



Cassiobury Junior School

School Offer for Special Educational Needs and Disability Provision (SEND Information Report)

Written in consultation with **staff**, parents and governors.
To be read in conjunction with the Policy for SEND/Inclusion
available on the school website and the DFE: SEN Code of
Practice 2014 (link on school website)

Introduction

- This SEN Information Report or School Offer, as it is also known serves as an information source for all parents but especially parents of children who have, or may have, needs in school, which are different to those of their peers.
- All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

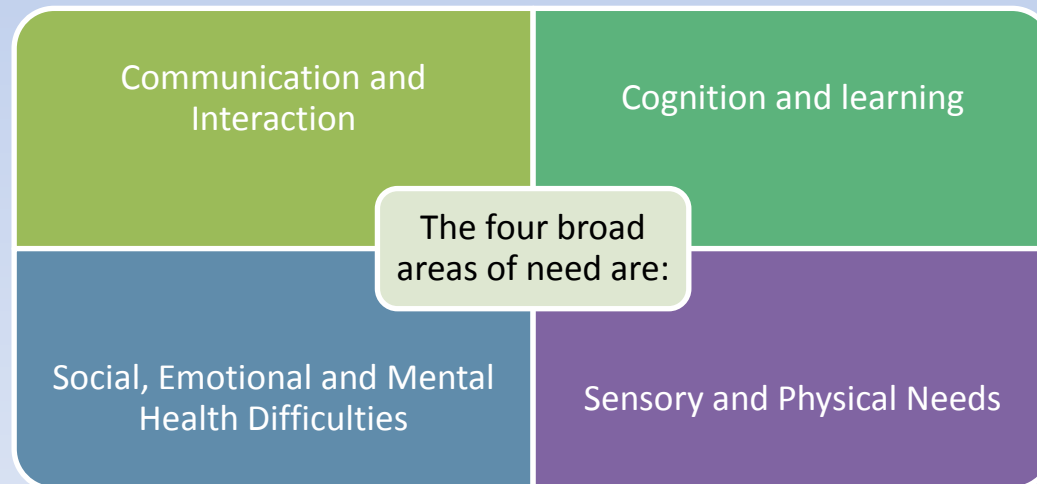
Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?

- The Hertfordshire local offer can be accessed at: www.hertsdirect.org/localoffer or click the link below.



Inclusion

- All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

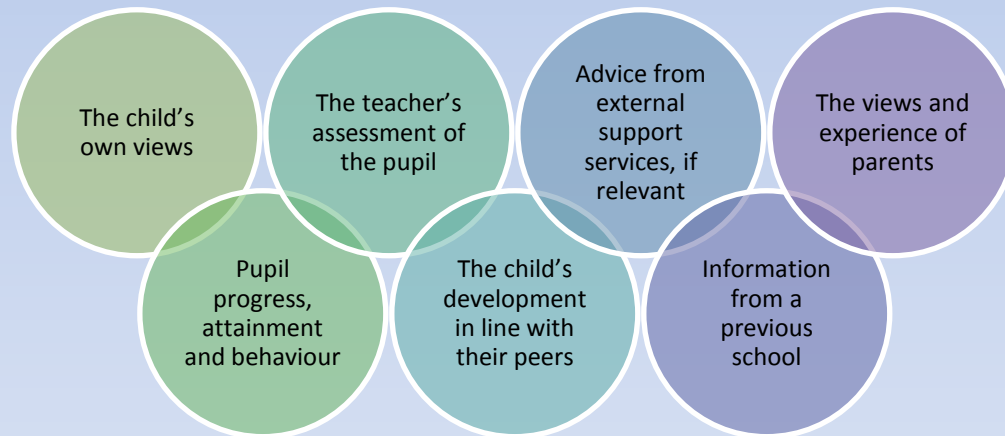


What is the Local Offer?

- The Children and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for all the children and young people with SEND aged 0 – 25. This makes up the Local Offer.
- The aim of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

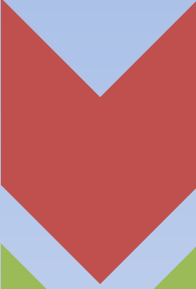
How does Cassiobury Junior School know if children need extra help and what should I do if I think my child may have special educational needs or a disability (SEND)?


- *“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.” (SEN Code of Practice: 0-25 years July 2014)*
- Before identifying a child as needing SEND Support, the class teacher, working with the Inclusion Leader, will establish a clear analysis of the pupil’s needs. This will draw on the following:





- If parents have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with the Inclusion Leader as appropriate.

How will school staff at Cassiobury Junior School support my child?

- 
- At Cassiobury Junior School, we have an open door policy.
 - For children receiving SEND Support, additional meetings are held with the teacher (and if required the Inclusion Leader) to discuss progress.

- 
- This will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what helps supports the pupil in making good progress and securing good outcomes.

- 
- Recommendations from any external professional advice will also be considered. Pupils with SEND will have an Individual Support Plan and One Page Profile. These documents will contain information on the needs of the child, including how they work best, modifications that need to be made for them, as well as the support they are receiving.

- 
- The input of the child and parents are paramount to the success of these documents, so that the full picture of a child's needs is captured for all staff working with them.

Four Part Cycle

Assess – taking into consideration all information from parents, the child, the class teacher, support staff and assessments. This is where we identify the barriers to learning and establish a baseline for measuring impact.

Review – this stage is where we measure the impact of support provided. Children, parents, teachers, support staff and the Inco contribute and changes may be made to the provision. Pupil Progress Meetings are also held 6 times per year and are part of the review stage.



Plan – this stage details what additional support will be provided to overcome the barriers. Decisions will be recorded on provision maps and will form the basis for termly review meetings.

Do – this stage details where the planning is carried out. Support for a child will be provided as set out on the class provision map. The class teacher and Inco are responsible for monitoring the quality of the intervention/support through observations, work scrutiny and discussions with pupils.

Education, Health and Care Plan (EHC Plan)

- For children with an EHC Plan, we work alongside the local authority to review that plan at least every twelve months.
- An EHC plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. (DfE 2016 Online: <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>)

How will I know how my child is doing?



- Each child's progress is carefully monitored and pupil progress meetings are regularly held.
- Parents are given feedback on their child's levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties, during Parents' Evenings in the Autumn and Spring Term.
- Every child will also receive an Annual report in the summer term.
- When appropriate, parents may meet with the class teacher or Inclusion Leader to discuss the support that the school is providing and how they can help their child at home.
- Some class teachers may agree to have a Home/School Link Book which allows parents and staff to communicate regularly.

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

- All children have access to Quality First Teaching (See QFT Policy) and work is differentiated to ensure that all pupils are able to make progress.
- Quality First Teaching enables class teachers to identify needs and work with the Inclusion Leader to understand how best to support the child. This may be in the form of using a writing slopes, pencil grips, reading trackers, pastel coloured paper to reduce visual stress, particular fonts, enlarged texts or the use of IT to support learning.
- Examples of Differentiation:
 - Visual aids such as word banks, writing frames, sentence openers, number grids, bead strings.
 - Modified worksheets which may have less information on to reduce visual stress.

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

- If a pupil has needs related to more specific areas of their education, such as Maths and Literacy skills, then the pupil may be assessed using baseline assessments linked to particular interventions and then placed in a small intervention group if required. This will be run by a teacher or teaching assistant and the length of time of the intervention will vary according to need.
- The [interventions](#) will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. The school provision map shows the range of interventions in place.
- Senior leaders with class teachers also look at day to day teacher assessment and end of term standardised tests to monitor progress to enable the school to plan more effectively to meet the child's needs.

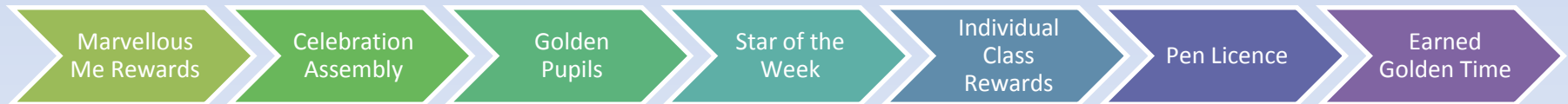
What support will there be for my child's overall wellbeing?

- The well-being of all of our pupils is of primary importance.
- Personal, Social, Health and Citizenship Education (PSHCE) is integral to the curriculum and is also taught explicitly on a weekly basis by the Pastoral Manager.
- Members of staff, including the class teacher, School Counsellor, Inclusion Leader, Deputy Head teacher and Head teacher, are readily available for pupils who wish to discuss issues and concerns. Pastoral support may be used if it is felt that this would be helpful for a particular child



Additional Support

- We may use a social skills group to promote positive friendships.
- Throughout the school, success in achieving learning goals is celebrated and used to enhance self-esteem.
- We have a weekly Celebration Assembly which families are invited to.
- All rewards shared in this assembly are put on the newsletter/ website.
Examples of what we reward are:



Further Support

- We may refer children to CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes and gain support in understanding a child's mental health needs.
- When multiple agencies are involved with a child and their family, the use of the Early Help Module (<https://www.hertfordshire.gov.uk/extranets/early-help-professionals-area/families-first-assessment.aspx>) as an early intervention single assessment tool is set up. It brings together different agencies and services to share information and work together in a co-ordinated way. It is a voluntary process that is designed to support the whole family in managing a child's needs.
- In school we have a medical area for use by children who are hurt or unwell and there is a team of staff who are first aid trained. Medical support is provided on an individual basis, using a Healthcare Plan if needed, and specialist training may be provided.

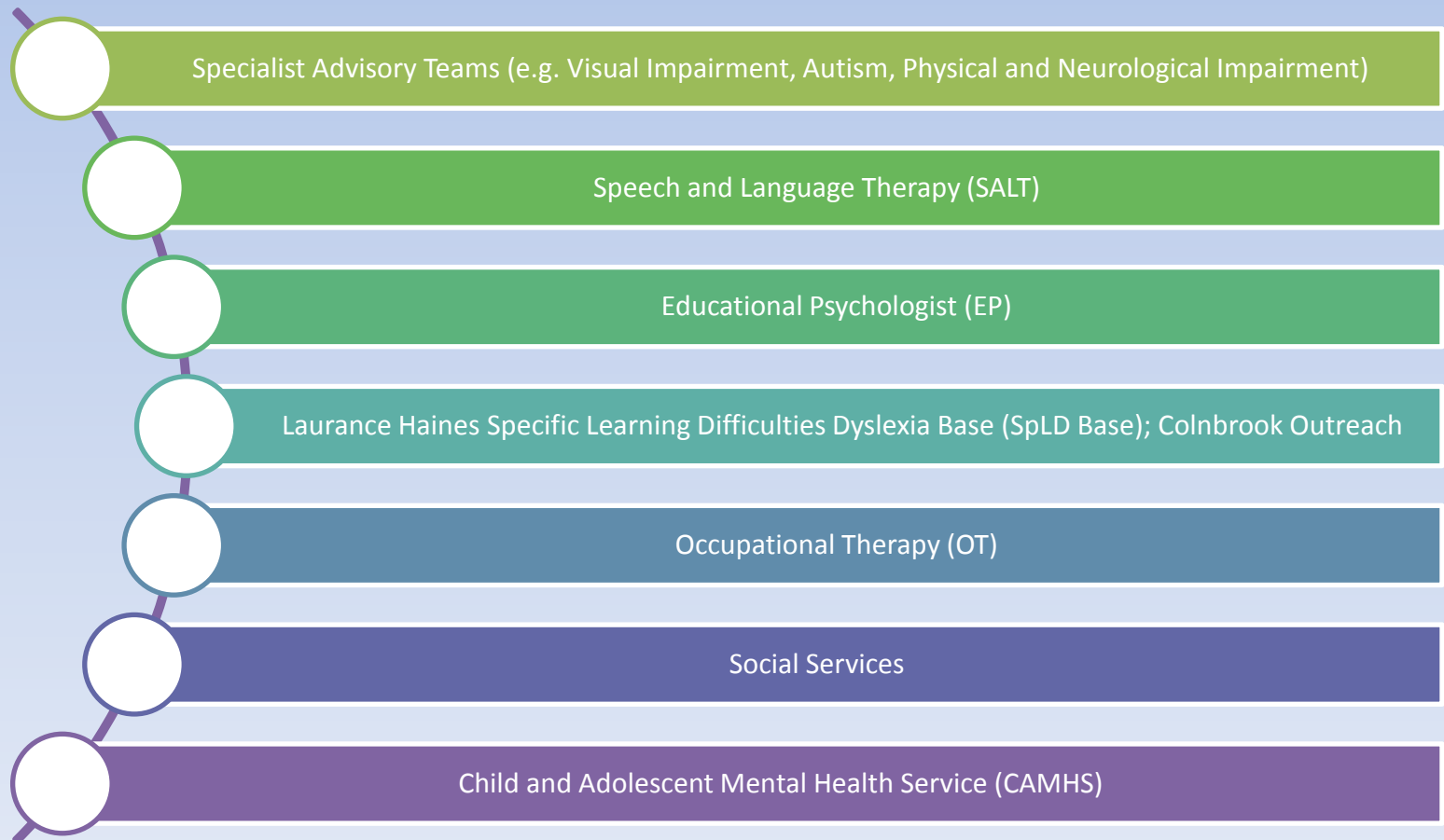
What training have the staff supporting children with SEND had or are having?



- All staff members, including teachers and Teaching Assistants, receive regular training to best support the specific needs of the pupils with SEND.
- Regular visits are made to the Specific Learning Difficulties (SpLD) base and Colnbrook School for specific training on areas such as supporting Dyslexia and Autism within the classroom.
- Additionally, the Inclusion Leader has gained the Masters Level National Award for Special Educational Needs Coordination and receives ongoing SEND training in specific areas.

What specialist services and expertise are available at or accessed by Cassiobury Junior school?

- At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:



How will you help me to support my child's learning and how will I be involved in discussions about and planning for my child's education?



- We realise the importance of working in partnership with parents and ensure that regular consultations take place.
- Levels and targets are discussed at termly Parents' evenings, but both teachers and the Inclusion Leader are available to meet with parents at other times if needed.
- We ensure that Termly Review meetings and Team Around the Child (TAF) meetings are arranged at times which allow parents to attend.
- We listen to what parents tell us about their children and use that information to make sure everyone who works with a child understands their needs

How will you help me to support my child's learning and how will I be involved in discussions about and planning for my child's education?



- ***Person-centred thinking tools are used to give structure to conversations. Using them is a practical way to capture information that feeds into care and support planning, as well as to improve understanding, communication and relationships (Helen Sanderson)***
- At Cassiobury Junior School, we use the 4+1 Review for a collaborative approach to supporting our children.
- *The 4+1 focuses discussion on four main questions:*
- *What have you tried?*
- *What have you learned?*
- *What are you pleased about?*
- *What are you concerned about?*
- *The answers to these questions lead to the 'plus 1' question – based on what we know, what should we do next?*
- <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/4-plus-1-questions/>

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

- Procedures are put in place to enable all children to participate in as many activities both inside and outside of the classroom as possible.



- Risk assessments are carried out by members of staff.
- If it is deemed necessary for a child to have 1:1 support on a school trip then the school, in consultation with the parents, will endeavour to provide this.



How are disabilities managed at Cassiobury Junior School?

- The arrangements for the admission of disabled pupils.
 - When are notified of a new pupil with a disability joining the school, the Inclusion Leader will meet with parents to discuss the child's needs and requirements ahead of their start date.
 - From here, the Inclusion Leader will inform and work with the Senior Leadership team and class teachers to provide necessary adjustments to the physical environment in order to enable the child to fully participate in all areas of the class timetable.
 - Examples of Accessibility arrangements for children with a disability include:
 - A screen linked to the interactive whiteboard to enable a child with a Visual Impairment to access visual support during teaching time.
 - A hand rail and foot stool located in a toilet for a child with a physical disability.
 - Adjustments can be made to lessons such as PE to enable a child with a physical disability to participate fully in PE lessons. For example, allowing a child to do the long jump from a standing position instead of running.

How are disabilities managed at Cassiobury Junior School cont.

- The Children and Families Act 2014 states that schools should provide information on the *steps taken to prevent disabled pupils from being treated less favourably than other pupils.*
 - As part of our PSHCE curriculum, there is a focus on Special Educational Needs and Disabilities. This is a module of work which will be taught to each year group to develop awareness of SEND.
 - The Senior Leaders, alongside the class teachers and teaching assistants, monitor behaviours both in the classroom and during informal times of the day such as breaks and lunchtimes or movement between lessons which allows the staff to monitor behaviour between pupils.

Who can I contact for further information?

- In the first instance, parents are encouraged to talk to their child's class teacher. For pupils with SEND, further information and support can be obtained from, the Inclusion Leader, who can be contacted through the school office.

1. Class Teacher

2. Inclusion Leader

3. Head Teacher

How will Cassiobury Junior School prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We understand that transition from one school setting to another can be difficult, especially for children with SEND, therefore we have put into place the following strategies:

- Regular visits for Year 2 pupils, with their peers and parents. These include attending performances, playtimes and having school tours.
- Year 2 pupils are paired with a Year 5 buddy
- Transition books are made for some Year 2 pupils containing photographs and information about the school and the staff
- Pupils with SEND may have additional visits to familiarise them further with the school building and their support staff



Year 6 Secondary Transfer

- All Year 6 pupils spend a day at their new secondary school
- Year 6 pupils may take part in specialised transition groups run by [Chessbrook Education Support Centre](#) or their new secondary school, which are arranged in consultation with the Inclusion Leader and class teachers
- Specialist teachers and advisors may be involved in the transition of pupils into Cassiobury Juniors or onto their new schools, to assist the child, family and school staff in the change of setting.
- The Inclusion Leader will contact and meet the Inclusion teams from secondary schools where necessary to discuss individual children.
- All SEND reports and paperwork will be passed on to the relevant secondary schools

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

- The SEND budget is allocated each financial year.
- The money is used to provide additional support or resources dependant on the needs of an individual or particular group.
- The Inclusion Leader and the other members of the Senior Leadership Team, will identify the needs of the current pupils and ensure that the budget is used to its greatest effect.
- ***Please note that an Education, Health and Care Plan does not come with funding for the extra support.***

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



- We understand the importance of Quality First Teaching and all our pupils have access to this.

Quality First Teaching, from the class or subject teacher, is the way that the needs of the vast majority of pupils must be met.

Should additional support be required, this is undertaken after consultation with the relevant staff, specialist advisors, the pupil and their families as necessary.

All interventions are monitored for impact and outcomes are defined at the start of any intervention.

The Inclusion Leader oversees all additional support and regularly shares updates with the other members of the Senior Leadership team.

Glossary

- **Differentiation** refers to a wide variety of teaching techniques and lesson adaptations that educators use to support the needs of children within a group.
- **Intervention** refers to additional support that may be provided for a child who has significant gaps in their learning. This may be provided on a one to one basis or in a small group.
- **Reasonable adjustments** - An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).

For further information

- If there is an element of the report that requires further explanation or additional information please do not hesitate to contact the Inclusion Leader, Mrs Newman, at:
- admin@cassioburyjm.herts.sch.uk