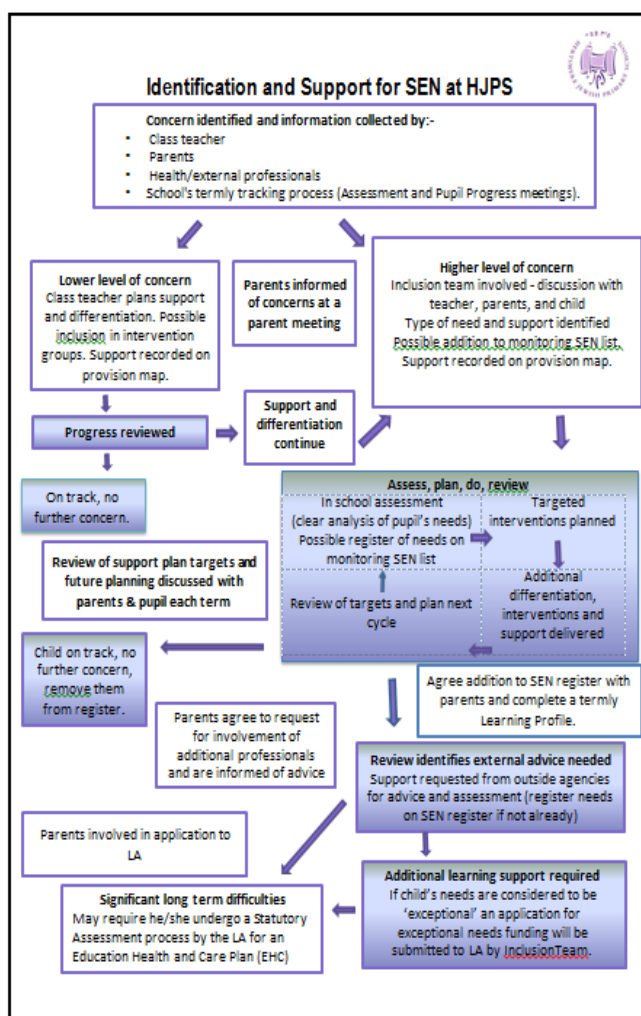


# SEN Information Report – Hertsmeire Jewish Primary School

**September 2023**

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

The attainment and progress of all pupils is monitored frequently and consistently through daily observation, marking and feedback in addition to formal assessments each term. Achievements are tracked to check that pupils are in line with expectations for their age. Children falling behind age appropriate expectations will usually be identified through pupil progress meetings during the year. Those children will be highlighted to all adults working with them and the Inclusion Team. Additional support will be put in place for each identified child to check on any areas of difficulty they may have identified. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. A wide range of interventions are provided to help 'close the gap' and support children to achieve. Parents will be informed and involved throughout this process. If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the Inclusion Team and includes views of the parents and child concerned. If there is an indicator of a range of learning difficulties then the child will be recorded as having special educational needs (SEN).



## **2. How will school staff support my child?**

If a child has been identified as making less than expected progress the first response is high quality first teaching targeted at their areas of weakness. No amount of intervention or specialist support can compensate if this is not in place. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions depending on the need of each child. It is the teacher's responsibility to provide for children with SEN in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Teaching Assistants receive specialist training so they can deliver interventions to support learning. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The Inclusion Leader provides advice, monitoring, and links with outside agencies. There is a school governor for SEN who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

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

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and Inclusion Leader and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed. The effectiveness of the school's provision for children with SEND is evaluated, reported to governors (at termly meetings) and monitored by OFSTED.

Parents of children with Special Educational Needs will be provided with opportunities, at least once a term, to discuss their child's progress with the class teacher. In addition to annual reports and regular parent's evenings, communication may include home/school books, emails, phone calls and conversations at the gate. Parents are welcome to request further meetings as needed.

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

A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact.

On a daily basis, teachers plan for the learning of all pupils and provide for their learning needs through careful differentiation. This may include using:

- different teaching styles
- a range of resources e.g. adult support, manipulatives

- pre-teaching of vocabulary/concepts.
- Computing and visual support

Children with Special Educational Needs may require additional and different learning challenges in some subjects.

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

At HJPS we actively celebrate children's successes and help our children to feel safe by having strong, clear routines and consistent high expectations. The school has a therapeutic approach to behaviour management, as per our Behaviour policy, which is published on the school website. We value pupil voice, for example through our school council or pupil questionnaires, and the views of pupils feed into aspects of school development.

In order to provide support for children's social, emotional and mental health needs we provide a range of nurture groups and we work with outside agencies to facilitate additional support, when required. For example counselling support is available through Hertfordshire and we have access to support for children with challenging behaviour: implementing personalised, effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. Staff receive regular training to support them in addressing the social and emotional needs of pupils and themes of anti-bullying are regularly taught and discussed. Zones of Regulation is taught to all children and used throughout the school to help children identify and name their emotions; recognize how they are feeling and learn strategies to help to regulate their emotions.

HJPS has a well-being team who provide a range of support measures and resources for all children. Our well-being curriculum provides planned support and lessons for all children and our well-being practitioner offers one to one and small group support.

Child Protection (Safeguarding) Training is provided annually for all staff and there is an update within the weekly all staff briefing. CPOMS is used to record any concerns and ensures that all staff have timely access to information on a need to know basis.

Individual Health Care Plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff. There is a designated school nurse who works together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service.

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

Many staff have undergone training in different areas of SEN to ensure that there is a wide range of skills and expertise in all areas of SEN. Specialisms include behaviour support, Autism, Specific Learning Difficulties e.g. dyslexia, dyscalculia, literacy and maths interventions, reading intervention, gross and fine motor skills difficulties e.g. dyspraxia, Speech and Language.

The Inclusion Team co-ordinate the specialist support of a number of external agencies. These include the Educational Psychology Service; the Specific Learning Difficulties Team; Behaviour Support from Chessbrook Primary Outreach Team; the Communication and Autism Team; the Hearing Impairment Team; The Visual Impairment team; The Occupational Therapy Team; the Physiotherapy Team; the Speech and Language Team (there is an assigned Speech and Language Therapist who works very closely with the school) and the SEN Team. The school

nurse is also available to support and she is then able to refer to different health services.

The Inclusion Team have also hosted specialist coffee mornings where parents can meet with external agencies to gain help and advice e.g. understanding anxiety.

## **7. What training have the staff, supporting children with SEND, had or are having?**

Staffs receive regular training. This may be through attending a specialist course e.g. Autism Awareness or internal training e.g. INSET on an inclusive classroom. Visiting therapists will also offer specific training when regular interventions are needed to meet a child's needs. Recent training has covered areas such as Speech and Language Support, Social Stories, Autism, Dyslexia, Dyscalculia, Literacy and Maths interventions, Reading intervention, Behaviour Strategies, Gross and Fine motor skills development, Dyspraxia, Signing, Communication in Print, Boxall Profiles to assess mental well-being, Phonics training, Hearing Impairment and Visual Impairment Training.

The Inclusion Leader has completed the National SENCO Award. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation. The Inclusion Leader also attends local Cluster meetings and the Area SEN Updates.

The Assistant Inclusion Leader has completed specialist dyslexia training with the British Dyslexia Association and is an experienced dyslexia teacher.

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

At HJPS we recognise the importance of a strong home school partnership, where school and home work together to support the learning of your children. We value your knowledge and expertise about your child and seek to support parents and families. You can request a meeting with the teacher and/or Inclusion Leader if you have any questions or concerns. In return, we ask for your support with reading and homework as well as ensuring your children eat a healthy diet, have plenty of exercise and adequate sleep. In addition, regular attendance and arriving at school on time with their bag/reading book/reading record/uniform/PE kit will help to ensure that your child is ready to learn and able to benefit from all that the school has to offer.

We hold a 'Meet the Teacher' evening in the Autumn Term. Parent's Evenings are held in the Autumn and Spring terms to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term.

Parents are involved in termly reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning.

Information leaflets are handed out each term (and available on the website) so that parents are informed which topics will be covered. In the Foundation Stage informative evenings for parents are held on all aspects of their child's education and continue throughout the Key Stages with phonics training for parents in KS1 and eSafety training for parents in KS1/KS2. Our Family Support Triage Team have access to a wide range of support from local agencies and services and is able to signpost parents effectively.

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

Your role as a parent is central to your child's education. Your views are important and

opportunities will be given for you to share these in meetings, through parent questionnaires, our website and verbally.

There are formal occasions such as Parent's Evening where parents are involved in discussions about their child's education however we like to work closely with parents and have class email addresses which parents can use to contact their class teacher. Parents are represented on the school governing body and there is also a very active PTA in school.

Parents of children with SEN are regularly involved in discussions through termly meetings where they will be part of the process of reviewing progress and setting targets for the child. If there are any concerns then parents can speak to the class teacher or the Inclusion Leader / Assistant Inclusion Leader.

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

We are an inclusive school and all children are included in classroom activities and trips. If children have Special Educational Needs that may make their participation in a trip more challenging we conduct individual risk assessments and remove any barriers to participation. This may include allocating additional adults to support the child, allocating a car to drive the child who is unable to walk a distance and preparation for a trip through discussion, social stories or role play.

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate, additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner. We provide a wide range of clubs at lunchtimes and after school on several nights of the week. We provide a breakfast club and sibling club after school to support children and families. An outside provider also offers after school childcare until 6pm.

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

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible with a lift to the first floor and disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

#### **12. Who can I contact for further information?**

The school has an Inclusion Team who can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries. If you wish to make a complaint the school has a complaints procedure which is available from the school office.

The Head Teacher, Deputy Heads and Assistant Heads are all available to talk to parents.

#### **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?**

There is a transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development but may include a transition booklet, familiarisation visits, contact prior to the start of school, attendance at our transition 'club'. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.

Our PSCE (Personal, Social, Citizenship & Health Education) and RSE curriculum aims to prepare all our pupils for the next stage of their schooling, and for life.

For children with SEND we work with their previous school to share information and often make or organise visits to help ensure a smooth transition. For those moving to Secondary school, SENCos and/or Year 7 Leaders are invited to visit us to meet with pupils and learn about their needs and pupils visit their new schools.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationery or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority - High Needs Funding. Our Inclusion Leader works with colleagues in the SEN Clusters to share good practice in ways to support our pupils with SEN. Resources and support available for children with SEN can be found on the school website.

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

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, their own views and consultation with their class teacher. Support is carefully matched to children's needs and can be delivered through adjustments to the curriculum, intervention groups, one to one or small group work or specialist resources or advice. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last for a 6-week cycle and are then reviewed, with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support. Parents are closely involved in these decisions.

#### **16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

The authority's local offer of services and provision for children and young people with SEN can be accessed at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)