduced to develop increased awareness and reflection, resilience and self-regulation in some of our children. Social Stories and Comic Strip Conversations also support this further.
- The SEND Team deliver termly well-being sessions across the school focusing on emotional literacy, early warning signs, calming strategies and neurodiversity.
- The SEND Team offer a SEND Surgery fortnightly for any member of staff to discuss concerns about a child.
- Individual children may have one-off chats, more regular sessions or personalised targets for which support such as playground buddies or regular check-ins from a trusted adult, are put in place.
- We have access to family support workers, as well as various agencies offering emotional and mental health support, such as Nessie (North Herts Emotional Help Service in Schools) and Child Wellbeing Practitioners (CWP). We encourage a growth mind-set environment in school and aim to give our children the confidence to develop their own emotional literacy.
- We routinely present opportunities for children to discuss how to stay safe.
- We have three Designated Senior Persons (DSPs) who deal with safeguarding issues.
- All staff have Level 1 Child Protection, Prevent and Safeguarding training.

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

- We have a fully qualified part-time SENDCo and an experienced part-time SEND Assistant.
- We are able to access and liaise with a wide range of external agencies such as:
  - Hitchin Primary Behaviour Support Service (HPBSS) outreach to support children who may have emotional behaviour needs
  - Specific Learning Difficulties (SpLD) Advisory Teachers
  - Woolgrove Outreach Service
  - Speech and Language Therapy (SaLT)
  - Communication and Autism Team (CAT)
  - Health Visitors (for children up to 5 years) and School Nursing Team
  - Educational Psychologists
  - Early Years Specialist Advisory Team (Down Syndrome/Makaton training)
  - Physiotherapist/Occupational Therapists
  - Family Support Workers (FSWs)
  - Paediatricians at the Child Development Centre (CDC)
  - Low Incidence Team for visual, hearing and physical or neurological impairment
  - Early Years Support Team
  - SEND Officers
  - Stand By Me Bereavement Service
  - Child and Adolescent Mental Health Service (CAMHs) and Step 2
  - Specialist PE Teacher
  - Music Tuition
  - A wide variety of extra-curricular clubs

## 7. What training have the staff had in supporting children and young people with SEND?

At Ickleford Primary School, staff keep abreast of current issues and endeavour to keep training as up to date as possible. The SENDCo attends regular cluster meetings and forums with SEND colleagues from other schools through the DSPL (Developing Specialist Provision Locally). This gives opportunity to discuss developments within SEND and local training needs and to share good practice.

- Teachers have received training in Inclusive Development Practice (IDP) for Autistic Spectrum Conditions (ASC) and Speech & Language and some staff have further extensive ASC training.
- Some teaching and support staff have received training on Working Memory and Precision Teaching (by the Educational Psychology service), Communicate in Print (Woolgrove Outreach Service), Clicker and Colour Coding and use of vocabulary and visuals in the classroom (by the Speech & Language Service). Some staff have some knowledge of basic signing.
- Our SENDCo holds the National SENDCo Award and is also trained in Mentoring, Protective Behaviours, Mental Health First Aid and Drawing & Talking (non-invasive therapy), ELKLAN, WellComm, Word Learning Toolkit and Colour Coding (speech & language), SpLD English and maths interventions and Precision Teaching. She has also attended workshops on working memory, ADHD, sensory/auditory processing and has attended conferences focused on wellbeing and mental health. More recently (January 2021) she has attended wellbeing for education return webinars concentrating on the mental health of children and staff during and following the Covid-19 pandemic.
- Our teaching assistants have been trained to deliver specific English and Maths interventions and are supported by our SEND TA to support children with Speech and Language targets.
- The school also draws upon online resources such as those provided by the Autism Education Trust and staff have recently (January 2021) taken part in Dyslexia Awareness training and are encouraged to access online learning links as suggested by the SENDCo (such as Mind-Ed).
- Our SENDCo attends regular DSPL (Developing Specialist Provision Locally) courses and meetings in order to keep up to date with developments in SEND.
- Our SEND Team also access further training and developments in learning difficulties and mental health to ensure their training is relevant and up-to-date.

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

- Curriculum overviews are provided at the start of each term detailing what your child will be learning about in each curriculum area during that term.
- Welcome Meetings in the Autumn Term with parents to set the expectations for the year
- Phonics presentation for parents (Autumn Term when child is in Year 1).
- Sex and Relationships Education (SRE) presentation for parents of children in Years 5 & 6.
- Key Stage 2 SATs parent presentation (Year 6)
- Parent consultations (Autumn & Spring Term) and informal and formal meetings which may be requested by parent or teacher throughout the year.
- Providing access to external agencies, charities and support groups.
- Staff may recommend different strategies and resources that can be used at home.
- Homework will be differentiated and will support what is happening in the classroom.
- Levelled reading books are provided so that you can practice reading with your child at home.
- Individual pupil passports and ILGs shared with you.
- Yearly report which will explain how your child is performing.
- Our website is another source of useful information to help you stay in touch with what is going on in school.

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

- At Ickleford Primary School, we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are considered. This may be through:
  - Informal discussion with staff
  - Teacher and child meetings
  - Formal teacher and parent meetings
  - Review meetings, including outside agencies where appropriate

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

- We expect all children to be able to join in with all aspects of the curriculum, including activities outside of the classroom. This includes activities within the local community and on school day/residential trips/visits.
- School excursions are carefully planned using Hertfordshire County's Risk Assessment format (EVOLVE), which will include individual risk assessments where required.
- Appropriate provision and reasonable adjustments will be made where necessary.
- In exceptional circumstances, parents/carers may be asked to be present during school based activities (such as sports events) or accompany their child on school trips (although it is rare that this is deemed necessary).

## 11. How accessible is the school environment?

- The Ickleford Primary School site is on one level. There are no steps within the school for the children to navigate. We have a disabled access toilet at the front of the school.
- Access to the main entrance includes two steps. Wheelchair access can be gained by entering doors via the playground or on the opposite side of the building. A child with mobility issues would be able to access all main areas of the school.
- Classrooms are reviewed to ensure they are as inclusive as possible. This might include easily accessible equipment to support learning. Different font sizes, writing tools and coloured paper are used for a few children as required.

## 12. Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to the child's class teacher.
- Further information and support about SEND issues is available from the SEND team, Miss Castle (SENDCo) and Mrs Walker (SEND TA).
- The Head Teacher, Mrs Dury, warmly welcomes parents/carers to visit the school to discuss their child's needs and a visit can be arranged through the school office.
- The Herts Additional Needs Database (HAND) provides excellent information for parents/carers of children who may have additional needs. You can sign up for a newsletter, receive concessions on leisure facilities and request information on benefits or support groups that might be of interest to you. Click the link below to access the information.

<https://www.hertfordshire.gov.uk/microsites/local-offer/courses-and-activities-in-hertfordshire/hertfordshire-additional-needs-database.aspx>

- Many of our external agencies (Educational Psychology, Speech and Language, Specific Learning Difficulties) now offer parent advice lines. If you wish to access any of those, please contact Miss Castle or Mrs Walker.

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

- We recognise that transitions can be a worrying time for a child and their families; therefore we take steps to ensure that any transition is as smooth as possible.
- For Nursery children starting in Reception, the teacher/SENDCo undertakes a visit in the nursery/pre-school setting. Photo books are created to show the child their new classroom. Once the child starts at Ickleford they are given a Year 6 buddy. Where necessary a phased starting school programme is set up.
- For Year 6 children starting Secondary School, the children visit their new school, additional visits are organised when necessary and Secondary School SENDCos and Year Heads attend the school for meetings with the class teacher. SEND information is passed onto the child's new school at confidential meetings where the SENDCo from both settings discuss a child's needs to ensure continuity in education. Some pupils (with identified SEMH needs) are also given the opportunity to attend extra transition support after school or during the summer break via 'Phase' or their allocated secondary setting.
- For children moving year groups, there are teacher to teacher meetings in advance of the start of the academic year. Children visit their new class in the summer term and additional time can be spent in their new classrooms/with their new teacher if necessary. An Open Evening towards the end of the summer term also takes place where children can show their parents the work they have been doing and also visit their new classroom and teacher.
- For children joining us from another school, the SENDCo will liaise with the child's previous school for up to date information. Your child will be able to visit our school or discuss a phased transition if appropriate.
- For our pupils with ASC, special arrangements may be made (dependent on the level of need) for pupils to visit their new classroom when the classroom is empty to familiarise them with their new environment. Some pupils are also provided with their own transition book or year guide.

**14. 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 SEND.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- From information gathered, a decision will be made about what additional support or resources are required to meet the needs of all children, including those with SEND.
- Additional provision may be allocated after discussion at pupil progress meetings, or if a concern has been raised at another time.
- Resources may include deployment of staff depending upon individual circumstance.
- The SENDCo works with other colleagues in the SEND cluster (meeting with local SENDCos from other settings) to discuss good practice and ways to support our children with SEND.
- For children with an EHCP, funding is allocated via a banding tool which may allow a school to provide specific resources or provide some additional adult support in the classroom.

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

- Through consultation with parents, teaching and support staff.
- Evidence is collated via observations, how the child is performing, how they learn and their level of need. We also take advice from external professionals and work on the principle that:

*'Fairness isn't about giving every child the same. Fairness is about giving every child what they need.'*

- Children's needs may change quickly and so the level of support will be constantly reviewed in order to identify when and where additional support may be needed.
- Our TAs and SEND TA are able to support children who have additional needs. This may be through small group work or some extra support in the classroom to help them get started, or may be through more tailored, 1:1 timed interventions
- A very few children may require more support than the school budget can sustain. The school may need to apply for additional funding through Hertfordshire County's 'High Needs Funding budget' (HNF). Applications are considered in comparison to needs across the county and "exceptionality" is determined to decide if funding can be allocated.

**16. 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?**

- As a maintained primary school, Ickleford contributes to Hertfordshire's Local offer which can be found at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)
- The local offer provides information about available provision and how to access it. That provision is responsive to local need and aims to involve families of children with SEND in its development and review.

**17. If I need to raise an issue, concern or compliment who should I go to?**

Any comments can be directed in person or put in writing to:

Mrs Dury (Head Teacher)                      Miss Castle (SENDCo)  
Dr Miles Maxwell (Chair of Board of Governors)

[governors@ickleford.herts.sch.uk](mailto:governors@ickleford.herts.sch.uk)

Comments can also be made via the following:

Tel: 01462 459150      Email: [admin@ickleford.herts.sch.uk](mailto:admin@ickleford.herts.sch.uk)

If you feel that your concerns can not be resolved through the above route and you wish to make a formal complaint, please refer to the policy section on our school website for the 'School Based Complaints Policy and Procedures'.