



**Nash Mills C of E Primary School**  
**Special Educational Needs Information Report**  
**2020-2021**

This sheet report is designed to give you general information about the Special Educational Needs (SEN) provision at Nash Mills and to provide a range of information that might help answer any questions you may have.

At Nash Mills, the member of staff responsible for ensuring support is provided for any special need, disability or difficulty which affects a child's learning is Mrs. Jessop.

Please don't worry if you or your child's teacher thinks your child may need extra support with something. There are lots of highly-skilled people in school and we will do all we can to make sure you and your child is happy here. We recognise that every child is a unique individual and it is our responsibility to ensure that every child is helped and encouraged to achieve to the best of their ability.

If you have any questions or queries about Special Educational Needs at any point during your child's time at our school, please speak to your child's class teacher who will then consult with Mrs. Jessop if needed.

The law says that a child has special educational needs if he or she needs special help to access their work. This help is known as Special Educational Needs Support (SEN Support).

Many children at some time in their school career will need SEN Support of some kind. For most, all this means is that they need a little help in a certain area to get back to the level we would expect. For others, this may last longer. All of our children have the right to a broad and balanced education.



**The SEND Code of Practice (2015)**

The school uses guidance from the SEND Code of Practice to ensure that all children receive the support that they need. Most of this will be done in class as part of our everyday teaching and learning.

However, sometimes your child's teacher may feel that your child needs a greater level of support in order to achieve to the best of their abilities. At this time, they will speak to you about the help that they feel your child needs and ask for your thoughts and views. They may also speak to your child to gain their opinion.

Once we have all agreed on the best way to support your child, a plan will be drawn up which will outline the extra help they need. This will be reviewed regularly and at least once per term.

If your child is still struggling to make progress after support has been put into place, we might decide to ask an external agency for further advice.

In some cases, school may conclude that despite a high level of support, advice and specialist intervention, a child's learning difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school.

This level of SEN may entitle pupils to extra funding which will be granted through the banding of the EHCP.



If we identify that a child needs extra support in a particular area of the curriculum which is not covered in class, we will organise an intervention to help them. These may be handwriting help or reading boosters a few times a week with a teacher or TA.

## External Agencies

- Integrated Services for Learning; offers support in specific literacy or numeracy skills.
- DESC; offer support with social skills and behavioural needs.

If your child has a range of needs that require support from a range of different people, we might suggest completing a CAF (Common Assessment Framework) to ensure that we can all work together to best support them.

Following this, we will carry out regular TAC (Team Around the Child) or TAF (Team Around the Family) meetings to set targets and ensure that quality support is still being given to you and your child.

By working through this process, we are able to access different agencies that may not be available otherwise, including counselling and family support.

Our School Family Worker, Rosemary Inskipp may be involved in the TAC/TAF meetings to see if there is any support that she might be able to offer to you or your child at home. She can also provide advice on other clubs and services that might be useful in supporting you.

If you have any questions about how we support children within the school, please contact your child's class teacher in the first instance.

## **Our Local Offer**

The Special Educational Needs Code of Practice requires us to provide you with specific information about how we support children who have specific needs. This is outlined below.

### **1. How does our school know if children need extra help?**

We know when children need help if:

- Concerns are raised by the child, parents/carers, and teachers, teaching partners or the child's previous school.
- Limited progress is being made – reviewed at least termly.
- They are working at a level below age related expectations.
- There is a change in the child's behaviour or attitude to learning.

### **What should I do if I think my child may have special educational needs?**

If you have concerns then please contact your child's class teacher who will then liaise with the appropriate staff and will keep you updated.

### **2. How will I know how the school supports my child?**

- Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the child will receive focussed support. This will be delivered by a teacher or teaching assistant. The length of time of any intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved, including the children, to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the class' provision map (this is a record of the interventions, timings and impact of the intervention). If your child is receiving specialist or focussed SEN Support, they will have an SEN Passport. This is a record of support that the child is receiving including the impact it is having on the child's learning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held regularly through-out the year. This is a meeting where the class teacher meets with the school's Senior Leadership Team to discuss the progress of the children in their class. This shared discussion highlights any potential difficulties in order for further support to be planned.
- Occasionally a child may need more specialist support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are completed in conjunction with the child and the parents/carers and then forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of Nash Mills are responsible for entrusting a named person to monitor Safeguarding procedures. In our school the named Designated Senior Person for Safeguarding is Mr Maher and Mrs Bachour, Mrs Jessop and Mrs Ofusu hold the roles of Deputy Designated Senior Person.
- The Governing Body is responsible for both rigorous challenge and supporting the school in being as inclusive as possible. It ensures all children, parent/carers and staff are treated in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.
- One page profiles are created with the child to understand how their wishes and how they would like to be supported.

### **3. How will the curriculum be matched to my child's needs?**

- Every child has their work differentiated appropriately by the class teacher to enable them to access the curriculum more easily.

- If appropriate, a member of staff may be allocated to work with the child in a 1:1 or small focus group to target more specific needs.
- Where required, specialist equipment will be identified to support the children e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

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

- You will be able to discuss your child's progress at Parent's Evenings.
- Appointments can be made to speak to the class teacher at the end of the day.
- Appointments can be made to speak to the SENCo by visiting or phoning the school office.
- Every child receives an annual report of attainment in relation to expected achievement.
- Where appropriate, SEN Individual Learning Plans (ILP) are sent home regularly throughout the year. Targets are usually set by the class teacher or intervention teacher in consultation with the SENCo. Parents/carers are encouraged to contribute.

#### **How will you help me to support my child's learning?**

- All children are supported in their home learning through homework and regular newsletters.
- Where appropriate Home: School diaries may be set up in which messages can be exchanged.
- Where a specific assessment has been carried out by the SENCo or a specialist agency, parents/carers will be contacted to discuss the way results and suggested ways forward.
- Mrs Jessop may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies such as Educational Psychologist have been involved, suggestions and strategies are often provided that can be used at home.

#### **5. What support will there be for my child's overall well-being?**

Every member of staff is committed to ensuring the wellbeing of all children. The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher and SENCo are readily available for children who wish to discuss issues and concerns. Where appropriate, mediation sessions are carried out.
- Protective Behaviour Strategies are used to support pupils where appropriate.
- During PSHE lessons children are taught social skills through a whole school approach using the Jigsaw scheme of work.
- Provision is made at lunchtime for children experiencing emotional difficulties and play leaders are active on the playground to encourage positive play.
- Worry boxes are used in class for children to communicate their feelings.
- School will access a counselling service, DESC and CAMHs to support pupils in discussion with parents.
- Where required, referrals will be made to specialist outside agencies such a play therapy team and the Educational Psychologist Service.

#### **Children with medical needs**

- If a child has a medical need, then a detailed Care Plan may be compiled with you and an appropriate member of staff. Where appropriate this will be supported by an external healthcare professional.
- Health Care Plans are shared with all staff and regularly reviewed.
- Staff first aid training is regularly updated.
- Specific health care training will be delivered by a healthcare professional where needed.
- Where necessary and in agreement with parents/carers, prescribed medicines are administered in school but only where signed consent is in place and, where necessary a Health Care Plan, to ensure the safety of both child and staff members.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions already put in place.

The school liaises with a wide range of services, including:

- Advisory teachers for Sensory and Physical needs and Early Years
- Specific Learning Difficulty Base
- Dacorum Education Support Centre
- Kings Langley Schools Partnership (Family Support)
- Play therapists/Counsellors
- Speech and Language Therapists
- Occupational Therapist/Physiotherapists
- Educational Psychologists
- Specialist Advisory Teacher - Communication and Autism
- Paediatricians from the Pat Lewis Centre
- Woodfield School Outreach Service
- ADD-VANCE (for pupils on the Attention Deficit Disorder Spectrum)
- School Nurse
- Diabetic Nurse
- Continuing Care Nurses
- Intensive Families First
- ESMA – educational support for children whose medical conditions require home tuition
- Child and Adolescent Mental Health Service (CAMHS)
- Step 2 (follow on from CAMHS)

## **7. What training are the staff supporting children and young people with SEN having or have received?**

Every year, as part of an on-going cycle, staff training is delivered or updated so staff have the appropriate skills to support our children. These have included training sessions on:

- How to support children with a learning need e.g. precision teaching.
- How to support children who have Speech and Language Difficulties.
- Mrs Jessop and Mr Maher hold the SEN Award.

These training needs will be specifically designed to meet to current needs of our children and will be planned for each year.

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that that 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

## **9. How accessible is the school environment?**

The schools accessibility plan is regularly updated and reviewed and, as a school, we are happy to discuss individual access requirements.

The school complies with the Equality Act and makes reasonable adjustments for all children with SEND where necessary. The school is situated on a hill and wheelchair access is available to all buildings. Changing and toilet facilities for disabled pupils are available. Pupil interviews and discussions are held to seek the views of those with a disability in regards to their school environment. Speaker systems are in place in some classrooms, and other resources include adapted chairs/commode, visualisers, writing slopes, time-out spaces, quiet work spaces, wobble cushions, and a variety of other special learning aids. Advice is sought from medical and health professionals to ensure that, as far as possible, any specific resource is acquired so that needs are met.

## **10. How will the school prepare and support my child when joining or leaving the school?**

We understand what a stressful time joining and moving schools can be. Therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- Meetings between previous or receiving schools/nurseries/pre-schools prior to the child joining/leaving.
- Children at Nash Mills are supported on entrance to EYFS by the Children's Centre and school staff.
- Children in engage in a transition programme with their next classes through-out the whole year.
- Year 6 teacher and SENCo supports transition to secondary school. In the summer term, Year 6 pupils had ten weekly wellbeing sessions from Positive Minds, an outreach programme from Watford Football Club, and some aspects of secondary transition featured in this work.
- Additional visits are also arranged for children who need extra time in their new school.
- There are additional transition groups arranged for children presenting with worries or concerns.
- The SENCo shares information with the new school SENCo prior to the children transferring.
- Where a child may have more specialised needs, a meeting is arranged between the SENCo/SENcos, the parents/carers and where appropriate the child prior to transition.

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

- Resources are allocated to pupils depending on their needs. Where possible, this is provided through the resources we already have in school, however we will sometimes need to ask other services for support. This might be through the Higher Needs Funding Panel or the NHS Healthcare Panel.
- Additional provision may be allocated for children following pupil progress meetings or where an additional need has been raised by a member of staff or an outside specialist.
- SEN expenditure is monitored by the Governing Body.
- If a child is granted an EHCP the higher bandings come with funding which is agreed at the time of writing the bespoke plan how this money will be spent eg on adult support, equipment or specialist services.

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

- When the children join the school, support is allocated according to the information provided by the feeder school/nursery/pre-school.
- Support is allocated according to a child's SEN ILP which identifies their needs and through discussions between the class teacher and Senior Leadership Team.
- Where further concerns are identified due to a child's lack of progress then interventions will be arranged.
- Support will also be allocated with recommendations from outside specialist agencies.
- If a child has an EHCP the support will be outlined in the plan by the Educational Psychologist.

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

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- During Parent Consultation Meetings which take place at key points in the school year.
- During discussions with SENCo or other professionals
- Parents are encouraged to comment on their child's SEN ILP with possible suggestions that could be incorporated.
- The Early Years and Foundation Stage have home learning stories which inform the assessment pack which parents are encouraged to contribute to.

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

If you wish to discuss your child's educational needs, please contact your child's class teacher in the first instance.

The Hertfordshire Local Offer also has many resources and useful contacts.

<http://www.hertsdirect.org/localoffer>

**At Nash Mills Primary School, we provide a number of systems and packages of support to pupils who may experience barriers to their learning.**

Difficulty being experienced by pupil	Examples of intervention that <u>may</u> be used by the school to best meet the pupil's needs.
<b>Problems accessing learning due to a general learning difficulty</b>	<ul style="list-style-type: none"><li>• Development of personalised aspects of the curriculum.</li><li>• Small group work in class, supported by the teacher or teaching assistant.</li><li>• One-to-one support in the classroom to facilitate access through support or modified resources.</li><li>• Pre-teaching of strategies, vocabulary or concepts.</li><li>• Prompt and reminder cards for organisational purposes.</li></ul>
<b>Problems accessing learning due to a literacy related difficulty</b>	<ul style="list-style-type: none"><li>• Small group work in class through guided teaching, sometimes using aspects of programmes such as the Fischer Family Trust Scheme.</li><li>• Booster classes before school or during some holiday times with a class teacher.</li><li>• Extra reading opportunities provided in school, supported by trained teaching assistants and volunteers.</li><li>• Extra writing opportunities provided in school.</li><li>• Intervention devised by our Specific Learning Difficulties (SpLD) Base, delivered by a trained teaching assistant.</li></ul>
<b>Problems accessing learning due to a Speech and Language difficulty</b>	<ul style="list-style-type: none"><li>• Extra support and special targets to develop speech and language skills, devised by class teachers with support from the Speech and Language Therapist (SALT).</li><li>• Specific intervention devised by our Speech and Language Therapist (SALT) or Advisory Teacher for Speech and Language Impairment.</li></ul>
<b>Problems accessing learning due to a numeracy related difficulty</b>	<ul style="list-style-type: none"><li>• Small group work in class through guided teaching, sometimes using aspects of programmes such as Springboard Maths.</li><li>• Booster classes before school or during some holiday times with a class teacher.</li><li>• Extra opportunities provided in school, supported by trained teaching assistants to target areas of difficulty.</li><li>• Intervention devised by our Specific Learning Difficulties (SpLD) Base, delivered by a trained teaching assistant.</li><li>• Support for teachers in planning and delivery by our Maths subject leader.</li></ul>
<b>Medical Needs</b>	<ul style="list-style-type: none"><li>• Individual protocols for children who have significant medical needs.</li><li>• Provision of aids and resources to promote learning.</li><li>• A number of staff have basic first aid training.</li><li>• Specialist training provided to staff for significant conditions.</li><li>• Access to support from the school or specialist nurses.</li><li>• Home/School communication books.</li><li>• Access to specialist equipment or resources to meet needs.</li></ul>



<b>Problems developing independent learning skills and the skills to apply their knowledge.</b>	<ul style="list-style-type: none"> <li>• Use of visual timetables, checklists and reminders.</li> <li>• Chunking of class activities and homework using 'Now and Next' boards.</li> <li>• Use of individualised target setting and success criteria.</li> <li>• Resources to support learning readily available during class sessions.</li> <li>• Learning Power strategies taught to children to develop problem-solving skills.</li> <li>• Opportunities for extended writing and working mathematically provided regularly to promote application of learning and independence skills.</li> </ul>
<b>Problems relating to social and emotional difficulties or the enhancement of self-esteem.</b>	<ul style="list-style-type: none"> <li>• Pupils offered 'Meet and Greet' sessions with classroom adults.</li> <li>• Worry Box in each class to share concerns.</li> <li>• Teachers available for communication with parents as they dismiss classes at the end of the school day.</li> <li>• Arranged appointments to meet with class teachers, the Head teacher or Inclusion Coordinator to discuss concerns.</li> <li>• Support programmes devised and carried out by the local Educational Support Centre (DESC) or CAMHS.</li> <li>• Social skills and protective behaviour intervention groups.</li> <li>• Weekly celebration assemblies to mark achievements.</li> </ul>
<b>Difficulties with behaviour.</b>	<ul style="list-style-type: none"> <li>• Use of the School's Behavioural Policy.</li> <li>• Computerised system used to track the behaviours of pupils and the support that has been put into place (SIMs and CPOMS)</li> <li>• Home/School communication books for identified individuals.</li> <li>• Advice and intervention from DESC or CAMHS through referral.</li> </ul>
<b>Mental Health Issues</b>	<ul style="list-style-type: none"> <li>• Individual protocols for children who have significant needs.</li> <li>• Computerised system used to track the behaviours of pupils and the support that has been put into place (CPOMS)</li> <li>• Specialist training provided to staff for significant conditions.</li> <li>• Access to support from the school or specialist nurses.</li> <li>• Home/School communication books.</li> <li>• Access to CAMHS service or Family Worker support if needed.</li> </ul>
<b>Development of Motor Skills</b>	<ul style="list-style-type: none"> <li>• Support organised through specially trained adult in school and interventions planned in school to develop skills, including the provision of resources.</li> </ul>
<b>Accessing English as an Additional Language</b>	<ul style="list-style-type: none"> <li>• One-to-one and small group work from teachers and teaching assistants to facilitate access.</li> <li>• Differentiated activities and work to support inclusion in classwork.</li> </ul>
<b>How this is done through planning and assessment.</b>	Pupils' needs and targets will either be mapped through Individual Learning Plans (ILPs) or on class provision maps. These will contain individual targets and should be reviewed at least termly.
<b>How we will liaise with other adults.</b>	We will consult and discuss needs and strategies with a range of professionals where needed. This will be done with parental consent and involvement. In some cases, the use of a CAF may be helpful to ensure a consistent multi-agency approach to ensure that the child is best supported.

In some cases we may conclude that a child's learning difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. At these times, we may seek further support through the provision of Education, Health and Care Plans. We may also apply for additional funding to support a child, known as Higher Needs Funding.



There are lots of abbreviations that we sometimes use when talking about Special Educational Needs. It can get very confusing so we have given you some of the most common ones which might help!

ADD	Attention Deficit Disorder	INCO	Inclusion Co-ordinator
ADHD	Attention Deficit & Hyperactivity Disorder	KS1	Key Stage 1
ASD	Autistic Spectrum Disorder	KS2	Key Stage 2
BESD	Behavioural Emotional & Social Difficulties	LAC	Looked After Child
CAF	Common Assessment Framework	OT	Occupational Therapist
CAMHS	Child & Adolescent Mental Health Service	PP	Pupil Premium
COP	Code of Practice	PPG	Pupil Premium Grant
CPOMS	Child Protection Online Managements System	PSP	Pastoral Support Programme
DESC	Dacorum Education Support Centre	KS1	Key Stage 1
EAL	English as an Additional Language	SALT	Speech & Language Therapy
EHC Plan	Education Health Care Plan	SEN	Special Educational Needs
EP	Educational Psychologist	SEND	Special Educational Needs & Disability
EYFS	Early Years Foundation Stage	SENCo	Special Educational Needs Co-ordinator
FSM	Free School Meals	SLD	Severe Learning Difficulty
FSP	Foundation Stage Profile	SpLD	Specific Learning Difficulty
G+T	Gifted and Talented	TA	Teaching Assistant
HNF	Higher Needs Funding	TAF/TAC	Team around the family/ child