



St Bartholomew's Church of England Primary School

Special Educational Needs and Disability (SEND)

Information Report Summer 2024

How does the school know if children need extra help?

At St Bartholomew's School, the attainment and progress of all pupils is monitored frequently and consistently. As a result of these assessments, we will recognise if a child needs extra support.

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

Parents or carers who are concerned about their child's progress or about SEND issues should talk to their child's class teacher in the first instance.

How will staff support my child?

In the first instance we would scaffold activities to include the child in the whole class teaching. Different teaching resources may be used. 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. Interventions can range from a short daily session to longer, less frequent sessions per week depending on the needs of each child. Kelly Wall, the Special Educational Needs Co-ordinator (SENCo) 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.

How will I know how my child is doing?

At St Bartholomew's we operate an 'open door policy'. You are always welcome to come and meet with your child's teacher. Parents and carers have the opportunity to discuss their children's progress at Parents Evenings. There are two of these held each year which may be face to face or on Zoom. Parents of children with SEND are also invited to meet with the SENCO at these evenings. Children on the SEN register (where appropriate) will have an Individual Education Plan (IEP). The IEP will be written with the class teacher, parent or carer and the child. It will provide short term targets for the child

to work towards. These targets will be reviewed termly. On occasion, a child may require more specialist support for example from SALT (speech and language therapy), Paediatricians or the Autism and Communication Team. If it is felt necessary a referral will be made to one of these agencies. The agency will carry out assessments and observations of the child and may put a programme of support in place. You would be kept fully informed at all stages.

For your information the effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults and pre-teaching of vocabulary and concepts. Teachers know their pupils well and they use this information very effectively to ensure that the pupils' individual needs are fully met. The SENCO adopts an 'assess, plan, review, do' approach to interventions. The children are assessed, their needs planned for, the intervention is delivered and then a review is carried out. This termly review process involves the parents, SENCO, class teachers, and any external professionals involved with the child, as appropriate. At these meetings, we will review the child's progress over the preceding term, and plan provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents is central to these meetings. Regard is also given to the advice of external professionals when planning provision.

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

At St Bartholomew's, children's overall wellbeing is central to our ethos. We work very hard to develop children as well-rounded, happy, confident people. The children feel they can talk to adults within the school. We have many opportunities to celebrate children's achievements, including a weekly Star of the Week, house points and termly class assemblies for all classes. We also celebrate children's achievements outside school at whole school assemblies. We encourage them to bring in certificates, medals, trophies etc. from the wide range of activities they participate in, such as music exams, dance, swimming, karate and rugby to name only a few. Our school council includes a representative from each year group so the children have a 'voice' and their voice is listened to and their suggestions acted upon.

The school has a consistent behaviour policy which is published on the school website. All staff are 'Steps Trained'. This is a therapeutic approach to behaviour management. Class teachers and support staff are skilled in implementing effective behaviour strategies and work closely with parents. Parents may also be signposted to other resources available such as parenting classes, The Family Support Worker and CAMHS.

The SENCO is also the Mental Health lead for St Bartholomew's School.

How are pupils with medical needs supported?

At St Bartholomew's School we are prepared for children with medical needs. An Individual Health Care Plan is written by the school with parents/carers for children with a medical need. If other agencies are involved, they will be consulted in this process. We have a good link with the local school nurse whom we would consult for advice on how to support a child (and the child's family) if there are special dietary requirements or any other medical requirements.

We have a policy which covers the administration of medicines. Prescribed medicine will be administered to children throughout the school day if their doctor has stated they require it. The school adheres to statutory guidelines for the storage and administration of medicines.

All staff have the basic first aid training, with the early years team having additional training.

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

All staff are trained in, Safeguarding, and First Aid. All staff are trained in 'Making Sense of Autism' or Hertfordshire's Level 1 Autism Training. All staff have received 'Steps' training (positive behavior management). There is a specially trained paediatric first aider in Foundation Stage as well as two DSP (Designated Senior Person) responsible for safeguarding concerns.

Our SENCO holds the following qualifications: Qualified Teacher Status, The National Award in SEN Provision, Level 3 ELKLAN Speech and Language, OCR Level 5, Teaching Learners with Specific Learning Difficulties (Dyslexia), Designated Person Training for Children Looked After, Families First Assessment training. Additionally, the SENCO receives ongoing training in Math's interventions e.g. in the use of Numicom. She also regularly attends local SENCO cluster group and funding meetings to ensure an up to date working knowledge of SEND issues and current legislation. Our support staff are well-qualified with three being Higher Level TAs. Two have received training in Fischer Family Trust (an early intervention for young children to support reading and writing). We have a qualified ELSA also.

If we ever encounter a situation involving a child that is beyond the expertise of our staff, we will either seek advice from other agencies or consider training a member of staff as a specialist within the school.

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

The school has a part time dedicated SENCO along with a team of experienced Teaching Assistants and Learning Support Assistants who are led by the SENCO. Staff have undergone training in different areas of SEN to develop specialisms to ensure that there is

a wide range of skills and expertise as well as the ability to lead specialist intervention programmes such as those for literacy and mathematics, e.g. Springboard and Fischer Family Trust. The SENCo is experienced in working with a broad range of agencies that can be consulted with, or involved in, supporting children at St Bartholomew's School. She is trained in supporting children with dyslexia and works closely with the 'base' who support and offer advice for these children. The school has access to the following services - Speech and Language Therapy Services, Educational Psychologist, School nurse, CAMHS, Optometrist, Autism Advisory Service, The Virtual School for Children Looked After, DESC, Visual Impairment Team, Hearing Impairment Team for Children, Occupational Therapists and Play Therapists

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

Each class has an introductory meeting at the beginning of the new academic year to introduce you to their teacher, timetable, other staff and homework expectations within that class. Advice will be given in these meetings on how to best support your child. More specific suggestions will be given to you, should you require them, by the class teacher and the SENCo at parents evenings, or at the IEP meetings. If an outside agency is working with your child, they will provide a report containing suggestions for both school and home. We hold an Open Evening (where government guidelines allow) where you can celebrate your child's learning, but also see the next steps as they move through the school. This is an opportunity to seek advice on how to support your child further. There are other evenings on offer throughout the school year, run by the class teachers. For example, 'Open Classroom' was held last academic year by the Foundation Stage Leader.

If the school feels that your child requires additional support, we will inform you of this and work with you to best support your child in school and at home. We will have more regular meetings and your child may be placed on a St Bartholomew's IEP (mentioned above).

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

There are formal occasions such as Parent Consultation Evenings where parents are involved in discussions about their child's education, however teachers are usually available before and after school for parents to pass on a message or piece of information. Otherwise, a meeting can be planned to allow for a longer discussion. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office (admin@stbarts.herts.sch.uk) if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also a very active PTA in school (the WSA – Wigginton School Association).

Parents of children with SEN are regularly involved in discussions through reviews.

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

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 school trips and when appropriate, additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children.

It is important for us that all children, including those with SEND, have access to a wide range of activities. We offer construction club and Library Club for all children and TT

Rockstar club (for KS2) at lunchtimes free of charge, Ukulele club for UKS2 is at lunchtimes. Before and after school we offer a range of activities including our wrap provision and a variety of sports and cooking club. All children are welcome and adaptations can be made to ensure children with SEND can access the activity.

How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments for all children with SEND where necessary. Recent building work to the school has ensured that the school and every classroom and area in the school is wheelchair accessible, although you may have to go outside to enter some of the classrooms due to stairs inside. There is a disabled toilet available. Specialised equipment will be provided where appropriate for children with SEN needs, and advice sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

We have an accessibility plan that can be found on the school website.

Who can I contact for further information?

The school has a part-time SENCo who can be contacted by telephone (01442 822364) or email (senco@stbarts.herts.sch.uk) 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.

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?

Before children join Reception, the Reception Teacher will visit them in their setting and meet their current early years practitioners (where government guidelines allow). This includes visiting the local preschool, as many of our new starters come from there, and having lunch with the children. Additional visits may be made. All children are invited to visit the school on three separate occasions before the summer they are due to start. During the first two weeks in Reception, sessions are mornings only to allow the children to settle in and adjust to their new surroundings. If a child or parent needs additional transition considerations, the Reception teacher and SENCO will be happy to discuss this with you.

The school has strong links with Tring School, our local secondary school, where the children participate in a variety of activities and events throughout their final year at St Bartholomew's. Additional visits can be arranged for children who require additional support with transition and DESC can also be involved to offer further sessions. Parents are fully informed and involved in this process. In addition to this, the school SENCo stepshas undergone training in preparing children for secondary school, which enables the class teacher to prepare the children for this change over the course of Year 6 rather than the final few weeks of primary school. The level of support offered is dependent on each child's needs, and development. If you have any concerns that your child is worried in terms of induction or moving on, please contact the class teacher.

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, along with employing Learning Support Assistants to meet the needs of children with SEN, purchasing specialist equipment, books or stationery or providing 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. In Hertfordshire this is called 'Top up High Needs Funding'.

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 the child's needs, barriers to learning and stage of development. The child, their parents and class teacher will be involved at all stages of the decision-making process. The type and amount of intervention will be based on each individual pupil's needs and we aim to support the child in the best way we can so that they can achieve the best they can. This support is reviewed regularly with amendments being made to the programme of support where appropriate. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted, effective support to minimise any long term need for additional support.

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

The authority's local offer of services and provision for children and young people with SEN can be accessed at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

