



London Colney Primary and Nursery School

SEND Information Report

2023 - 2024

Reviewed in September 2023 in partnership with governors, parents and children



Introduction

All Hertfordshire local authority (LA) maintained schools have a similar approach to Meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

The four broad areas of need are:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health difficulties
- ❖ Sensory and physical needs



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 the children and young people with SEND aged 0-25. This is the Local Offer. The intention 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.

To find out about the local authority's Local Offer of services and provision for children and young people with SEND, click on the link below.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>



Please click on the links below to find out more about how we can support your child at London Colney Primary and Nursery School

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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?

- At London Colney Primary and Nursery School, we monitor all children's progress rigorously.
- We complete a baseline assessment of all children when they enter the school and assess their work every half term. These assessments are discussed with the head teacher and the Special Educational Needs Coordinator (SENCo) at termly pupil progress meetings.
- If it is felt that a child is not making progress, teachers identify main areas of need and discuss these with parents and the SENCo before putting new strategies in place. This will initially take the form of additional support in class or targeted intervention and may then move to seeking external advice from an external agency.
- If parents/carers wish to discuss their child's progress at length, they are requested to book an appointment with the class teacher or staff and the SENCo. At this meeting, a concern form will be completed and next steps will be agreed.
- Learning Plans will be put into place if a child is receiving additional support as well as being on the SEN register. These will outline small steps of progress to an overall goal following the **assess, plan, do, review** cycle. Learning Plans are reviewed termly with parents/carers and children.
- Parents/carers, the class teacher and the school SENCo will also be able to talk about whether referral to an external agency would benefit the child for more specialist advice and support.



How will school staff support my child?

- The class teacher is responsible for planning and implementing a child's education programme. The class teacher may decide that a child needs additional support in class and may do extra small group or 1:1 work with them to support their learning.
- The class teacher may also ask a Learning Support Assistant (LSA) to work with a child as part of a small group or 1:1, working on specific targets set by the teacher.
- If the class teacher is concerned about a child's progress, they will request to meet with parents/carers and ask the SENCo for advice and support to implement new support strategies.
- The head teacher will also be informed about a concern about a child's progress as part of pupil progress meetings held every half term.
- If appropriate, a Pupil Passport will be written with the child, parents, class teacher and SENCo. Pupil Passports are also accessible online via the Provision Map Portal by parent request.
- When a child receives advice from an external agency, for example a speech therapist, the class teacher will liaise with the therapist who will provide targets for the child to work on in school.
- The class teacher will ensure that the child works on these targets and will feed back to external agencies and parents on progress made.



How will I know how my child is doing?

- All children at London Colney Primary and Nursery School, have access to quality first teaching and there are high aspirations for all.
- Children who are not meeting age related expectations are identified early and progress of all children is monitored frequently throughout each term.
- Parents/carers meet with class teachers in the Autumn and Spring term for academic review days to discuss how their child's progress.
- In the Summer term, parents/carers receive an annual written report detailing their child's progress.
- In the Early Years there is a further parents meeting in which Individual Progress Checks are shared and discussed.
- Parents are able to meet with the class teacher at any point in the school year to discuss any concerns they have.
- If a child is not meeting age related expectations or has a special educational need and pupil passport has been put in place, parents and pupils will also meet at least termly with the class teacher to discuss progress made against the targets set in the plan.
- At times, parents/carers and class teachers may feel that more frequent communication would benefit their child. In these circumstances, the class teacher and SENCo will make individual arrangements with parents/carers to ensure a home-school link that will benefit the child.



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

- Learning activities in class are differentiated to meet the needs of individual pupils. Lessons are designed to meet the needs of children working below age related expectations as well as to extend learning opportunities those children who are working beyond the expected standard.
- Class teachers set work to extend and challenge children at all levels.
- In some cases, a highly individualised curriculum will be implemented to meet the needs of children with an Education, Health Care Plan (EHCP) or significant SEND needs.
- Learning Support Assistants may work with children in small groups or 1:1 on targets set by the teacher to give children the opportunity to make accelerated progress and catch up with their peers.
- When planning, the class teacher will assess where the children are in particular areas of the curriculum, plan work to move their learning on and review how each child is progressing in order to determine next steps for every child.
- London Colney Primary and Nursery School has a good level of expertise in a wide range of special educational needs. Staff have received a wide range of training, for example: children with Autism (AET Level 1), speech and language difficulties (Wellcomm and Eklan), ADHD, Dyslexia and Adverse Childhood Experiences.
- The school will always keep up to date with current training to maintain expertise within the school of a high quality.



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

The wellbeing of all children is a priority at London Colney Primary and Nursery School. The children are taught that they are always able to talk to an adult at school if there is something concerning them. The children have weekly Personal, Social and Health Education (PSHE) lessons where we explore feelings and emotions through circle time games, role play and discussion.

- Each class has a communication box where children can write about problems they may be having and this is then followed up by the class teacher.
- There is a nurture class for children that need additional pastoral support.
- Children are taught about what bullying is and how to deal with any incidents.
- Any reported incident of bullying is investigated thoroughly and recorded in the school's monitoring system. Bullying incidents are also reported to Governors and County.
- Some children need further support in the form of counselling and therapeutic services. This is arranged in blocks of 6 to 12 weeks. When this occurs there will be close liaison with parents, carers and the class teacher.
- Children at school who have medical needs will have a medical plan in place so that staff are aware of a child's needs, any medication required and procedures to be carried out should the need arise.
- Medicines (such as inhalers or epi-pens) are kept securely in the medical cabinet.
- The school is nut-free and food allergies can be catered for with regard to school meals. The kitchen also serves vegetarian and halal food.



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

At London Colney Primary and Nursery School, we will seek advice and support from outside agencies where required, for individual children. This enables pupils to receive specialist advice to support them in their learning.

Currently, the school is working with:

- The Communication and Autism Team
- ISL Special Advisory Teachers
- Occupational Therapists
- Speech and Language Therapists
- Educational Psychologists
- The School Nursing Team
- NESSie
- Staff from the Specific Learning Difficulties Base.
- Family Support Workers – Vista St Albans

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

- London Colney Primary and Nursery School has a good level of expertise in a wide range of special educational needs.
- Staff have received training regarding Autism, speech and language therapy (including WELLCOMM & Elklan), ADHD, specific learning difficulties and mental health first aid.
- The school will always keep up to date with current training to maintain expertise within the school of a high quality



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

- Class teachers and parents meet regularly to discuss children's progress, especially where there is a concern. These meetings are an opportunity to discuss what the child is working on at school and how this can be supported at home.
- Additional support may form part of a pupil passport where outcomes are set, worked on at school and at home, and then reviewed in order to set next steps.
- Class teachers also welcome feedback from parents about what they are working on at home and strategies that work well. This enables everyone involved to be working together to support the child in the best way to move progress forward.
- Termly 'My Learning Experience' forms are sent home for children receiving additional support to ensure both pupil and parent voice is included in the provision for individual children.
- The school runs information workshops for parents, such as the teaching of phonics, mental arithmetic and e-safety.
- Parents are invited in to school for open mornings to join their children in lessons. This helps to inform parents about how children learn in school and give ideas for further support at home.



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

- Parents/carers will be regularly involved in planning their child's education, through consultation evenings in the Autumn and Spring term and at least termly meetings to review and discuss aims for a child's pupil passport.
- Parents/carers are also encouraged to become involved more widely in the life of the school. Parents welcomed to volunteer in class to hear children read or assist in activities they have a particular area of expertise in.
- The school has a PTA who arrange events for the school such as a termly disco and the schools Christmas and Summer Fair.
- There is a role for parents/carers as part of the governing body.
- Parents representatives from each class are invited to half termly Parent Forum meetings in which key issues and information about the school is discussed.
- Pupils with Special Educational Needs and Disabilities are involved in planning their education. They are regularly consulted on what they feel is working for them to support them in their learning and they are involved in the pupil feedback morning where all children talk about what has gone well over the past academic year and what they would like to see happening over the next academic year. These views are then taken by the teachers to shape the curriculum for the next year.
- Termly 'My Learning Experience' forms are sent home for children receiving additional support to ensure both pupil and parent voice is included in the provision for individual children.



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

- London Colney Primary and Nursery School is an inclusive school and every effort is made to ensure that all children are included in all aspects of school life and activities.
- Risk assessments are made for all activities outside the classroom and provision is put in place for children with additional needs where required.
- This may take the form of 1:1 adult support for trips, including the school journey over 4 nights.
- Activities, such as sports day, include differentiated activities to meet the needs of the children and children working in teams to support each other.

How accessible is the school environment?

- The school is fully wheelchair accessible and there are disabled changing toilet facilities.
- Class teachers use visual cues routinely as part of teaching to support those children who access learning better through visual strategies.
- Children are able to use ICT for communication where they find writing a barrier to learning, for example through programmes such as Clicker Docs.
- Members of the school staff are able to translate for parents who speak Bangladeshi, Arabic and Urdu. Translators for other languages can also be arranged.



Who can I contact for further information?

- If parents/carers are concerned about their child's progress, the class teacher should always be the first point of call.
- If concerns persist, parents can speak to the school SENCo, Louise Dembowicz or Acting SENCo Luke Varney. If difficulties persist further, the advice of the head teacher can be sought.
- If required, complaints can be discussed with a member of the senior leadership team by appointment.

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

- At London Colney Primary and Nursery School, we ensure that resources are matched to a child's needs by regularly updating a provision map for all children. Provision for all children is regularly reviewed and the impact is monitored.
- There is a strong focus on Quality First Teaching, meaning that children will only be removed from the classroom for very specific interventions if necessary as the teaching in the classroom will cater for their needs.
- We ensure that all reasonable adjustments are made to support children with SEND.
- Provision maps are reviewed and updated half termly to reflect the current needs of the children. This is used to allocate staff and resources to individual children and to classes.
- Teachers use the provision map to plan in class support and intervention groups to take place. It is the basis for planning training for the whole staff and individual class teachers.



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?

- At London Coney primary and Nursery School, we aim to make transitions as smooth as possible by ensuring that parents and children are prepared for the next step in life.
- Before children enter the school, parents and children are invited to a 'Transition Morning' during which the parents/carers and children can meet the class teacher, spend time in their new class and find out information about their new school. This takes place in both Nursery and in Reception.
- Transition mornings are held at the end of each summer term so that pupils can spend a morning getting to know their new class teacher and finding out a little bit about the coming year.
- As part of transition from Year 6 to secondary school, children will spend a day at their new school in July and a transition programme is completed in school.
- The Reception class teacher will meet with feeder nursery staff to share information and the Year 6 teacher will meet with staff from secondary schools to pass on information about each child.
- Home/School visits take place for all children when they join Nursery and Reception, members of staff will visit the child's home to meet with the parents and discuss their child in detail.
- Some children may find the transition process more challenging. Additional support is given for this and, if appropriate, an individual transition programme will be arranged. Children may require several visits to their new classroom or school to get to know their teacher and surroundings.
- The class teacher may make a book of photographs of the classroom and the staff, for the child to take home over the summer holidays so that they are able to spend time familiarising themselves with their new classroom.
- Parents/carers may wish to meet with the new class teacher and support staff to be able to discuss issues that may arise and strategies to put in place in order to make things as smooth as possible for the child.



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

- All children's progress is monitored half termly in pupil progress meetings with the head teacher, class teacher and SENCo. Where children are seen to be making less than expected progress the support that is in place will be discussed and reviewed in half termly pupil progress meetings.
- Class teachers monitor individual children's progress closely. Progress made within each lesson is used to inform the next day's planning and children who are seen to be making less progress will be supported in the next lesson by differentiating a task or by extra adult support.
- Children who are working significantly below the age related expectation will have targeted interventions in place. Working on targets in class can involve additional support being given, either as part of a small group or on a 1:1 basis.
- Any changes made to the support will be discussed with the child's parents/carers.
- Children who are receiving advice and support from outside agencies will also have support in place which will be regularly reviewed with the specialist, class teacher, parent and SENCo.
- If it is felt by parents/carers, school and external agencies that a child may require an EHCP, the school will work in partnership with parents/carers to complete and EHC application for assessment.