



# Ss Alban & Stephen Catholic Junior School



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## Ss Alban & Stephen Catholic Junior School Special Educational Needs (SEN) Information Report for 2018-2019

Welcome to our SEN information report which is part of Hertfordshire's Local Offer for learners with SEN and disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEN. This information is updated annually.

### **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 (SEN)?**

At different times in their school life a child or a young person may be defined as having a Special Educational Need. The Special Educational Needs and Disability Code of Practice: 0-25 years defines SEN as the following:

**A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

When a pupil's progress is falling behind age related expectations, or fails to match their previous rate of progress, despite high quality teaching targeted at their specific area/s of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of the child and the pupil, as well as the teachers and from assessments.

There can be many reasons for why learners may not be maintaining their age related expectations. These may include absences, attending many different schools, difficulties with speaking English or worries that distract them from their learning. We understand that children who experience these barriers to learning are vulnerable. This does *not* mean *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

All our children have access to a broad and balanced curriculum and our teachers set high expectations and ambitious targets of every pupil; whatever their prior attainment. The attainment and progress of all children is rigorously tracked through half termly pupil progress meetings and potential areas of difficulty or SEN are addressed and identified as early as possible so extra support can be put in place. This will be done through dialogue with the child, parent/s, class teacher and the SEN co-ordinator (SENCO) Mrs Beverstock.

In the first instance you should talk to your child's class teacher to discuss any concerns you have about your child. They will make suggestions for moving forwards in supporting your child, which may involve meeting with our SENCO.

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

High quality teaching, differentiated for your child, provided by your child's class teacher and targeting their area/s of weakness is the first step in responding to supporting your child. The class teacher and SENCO will ensure that all adults working with your child are aware of their needs and the response to them.

If your child's progress continues to be less than expected when this is reviewed with all those involved, then extra teaching or interventions will be put in place, this will be co-ordinated by the SENCO and Senior Leadership Team (SLT). Where the interventions involve teaching away from the main class, the teacher still retains responsibility for your child and will work closely with support staff. Support may be on an in class, small group or one to one basis. It may be academic support or social or emotional support. Specialist support will be provided through careful consideration of the personnel providing it. The personnel may be a Teaching Assistant, a specialist teacher or an outside agency. The level of support and the personnel providing it will be communicated to you by the SENCO.

If after the intervention has run, your child's progress continues to be less than expected then additional support will be put in place and an Individual Provision Map will be drawn up with you and your child. The Plan will be reviewed every term with everyone involved. Whilst the extra support is in place a profile will be built up by the SENCO to assess whether your child has SEN. This will include the views of yourself and your child.

If your child is / has been identified as having SEN, a graduated approach will be used. This is a four part cycle where the needs of the child are clearly and regularly assessed; intervention and support is planned to match the needs of the child; the intervention / support is undertaken and the pupil's progress is reviewed at an agreed date with the child and parents.

A specialist may become involved with your child if they continue to make less than expected progress despite intervention that is matched to their needs or to advise us on early identification of SEN and effective support and interventions. You will be involved in the decision to involve any specialists.

The majority of learners will have their needs met in this way but some may require an Education Health Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

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

The attainment and progress of all children is rigorously tracked through half termly pupil progress meetings. If concerns are raised through these meetings or at any other point by the class teacher, teaching assistant, parent or child then action is taken, as soon as possible, to identify their barriers to learning. Potential areas of difficulty or SEN are addressed and identified as early as possible so extra support can be put in place. This will be done through dialogue with the child, parent/s, class teacher and the SENCO.

Parent consultation evenings are held twice a year (in the autumn and spring terms) and an annual report is sent home in the summer term.

If your child receives SEN support and has an Individual Provision Map (previously known as an IEP under the 2001 Code of Practice) then this support will be reviewed with you, the class teacher and the SEN co-ordinator on a termly basis.

Additionally, your child's progress can be discussed at any time with the relevant staff by making an appointment to see them.

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

On a daily basis, the class teacher's assess the learning of all their pupils and adjust their teaching accordingly through careful differentiation.

For the child who has been assessed as in need of SEN support, our graduated response follows a cycle of *assess, plan, do and review*. All learning and development provision is carefully matched to the needs of each individual child.

This matching takes into account all the information that has been gathered from discussions with the parent, the child, the class teacher, the SLT and any other professionals working with the child. After completing this 'assess' part of our graduated response we then carefully plan the provision to best overcome the child's barriers to learning and record it on an Individual Provision Map. The provision then runs for the planned number of weeks before it is reviewed with all those involved and a decision made whether another cycle is required.

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

As a Catholic school, we believe that everyone has a unique identity as a child of God. All members of staff are committed to the well-being of your child and work very hard to develop children as well-rounded, happy and confident individuals. We teach children to respect each other and their environment and to behave appropriately at all times. A counsellor and mentors can be accessed by the school to provide support for children's social, emotional and mental health needs. We have social skills groups running to help support children in developing their friendship circle.

We celebrate the children's achievements in many ways including our weekly Achievement assembly, gold awards, house points, marble jars, class assemblies and so on. We enrich the curriculum at every opportunity through school trips,

visiting workshops etc. There are many extra-curricular clubs that the children can access; more details on these are available from the school's website or by asking at the school office.

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

All staff have accessed in house training on the changes the new SEN Code of Practice has brought in. Previous areas of whole staff training have been: dyslexia, PDA, Autism, Speech and Language and Hertfordshire 'Steps' behaviour management. Additionally certain members of staff have accessed: High5, phonics and numicon training. Our SENCO has completed the National SENCO award. When it is felt that it would be beneficial for whole staff to have training on a particular area then this will be arranged.

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. Specific training is available to the relevant staff members in response to the needs of the children they are working with. The strengths and areas of interest of each staff member are carefully considered by the SLT and SENCO when matching them to the needs of a child.

Regular training for all staff takes place in Safeguarding children, First Aid, asthma and Epipen administration.

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

Within school we have different staff members who have different areas of expertise to draw on. In the first instance, differentiation and intervention / support will be closely matched to the expertise already within school.

Where a child continues to make less than expected progress, despite interventions and support that match their areas of need being in place, then we will consider involving outside agencies. These agencies can advise on early identification of SEN and effective support and interventions.

Parents are always involved in the decision to involve their child with an outside agency. These may be specialists from the following:

- Specific Learning Difficulties base
- Educational Psychologists team
- Communication and Autism team
- Speech and Language Team
- LINKS Academy outreach team
- St Albans Plus (previously VISTA)
- CAMHS (Child and Adolescent Mental Health Services)
- Low Incidence Team – Sensory and Physical Impairment

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

We value your knowledge and expertise about your child and we have an 'open door' policy where you are welcome to discuss your child with staff at any time. On our

website you will find the curriculum that each year group is delivering, the weekly homework and links to websites that will support your child's learning at home. Additionally we hold parent information meetings for every year group at the start of the school year.

Where extra support has been put in place for your child, you will be informed about what this entails and ways you can support your child at home. If your child is receiving SEN support then you will be invited into school every term to review the provision and discuss the next steps forward.

We hold parent workshops to provide support in a variety of areas such as maths skills, esafety etc. We forward on relevant emails and put on our website information about courses and information evenings run by other agencies.

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

For children receiving special education provision there will be a termly review which will involve the parents, class teacher, SENCO, and any other external professionals involved with the child, where appropriate. The progress the child has made over the term will be reviewed and provision for the next term will be planned. The voice of the child and the parents are central to these meetings. Additionally, parents can speak to the class teacher after school to pass on a message/ piece of information or arrange a meeting where a longer discussion can take place. For working parents, the office can pass on a message to the class teacher and ask them to call them back or an email can be sent to the school office marked for the attention of the relevant teacher.

Parents can influence the direction of the school through informal and formal opportunities such as involvement with the PTA, becoming school governors and responding to parental questionnaires (completed annually).

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

At Ss Alban & Stephen Catholic Junior School we believe all learners are entitled to the same access to extra-curricular activities (including school trips) and are committed to making reasonable adjustments to ensure participation for all. For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. Please contact us if your child has any specific requirements for extra-curricular activities.

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

The school is accessible to all. There is a ramp to allow access to and from the back playground. The school is on one level, which makes the access around the school reasonably easy.

The Governors have an accessibility plan and are looking at way in which we can improve accessibility for disabled pupils/parents or staff. There is a disabled toilet by Years 3 and 4 for children with specific disabilities.

All our classrooms are equipped with Soundfield Systems to improve the clarity and volume of speech for all children.

For parents without English as a first language we will endeavour to put the correct support in place to allow them to fully access our school.

### **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?**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently we work closely with children, parents and staff to ensure these transitions run as smoothly as possible.

Planning for transitions will take place in the summer term; arrangements for transitions from Infant to Junior School and Junior School to Secondary School for pupils with SEN will be planned according to the needs of each individual.

During Year 2 and Year 6, information that has been previously agreed with parents, will be shared with the SENCO at their next school. This information will outline needs and support that has been proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Ss Alban & Stephen Catholic Junior school or staff from our school will accompany the child on visits to their next school.

### **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. Decisions made about the matching and allocation of resources to a child's Special Educational Needs are made by the SLT and are informed by strategic budget planning as well as analysing the needs of the individual within the bigger picture of the school.

For children with complex SEND, the frequency of extensive provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

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

Support assigned to a child is carefully matched to their needs and is informed through discussions with the parent, child, class teacher, senior management and any other professionals working with the child. Outcomes from pupil progress meetings will also inform this decision making.

If a child has a Statement of Special Educational Need or Education Health Care plan, this will outline the number of hours support that will be allocated to them.

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

In the first instance please speak to your child's class teacher or ring the school office on 01727 866668 and ask to speak to our SENCO Mrs Beverstock.

The school's SEN policy is available on our website under 'Key information' and 'Policies'.

The Parent Partnership service is an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people and professionals. Further details can be found by following the link:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/educ/parpart>

### **Where can I find information about the local authority's Local Offer of services and provision for children and young people with SEN?**

For further information about the local authority's Local Offer please follow the following weblink:

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