

# SEN Information Report

Updated September 2018



Consultation	Stakeholders Represented
October 2014	SLT, SEN TAs,
9.00am 9 <sup>th</sup> October 2014	Working Party
3.30pm 23 <sup>rd</sup> October 2014	Parent
3.30pm 4 <sup>th</sup> November 2014	Teachers and HLTAs
2.00pm 19 <sup>th</sup> May 2015	Parent Council
2.00pm 15 <sup>th</sup> December 2015	Parent Council
2.00pm 16 <sup>th</sup> November 2017	Parent/Staff Working Party Review

## CONTENTS

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?	Page 3
2	How will school staff support my child?	Page 4
3	How will I know how my child is doing?	Page 4
4	How will the learning and development provision be matched to my child's needs?	Page 5
5	What support will there be for my child's overall wellbeing?	Page 5
6	What specialist services and expertise are available at or accessed by the school?	Page 6
7	What training have the staff, supporting children and young people with SEND, had or are having?	Page 7
8	How will you help me to support my child's learning?	Page 7
9	How will I be involved in discussions about and planning for my child's education?	Page 8
10	How will my child be included in activities outside the classroom including school trips?	Page 8
11	How accessible is the school environment?	Page 8
12	Who can I contact for further information?	Page 9
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?	Page 9
14	How are the school's resources allocated and matched to children's special educational needs?	Page 10
15	How is the decision made about how much support my child will receive?	Page 10
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?	Page 10

## Laurance Haines Mission Statement:

### **Enjoy, Care, Aim High and Succeed Together**

*'Caring is at the heart of all we do at Laurance Haines, caring for your child, your family and our community. Through our commitment to excellence everyone is challenged to do their best so that we can all enjoy, learn, aim high and succeed'.*

#### **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?**

---

Laurance Haines is an inclusive school where the success of every child matters.

---

#### **Early Identification**

When a child joins Laurance Haines School, teaching staff make regular observations of their learning behaviour and ensure that strategies are in place to help them to adapt to the new environment, both with their learning and with their emotional well-being. If a child is 'New to English' they will be given a mentor and will follow the programme designed by the Black and Minority Achievement Leader (BMEA).

Marking and feedback, daily discussions about their learning and observations are tools which teachers use to know all their learners. Under the previous National Curriculum, learners were assessed more formally, half-termly and their progress tracked. This is now moving to termly summative assessments. If a child is not making expected progress or is achieving below age expectations then they are discussed half-termly at pupil progress meetings. In addition, the child can be brought to the attention of the Special Educational Need Co-ordinators (SENCo) at any time. The child may be put forward for an intervention. The school follows a rigorous approach to pupils who join the school, new to English. If the child does not make the expected progress over a defined timescale, then the BMEA leader will carry out a first language assessment and will then discuss this with the parents, SENCo and teacher. The child may be identified at this point as having a Special Educational Need.

If a child transferring in to Laurance Haines already has a recognised need, transition meetings are arranged with their previous setting and a transition programme put into place. This can be for any year group but it is most common in the Foundation Stage.

If a teacher feels that a child has a Special Educational Need, the child's needs will be discussed first with the SENCo and then a meeting with parents will be recommended and the pupil's views, if appropriate, will be ascertained.

The benefits of early identification are recognised when the need is recognised quickly and the provision is improved effectively.

#### **Read Write Inc:**

Children are assessed on their phonic decoding ability through the Read, Write Inc. programme. Children are then grouped by stage not age in order to best support their learning. They are monitored throughout their daily teaching and then re-assessed six weeks later and re-grouped where necessary. Children are formally assessed and re-grouped every six weeks. Where children are making slower progress, they are identified and targeted for one-to-one teaching in addition to their daily teaching.

## 2: How will school staff support my child?

---

### Assess, plan, do and review

---

We aim to provide high quality education on a daily basis for all children which includes adapting and differentiating the curriculum accordingly. However, it may be that a child's SEN Support Plan identifies a need specific to them.

The purpose of identification is to work out what **action** the school needs to take, **not to fit a pupil into a category**.

However, under the new Code of Practice four broad areas of need are given. These are:

Communication & Interaction  
Cognition & Learning  
Social, Emotional and Mental Health.  
Sensory / Physical

In practice, pupils often have needs that cut across two or more of these areas, and their needs may change over time.

### Support Plan and One Page Profiles

If a child has been identified as having a special educational need as outlined above, then a Support Plan will be put into place. First, in consultation with the parents, the pupil and other teaching staff who work with the child a *One Page Profile* will be completed. A *One Page Profile* captures important information about the child to enable the teacher to personalise their learning. It enables teachers to be aware of the strengths, interests and potential barriers to learning. The teacher, with advice from the SENCO, will then agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The Support Plan will be completed by the teacher and it will be kept in the classroom.  
(Assess **Plan**, Do, Review)

The class teacher remains responsible for working with the child on a daily basis. The teacher will have an overview of any intervention that the child may be participating in. They will work closely with support staff who take the intervention in order to assess the impact and ensure that the learning is transferred into the classroom and that links are made.

The SENCO will continue to support the class teacher to review the impact of the Support Plan and to advise on the effective implementation of support.

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

---

### Review

---

The SEN Support Plan will follow the four part cycle of *Assess, Plan, Do, Review*. Earlier decisions and actions will be revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Parents are integral to shaping provision. Teachers will meet with parents a minimum of 3 x p/yr. The discussions will need to allow sufficient time to explore parents' views, to update the *One Page Profiles* and to plan effectively the next steps.

Targets on the Support Plan will be linked to the needs identified and will be short term SMART targets (specific, measurable, attainable, realistic, timely). In most cases it is expected that these will be linked to the SEN support that the child is receiving. Targets will be on a rolling timescale (two targets at a time). When a child achieves the target then a new target will be set. This puts the child at the very centre of the Plan. Targets will be shared with parents.

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

---

##### **Assess, plan, do and review**

---

Please refer back to section 2 and 3 in which it is outlined how The Support Plan and *One Page Profile* enable the teacher to match the provision to the child's needs.

The Support Plan is likely to list other strategies to support the child. Advice from other agencies will be incorporated and planned for. The teacher plans for the needs of all pupils in the class and will differentiate accordingly. In addition, scaffolding may be in place such as visual resources, visual timetables, specialist equipment etc. The child may be accessing specific interventions that are focused on giving the pupils strategies to learn within the primary classroom e.g. pre-teaching, Speed-up, Social Skills groups etc.

All interventions are time limited and are reviewed and monitored to ensure that they are the appropriate provision for that particular child and that they are impacting on progress. **We must continuously measure the value of what we are doing and amend accordingly.**

#### **5: What support will there be for my child's overall wellbeing?**

---

##### **Caring is at the heart of all we do**

---

Laurance Haines School benefits significantly from its great diversity of cultures and ethnicities. The school welcomes and includes all families. There are currently 52 languages and dialects spoken in school by children, parents and staff. This is beneficial in successfully promoting inclusion, understanding, learning and community cohesion.

Laurance Haines puts the well-being of the child at the very centre of its ethos and this is reflected in the mission statement: *Caring is at the heart of all we do at Laurance Haines.*

The school celebrates pupils' achievements in many ways. Pupil voice is integral to decision making within the school and we have an Eco-Council, a School-Council, Sports Ambassadors and a School Nutrition Action Group (SNAG). In addition, pupils in year 5/6 hold positions of responsibility.

Protective Behaviours is taught throughout the year and is embedded into the PSHE curriculum. Pupils are encouraged to use their 'Network Hand' in order to tell an adult if something is worrying them. A child who is particularly vulnerable may be given a mentor.

We run a number of specific interventions which are designed to support the child's well-being and a pupil may be referred to one of these by the class teacher. They are: Season's for Growth, Drawing and Talking Therapy, Sand Therapy, Social Skills Groups, Nurture Group (Yr 1), Nurture Lunchtimes, NLP Counselling (Neuro Linguistic Programming). Referrals for these interventions are made by teaching or support staff and the Head and Deputy Head assign this support.

The Code of Practice notes that when identifying a Special Educational Need (SEN), not only will attainment be assessed but also a child's social and emotional skills will be taken into account. In addition, consideration should be made as to whether a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

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

---

**External support services are fundamental in helping the school shape its provision**

---

The school works closely with external agencies. The school is currently accessing support from:

- Specific Learning Difficulties Base
- Colnbrook Outreach
- Education Support Centre (Chessbrook) Outreach
- Visual Impairment Advisory Teacher
- Speech and Language Therapist
- School Health
- Health Visitors
- Autism Advisory Teacher
- Educational Psychologist
- Occupational Therapists
- Physiotherapists
- Westfield Children's Centre
- Teacher of the Deaf
- DSPL 9

The school has a full-time Family Support Worker who will work with the children either in a group or 1-1 basis, support families and run bespoke parenting courses.

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

---

**Everything that engages teachers in becoming reflective practitioners**

---

All teaching and learning staff in the school support children with Special Educational Needs. We believe strongly in an inclusive education, and ensure that all children have access to all opportunities in school. Teachers are responsible for the learning and

progress of all children in their class. The school strongly prioritises the provision of high-quality, whole-class teaching.

There is a continual cycle of professional development in the school and the Senior Leadership Team are dedicated to developing and mentoring teachers, especially those in their first years of teaching. There is a rigorous training and support programme for Newly Qualified Teachers and those in their second year of teaching. The Senior Leadership Team closely monitors the quality of provision, and this feeds into the continuing professional development.

The SEN Team of teaching assistants are all trained to run the interventions that they lead on. This may be speech and language interventions, FFT (Fischer Family Trust), RWI 1-1 Tutoring etc. They receive bespoke training from the external advisors that they work with, e.g. SpLD Base, Colnbrook Outreach etc. The SEN teaching assistants have developed specialisms in certain areas.

In addition, SEN teaching assistants attend training courses tailored to support their specific roles and responsibilities. All teachers work with the members of the SEN Team. Teachers will attend the appropriate continual professional development based upon need.

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

---

### **Parents are a child's first and most enduring educators**

---

The Support Plan, which is written in consultation with parents and the child, outlines the support that the child will receive. Some interventions may include additional materials for the child to complete with their parents at home. 1<sup>st</sup>Class@Number is an example of this. If a child is referred for a 1-1 specific intervention then they may bring home a pack with activities that relate to this. In addition, parents are welcomed in to watch a session so that they may have a better understanding of the programme and how to continue this with their child at home. The parent must follow the 'Parental Visit Policy', obtainable by request from the school.

Preview homework is given out each week. This enables parents to pre-teach or introduce their child to what they will be learning in the classroom the following week. There is also a home/school link book that both the classroom practitioners and parents can write in.

The school runs Parent Workshops throughout the year.

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

---

### **Working in partnership**

---

This has been answered in sections 2 and 3 above. Please refer to these sections which outline the *One Page Profile* and Support Plan.

At the centre of drawing up of the *One Page Profile* and Support Plan are the views, wishes and feelings of the child, and the child's parents.

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

---

**Laurance Haines is an inclusive school where the success of every child matters**

---

If a child has a Special Educational Need or a disability that may impact on their access to an event such as Sport's Day or a school trip, then the class teacher will talk to the SENCo or Headship Team first. A child may have an OV5 (individual risk assessment) written and be given 1-1 support. If this is not a sufficient adjustment, the classteacher and/or SENCo will meet with the parents to address the challenges and plan for the event. The pupil's views will be also taken into consideration. On some occasions, an external advisor may be invited in to discuss the challenges and opportunities with the school and parents in order for the child to access the event.

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

---

**Please refer to the Accessibility Plan**

---

We strongly advise prospective parents to visit the school in order to consider the layout prior to making an informed decision. Parents need to be aware that Laurance Haines School is a two-storey building. Whilst the main school is a split-level building, built on to the side of a slope, access to and from classrooms to the grounds is possible on both levels. Internal movement from levels within the building is via staircases. Access to the whole of the school grounds is made possible by walkways incorporating slopes.

The school was built in 1970/71.

Access to the school grounds is via a pedestrian entrance and a vehicle entrance from the public highway. Both entrances have lockable gates.

All visitors to the school report to the school reception area. This is situated on the upper level and can be accessed via the bridge. We have procedures in place to assist any pupil or visitor with a physical disability. There is a second entrance at the car park level which is used by staff and for kitchen deliveries. There are a further two ground level entrances at the rear of the school which are used by pupils and staff.

The two entrances at the front of the school are always locked. Staff have key fob for access and visitors must use a voice link to the school reception area.

CCTV is installed which allows the school reception area to monitor the front area of the school including all public entrances.

### **School facilities:**

There is a designated disabled parking bay adjacent to the school reception area.

Our fire alarm system provides visual aid for people with impaired hearing.

The school has a unisex disabled toilet on the upper level in the administration corridor. Visually contrasting colours are used on all external signage. All doorways have wheelchair access and mobile ramps are provided. Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and a designated escort will be available in case of evacuation. Should any information be inaccessible to any stakeholder, the school can arrange either to translate, read and/or explain the contents.

The school will endeavour to make reasonable adjustments whenever necessary.



All pregnant workers have a risk assessment which is reviewed throughout their pregnancy and also upon their return to work.

## 12: Who can I contact for further information?

---

Tel: 01923 233146 [admin@lhaines.herts.sch.uk](mailto:admin@lhaines.herts.sch.uk) (Office)

---

Parents may contact the class teacher in person, by email or by telephone to arrange a meeting. In addition you are welcome to contact the SENCo, Behaviour for Learning Lead, Nurture Leader or Family Support Worker.

### Special Educational Needs and Disability Co-ordinators

Elisabeth Butler (SENCo)- [senco@lhaines.herts.sch.uk](mailto:senco@lhaines.herts.sch.uk)

Fiona Prior (Inclusion Support) – [senco@lhaines.herts.sch.uk](mailto:senco@lhaines.herts.sch.uk)

Michelle Penny – Behaviour for Learning Lead: [michellepenny@lhaines.herts.sch.uk](mailto:michellepenny@lhaines.herts.sch.uk)

Nicola Furey – Nurture Leader: [nicolafurey@lhaines.herts.sch.uk](mailto:nicolafurey@lhaines.herts.sch.uk)

The school policy is that the member of staff has two working days to reply to an email. Any replies should be made during the working day and not during weekends or evenings.

Please note that the SENCo will be working at Laurance Haines for 1 ½ days a week, as will the Inclusion Support. Together, the SENCo team's working days at Laurance Haines will be 2 ½ days per week. This may result in a delay in responding to emails as the two working days response will still apply.

## 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?

---

Laurance Haines is an inclusive school where the success of every child matters.

---

The school feels that a strong transition programme is fundamental to supporting the child with their next steps in their learning journey.

On entering the school in the Foundation Stage, all children receive a home visit from school staff.

If a child is joining Laurance Haines and already has been identified with a Special Educational Need and outside agencies are involved, the school will have a handover meeting and will arrange a transition programme for the child.

For pupils with Statements or Education Health and Care Plans, the receiving school is invited to attend the review meeting in Year 6 in which a bespoke transition plan will be drawn up.

For pupils, who do not have a Statement or Education Health and Care Plan, but have complex needs or are vulnerable, the school will encourage parents to participate in a CAF. As a result of this, half termly 'Team around the family' meetings take place with school staff, parents and outside agencies. For a Year 6 child, transition will be a focus of the TAF meetings and the Secondary School will be invited to attend TAF meetings from March to July. The SENCo will speak to the SENCo of the receiving school, most commonly by arranging a transition/handover visit to the school.

Transition to the next year group within school is also carefully planned. There is a whole school transition day. Some pupils will be given extra 'drop in sessions' to the classroom or 'drop by' sessions by the teacher and/or teaching assistant of their new class. Pupils in Nursery, Reception and Year 1 have additional reading sessions in the receiving year group. For pupils with complex needs who have a CAF, both the receiving teacher and the current teacher attend the TAF meeting and transition is planned around the specific needs of the child. This may involve photographs of their new classroom and key staff members being sent home.

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

---

Laurance Haines is an inclusive school where the success of every child matters.

---

Pupil progress meetings and the SEN Support Plan form part of the planning for the allocation of the school's resources, so that children's needs are central to this decision-making.

There are two SEN Teaching Assistants who run 1-1 interventions and small group interventions. Referrals for interventions will be made by the class teacher to the SENCos who will allocate according to the needs of the children in the school. It may be that a child will not receive an intervention until the next academic term. Some children may be in receipt of Exceptional Needs Funding and this will be allocated directly to the child to fund additional staffing costs.

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

---

Laurance Haines is an inclusive school where the success of every child matters.

---

As outlined above, the Support Plan will identify what additional support a child may be given at that time. All interventions are **time limited** and are reviewed and monitored to ensure that they are the appropriate provision for that particular child and that they are impacting on progress. Class teachers will make a recommendation to the SENCos for specific support.

It is our aim to develop the independence of all pupils and no child will receive full-time support from one adult.

#### **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?**

Hertfordshire County Council's local offer can be accessed online at

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

---