



SEND INFORMATION REPORT

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14

Bayford C of E Primary School website: <https://bayford.herts.sch.uk/>

Bayford C of E Primary School is within the DSPL3 area:

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/delivering-special-provision-locally-dspl.aspx>

Abbreviations used in this report are as follows:

SEN: Special Educational Needs

SEND: Special Educational Needs and Disabilities

SENCO: Special Educational Needs Co-ordinator

SpLD: Specific Learning Difficulty

EP/Ed Psych: Educational Psychologist

EHCP: Education Health and Care Plan

APDR: Assess, Plan, Do, Review

CAMHS: Child and Adolescent Mental Health Services

TAF: Team around the Family

DSPL: Delivering Special Provision Locally

PSHSRE – Personal Social Health sex and relationships Education

At Bayford C of E Primary School, the Head Teacher, Teachers and Special Educational Needs and Disabilities Coordinator (SENDCo) frequently discuss the progress of all pupils. With regards to special needs, we feel it is important to address the difficulties some children experience, for whatever reason. This may involve short periods of interventions in a particular area, focussed help within the classroom, or referrals to outside agencies who can advise on a child's additional needs. All Hertfordshire schools maintain a similar approach.

1) How does the school know if the children need extra help

According to the SEND Code of Practice 2015: 0 to 25 Years, 'A pupil has SEN 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.'

Class teachers continually monitor progress of children's work and performance. In addition, three times a year, meetings take place between the Headteacher, Class Teachers and Senco, monitoring the progress of all pupils.

Where a pupil is not making expected progress, advice is given on how to further support the child. This may involve the following:

- Making reasonable adjustments, delivering interventions for a specific difficulty, personalised learning targets, further assessments
- Parents are kept informed of support put in place

2) What should I do if I think my child may have SEN

- Make an appointment to discuss your concern with the class teacher
- Attend parent consultations

If you have concerns that your child may have SEND you need to arrange to meet the class teacher to discuss your concerns. This may be at a parents evening, by telephone or by appointment. Sometimes it might be necessary for the school's SENCO to become involved.

3) How will the school staff support my child?

The Code of Practice for SEND (2015) states that it is the teacher's responsibility to provide for SEN in the class and to follow school procedures for identifying, assessing, and meeting those needs.

It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis to address a particular need. The SENCO may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process.

As well as support academically, staff will support your child with their social and emotional welfare to ensure that they feel included and valued as a full member of the school community.

Support may include the following:

- Close relationships with parents
- Class teacher- Quality first teaching (whole class teaching)
- Focus/ small group teaching
- Teaching assistants
- SENCO advice
- Support from our pastoral teaching assistant
- Specialist outside support, depending on need
- Head
- Governors

4) How will I know how my child is doing?

- By attending Parent consultations
- Communication - further to parent consultations, usually by appointment. These can be requested by the teacher or parent
- End of year reports

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

- Good, quality teaching from the class teacher
- Careful planning- differentiation according to your child's needs
- Reasonable adjustments and suitable support resources for your child
- Continuous assessment of the child's learning throughout the lesson means teaching can be adapted immediately for a child's needs
- Interventions are monitored and adapted to the child's progress

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

- Assemblies
- PSHSRE (through the Jigsaw Scheme)
- School council made up of children from each year group
- Pupil voice – talking to your children in groups or individually
- Wider outcomes- participating in extra curricular activities, social development, enjoyment in and out of school, after school clubs
- Positive relationships- between parents, school and children
- Teaching assistant supporting the children
- High expectations of behaviour and support for one another as detailed in the Behaviour and Anti-Bullying Policies

Some pupils will have access to

- The school Family Worker service
- Links to the Family Centre
- CAMHS and Step 2
- DSPL3 Family Support Worker for pupils with ASD/ADHD

If your child has a particular medical condition this will be discussed with the appropriate school staff.

7) What training have the staff had, who support children with SEND?

- In school training on a range of SEND needs – ongoing each year
- SENCO award
- Relevant courses and training for Teachers and Teaching Assistants to support children with specific needs, including: Social, Emotional and Mental Health; Autism; ADHD; SpLD; Literacy and Maths interventions; Fine and Gross motor skills
- Ongoing SEND updates, both national and local, that the SENCO attends
- Ongoing advice from outside specialists

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

- Good quality teaching
- SENCO- expertise from within school
- Educational psychologist, SPLD base, Outreach support for specific needs, autism advisory service. Referral for these services is through the school SENCO
- Health – School nurse, speech and language advisory service – referral via school. Paediatrician, Occupational Therapy, School Health Team, CAMHS
- SPLD base – advice for specific difficulties in English and Maths
- Low incidence team – visual impairment, Hearing impairment, etc
- DSPL3 Outreach Team
- Services for emotional wellbeing, both in school and from outside agencies

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

- School information about how to help your child at home
- Parent consultations
- End of year report
- Links from school website
- Parent workshops
- Parenting courses can be frequently accessed through your local Family Centre, Family Support Worker. These are usually online.
- Home/school book for some children
- Individual reviews/meetings with the Class Teacher, SENCO, Headteacher

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

We believe that in order for children to achieve their potential, partnership between parents and school is essential. This can be in the form of:

- monitoring progress with Class Teacher/SENCO for target setting purposes. This uses the APDR approach – Assess, Plan, Do, Review, as required in the SEND Code of Practice 2015.
- Parent consultations - twice a year, more regular if needed
- TAF meetings held with parents and professionals
- Education Health and Care Plan (EHCP) – you will be invited to review this annually with other professionals involved

Useful contact for neurodiversity: <https://spaceherts.org.uk/>

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

We are an inclusive school and realise the importance of visitors and visits to enhance and support children's learning:

- Risk assessments carried out - as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parent discussion with the Class Teacher and/or the Headteacher

12) How accessible is the school environment?

- All Hertfordshire schools will comply to the Equality Act 2010 and will make reasonable adjustments for children with SEND where necessary
- The Accessibility Plan is updated according to need

13) Who can I contact for further information?

- Class teacher
- SENCO/Headteacher
- SEND Governor
- Governing body
- County – SEN Officer
- DSPL3 website <https://dspl3.co.uk>

- School website
- Parent Partnership

Whilst we would hope that problems may be overcome in school, a copy of the complaints procedure is available from the school office and the website:

<https://bayford.herts.sch.uk/concerns/>

14) 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?

- Secondary transition staff, from all local secondary schools, visit our school in the summer term of year 6, to meet all the children transferring to their schools
- All children spend a transition day at their chosen secondary school during the summer term of year 6
- Extra transition support/ plans - additional visits to secondary schools
- Internal transition meetings, where appropriate, between the school Senco and secondary transition staff
- Records are transferred and discussed within 15 days of the child leaving the school, underneath the education regulations act 2000. Both electronic and paper records are transferred and discussed.
- Meetings with parents before children enter the school system.
- Extra visits/transition visits can be arranged for pupils with SEND, entering the school system
- Children with SEND who join our school from another school, are able to have additional visits if needed. These are arranged according to need to make the transition as easy as possible.

Our school works closely with all settings at the time of transition, to ensure smooth transition and transfer of relevant information.

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

- The school budget is decided by the Headteacher and Governors.
- In exceptional circumstances additional funding may be accessed through the EHCP process. The EHCP for a child will be allocated with a band which will mean some high

needs funding may be allocated to support the needs of the child. Within the budgetary constraints support is allocated according to the level of need. The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, the child's views and consultation with the class teacher and SENCO. Careful monitoring of support is used to ensure development of the child's independence.

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

- Consultation with class teacher, parents, SENCO and Head teacher to discuss what is appropriate
- Regular review meetings with professionals
- Careful monitoring of support to ensure development of the child's independence.

17) 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?

Information about the Hertfordshire Local authority offer can be found at:

<https://www.hertfordshire.gov.uk/localoffer>

SEND Information, Advice and Support Service (SENDIASS). <https://www.hertssendiass.org.uk/>

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