



# SEND INFORMATION REPORT

Date of last review September 2024

Review period Annual

Date of next review September 2025

Committee School Improvement

Policy type Statutory

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

## Our School Vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

## Basic information

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>

**Bayford's SENCO:**

Wendy Healing – 01992 511259 – [SENCO@bayford.herts.sch.uk](mailto:SENCO@bayford.herts.sch.uk)

## Abbreviations used in this report:

APDR: Assess, Plan, Do, Review

CAMHS: Child and Adolescent Mental Health Services

DSPL: Delivering Special Provision Locally

EHCP: Education Health and Care Plan

ELSA: Emotional Literacy support Assistant

EP/Ed Psych: Educational Psychologist

PSHSRE: Personal Social Health sex and relationships Education

SENCO: Special Educational Needs Co-ordinator

SEND: Special Educational Needs and Disabilities

SEN: Special Educational Needs

SpLD: Specific Learning Difficulty

TAF: Team around the Family

At Bayford C of E Primary School, the Head Teacher, Teachers and Special Educational Needs and Disabilities Coordinator (SENCO) 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.

Where possible we make provision for the following special needs Neurodiversity, Specific Learning Difficulties, Moderate Learning Difficulty and SEMH.

## 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 advice can come from the SENCO, a member of staff who has done a particular training or an outside agency. This may involve the following:

- A differentiated curriculum/part curriculum, so the learning is adapted to the level of the child's needs
- Delivering interventions for a specific difficulty, individually or within a group. Interventions take place with a Teaching Assistant or Teacher.
- Personalised learning targets, using our Assess Plan Do Review system. Parents and children are involved in this process.
- Making reasonable adjustments within the class to develop independence is available to all. This may be in the form of scaffolding for their learning, white boards that can be used for prompts, word banks on the tables to help with writing, pencil grips, balance cushions, home school book, emotion checklist, plus others as needs arise. All classrooms have visual timetables.
- Parents are kept informed of support put in place which is over and above what other children receive.

## 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.

## 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.

We have an Emotional Literacy Support Assistant (ELSA) who has dedicated time to help children across the school.

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

## 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

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

- Good, quality teaching from the class teacher
- Careful planning between the Class Teacher and the SENCO - differentiation of the curriculum happens 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. Monitoring is evidenced through the APDR process, Pupil Progress Meetings (3x a year) and Parent Consultation meetings (2 – 3 x a year)

## 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
- We listen to the views and concerns of all children, and support them with their difficulties. Our ELSA trained Teaching Assistant works with children who need extra support and the SENCO offers Drawing and Talking

Some pupils will have access to

- The school Family Worker service
- Links to the Family Centre
- CAMHS and Step 2 as well as the School Nurse Service and other supporting agencies
- DSPL3 Family Support Worker for pupils who are Neurodiverse

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

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

- In school training on a range of SEND needs – ongoing each year
- The SENCO has completed the SENCO award
- Relevant courses and training for Teachers and Teaching Assistants to support children with specific needs, including: Social, Emotional and Mental Health; Neurodiversity, 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

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

- Good quality teaching
- SENCO- expertise from within school
- Educational psychologist, Outreach support for various needs – in person and through staff training, NHS Speech and Language, Speech, Language, Communication and Autism Team, Behaviour Support. 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 online training – 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

## 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

## 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/>

## 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

## 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 and can be found under Key Information on the school website
- The school has ramps that access the building. It also has shower and disabled toilet facilities

## Who can I contact for further information?

- Class teacher
- SENCO/Headteacher
- SEND Governor

- Governing body
- County – SEN Officer
- DSPL3 website: <https://www.dspl3.org.uk/>
- The following website has a wealth of information and is update regularly  
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- 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

## **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.



## 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.

## 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.

## 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/microsites/local-offer/the-hertfordshire-local-offer.aspx>

SEND Information, Advice and Support Service (SENDIASS). [www.hertssendiass.org.uk](http://www.hertssendiass.org.uk)

**Reviewed and updated September 2024**