

SEN Information Report for Maple Cross JMI School 2019/20

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The class teachers in consultation with the Inclusion Manager will identify if a child has Special Educational Needs (SEN). They will be the first person to identify your child's individual needs within the classroom setting. They will use information from the child's views, assessments, previous settings and parents regarding the child's history, all of which is valuable evidence in supporting identification. Each child is assessed throughout the school year. If parents are concerned that their child has SEN, they are asked to speak with their child's class teacher in the first instance.

2. How will school staff support my child?

High quality, differentiated teaching in the classroom will enable most of our pupils to become independent learners. Some children require extra support. This might be just for a short time or longer term. Support in class is usually through the teacher making reasonable adjustments to the planning and delivery of lessons and/or through small group interventions lead by a teacher or Learning Support Assistant. For a few SEN pupils with significant or complex needs, more highly differentiated, individualised interventions might be necessary.

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

If a pupil is identified as having SEN, this will be discussed with the parents/carers and a graduated approach (assess, plan, do, review) supporting your child will be put in place. Views of the parent and child will be requested when considering appropriate interventions. Children with significant needs identified through an Education, Health Care Plan (EHCp) will have termly review meetings to discuss progress in addition to other reporting arrangements.

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

Quality first teaching ensures that provision is made for meeting the diverse needs of all learners. This may include appropriate seating plans within the classroom, the use of visuals to support learning, specialist equipment or additional support in lessons. Relevant staff are made aware of a child's individual needs through the class provision map or, if a child has significant

needs, through the child's Individual Provision Plan (IPP).

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

All staff are regularly trained in safeguarding and in First Aid. Identified Designated Senior Persons are responsible for Child Protection. Key members of staff will support pupils' social and emotional wellbeing and will liaise with parents and carers. Referrals may be made to the appropriate external agencies to provide further support. A Common Assessment Framework could be initiated if more than one agency is involved. The school also works closely with the school nursing service which provides advice, staff training and monitors the health of pupils at identified times.

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

The school regularly accesses specialist services for advice or to work directly with named pupils and their families. Such specialist services include: the Educational Psychology Service; Speech and Language Therapists; Occupational Therapists; the Low Incidence Team (sensory and physical impairment); the Communication Disorder Team; Child and Adolescent Mental health Service (CAMHs); DSPL9 Primary Behaviour Partnership including Chessbrook Outreach and The Acorn Centre; Safe Space (providing art therapy for pupils); Educational Support Team for Medical Absence (ESTMA); Access to Education for Travellers and Asylum Seekers; Family Support Workers (early intervention support for families), Intensive Families First Teams and Specialist Children's Services.

7. What training have the staff supporting children and young people with SEND, had or are having?

The school has an ongoing programme of Continuing Professional Development opportunities both on and off site for all staff. The Inclusion Manager, part of whose role is the co-ordination of SEN, is available to provide advice or training to staff or to signpost staff to the relevant support. The inclusion Manager is currently undertaking the National Award for Special Educational Needs Co-ordination.

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

In our school community all children and adults are engaged in life-long learning. On 'Parent Fridays' parents and carers are encouraged to come into school to share in the learning that is taking place. Home-learning takes the form of topic based activities, which are sent home at the beginning of each term. Class teachers and phase leaders are available to make appointments to offer advice and discuss concerns with parents/carers in the first instance. It might then be appropriate for the Inclusion Manager and/or the Head-teacher to provide advice. In the Early Years setting, every child has an

identified key worker from a member of the Early Years staff team.

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

As outlined in Section 8, school staff are available to talk with parents and carers about their child's education. Where the school feels that they need the advice from an outside agency for a child, the Inclusion Manager is responsible for liaising between outside agencies and parents. Referrals to outside agencies are only made with parental consent. In addition to the termly reporting format for all pupils at Maple Cross (two parent consultation evenings and one written report), children with significant needs also have an IPP (Individual Provision Plan). The IPP details the child's needs and the provision in place to meet these needs. It also reflects the views of the parents/carers and the pupil. The IPP is reviewed every term in a meeting between parents/carers, the class teacher, the Inclusion Manager and, where appropriate, the pupil.

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

All reasonable adjustments will be made in order that all children are given the opportunity to participate in activities outside the classroom, including school trips.

11. How accessible is the school environment?

The school is fully wheelchair accessible. There is a fully equipped disabled toilet/medical room. All classrooms and the hall are fitted with a Soundfield system to aid listening and concentration for all pupils.

12. Who can I contact for further information?

The first point of contact is your child's class teacher. The class teacher might then refer a parent or carer to other appropriate staff or the Inclusion Manager.

13. 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?

The school conducts home visits for all pupils joining the school in Nursery and Reception classes. In this way a good relationship between parents and school is quickly established. The child can also meet their teacher from the familiarity of their home. In line with the statutory requirements of the SEN Code of Practice, 2014, the school liaises and shares information with previous/receiving schools as necessary. The school has good links with local

secondary schools and the Y6 class teacher liaises with the appropriate Y7 staff to support transition to secondary school. The Inclusion Manager ensures that SEN information is passed to the Senco or appropriate professional at the secondary school. Some pupils need extra support with transitioning to secondary school and, in these instances, the school accesses support from the Chessbrook Outreach service.

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

The budget for SEN pupils is used to provide relevant resources and staffing for those pupils identified and requiring SEN support.

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

All teaching staff aim to provide 'Quality First Teaching' to meet the needs of all learners. Extra support provided will depend upon the type and degree of an individual's needs which is 'additional to and different from that of their peers'. Support ranges from the class teacher making reasonable adjustments to classroom practice, through to providing a significantly differentiated curriculum.

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?

Please visit www.hertsdirect.org/localoffer