

# Poppy Academy Trust

## SEND SCHOOL OFFER

### Statement of Intent

Fair Field Junior School and St Johns Infant School are committed to nurturing an individual's potential and thirst for learning by offering a safe, happy and stimulating environment. Our aim is to deliver the right provision to meet the needs of all our SEND children. We build all we do on our shared values: Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion.

SEND INFORMATION REPORT	
Written by:	Renu Chotai & Laura Barnes
Date:	18.11.2021
Approved by:	FGB
Date:	09.12.21
Review frequency:	Annually
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. Fair Field Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

## **Poppy Academy Trust –SEND Information Report**

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(Please note there is a list of acronyms at the end of this report)

## **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 and or disabilities?**

At both schools we implement a graduated approach to identifying individual's needs as detailed in our Inclusion Policy .

Class teachers have a good awareness of special needs, through training in staff meetings / training days, internally and externally led by a variety of professionals. They will flag up children of concern with the Special Needs Coordinator.

The senior leadership team (SLT) regularly observe classes and look at achievement data to identify any children who may need additional support. In addition, the SLT meet with teachers each term in Pupil Progress Meetings, where each individual child is discussed, and additional provision and support to narrow gaps is planned.

Parents are welcome to meet with the class teacher, SLT, SENCo or Head teacher if they have any concerns regarding their children. Parents' evenings give an opportunity for parents to discuss queries with the class teacher and/or SENCo.

The SENCo, in consultation with parents and carers, will raise any concerns with relevant external agencies such as Speech and Language, Educational Psychologist, and make the necessary referrals to these services. We aim to involve all stakeholders in the assess, plan, do, review process.

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

"High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have SEND" (Code of Practice 6.37)  
School staff support children in a variety of ways and these are set out on class provision timetables.

Support may be through:

- Differentiation of high quality ,first teaching and learning ( use of modified resources and specialist equipment if needed)
- Precision teaching – teaching to fill specific gaps in children's learning
- Small group interventions
- Additional one to one interventions with Learning Support Assistants (LSAs)/One to One tutors
- Additional adult support in class
- One to one support through exceptional needs funding
- External agencies whether working directly with children or with school staff to support them working with that child

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

- All parents are invited to two parents evenings within the year
- All parents receive an annual report from their child's class teacher
- Parents of children on the Special Education Needs and/or Disabilities (SEND) register are invited to meet with the Special Needs Coordinator at various points throughout the year.
- Any parent with queries about their child's achievement can request a meeting with their child's teacher or member of the SLT
- If external agencies are involved, parents are invited each term to updates regarding their child's progress

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

Teachers use assessment for learning daily as part of their good practice, and this directly impacts on planning for future lessons, matching teaching to children's needs. Next step marking enables teachers and LSAs to identify specific learning needs and targets for individual children, whilst explaining these targets to the child... Pupil Progress Meetings allow the SLT and class teachers to plan provision to meet individual needs and narrow gaps in their learning.

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

Our values education forms an integral part of our curriculum, ensuring we focus on the child's whole development, not only the academic areas. We work closely with the School Counselling Service so that we can offer play therapy when needed. We also work closely with support services (Chessbrook Outreach), and our Family Support Worker, to enable us to access advice and support for a wide range of needs for our children and their families.

Staff training, such as supporting children with anxiety, ensures adults within our school can support children's complex needs.

We offer a range of clubs and enrichment opportunities such as Choir, Art, Fencing, cheerleading, football and individual music tuition.

Pupil voice is a key element of our behaviour policy. Children create class rules for their own classes. The children had an input into our behaviour policy. Pupil voice is a key part of our subject monitoring.

Occasionally children have a behavioural support plan to reduce risk of exclusion and continue to promote positive behaviour within our school. All staff have had STEP's training which is used in Individual Risk Management plans for children requiring behaviour support.

There are a high number of paediatric first aiders within the school, and key staff have additional training where needed to ensure we are meeting individual's medical needs.

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

We work in partnership with a wide range of services including:

- Speech and Language Service
- Educational Psychologist
- The Communication Disorders Team Service - supporting children with Autistic Spectrum Disorder – (ASD)
- The Sensory and Physical Impairment Team
- Local Authority SEN Officer
- Physiotherapists
- Family Support Worker (South West Herts Partnership)
- Occupational Therapists
- Counselling in Schools
- Behavioural Support

Where a number of services are supporting school, children and their families it may be appropriate to instigate a CAF (Common Assessment Framework). In this instance, meetings are held regularly with specific, timed targets to ensure services have as much impact as possible in supporting individual's and family's needs.

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

Staff attend a wide range of training to support children with a variety of SEND needs.

The Head teacher attends County updates which includes all current training/legislation about pupils with SEND and the services available.

The Special Needs Coordinators attends termly SEND training sessions to ensure both schools are up-to-date with all key SEND information.

Professionals from many services communicate directly with school, including those from specialist schools, and visit classes, to give specific, targeted support to ensure we are meeting individual's needs

All teaching staff attend SEND staff meetings each year.

Both SENCOs have completed the National Award as part of in depth training.

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

Parents with children on the SEND register are invited to meet with the SENCO at least once per term.

Parents of all children receive regular feedback as to how they can support their child's learning through a range of opportunities such as parents evenings.

Children in Reception, Years 1,2, 3, 4, 5 and 6 receive homework to reinforce their learning.

Parents of children with a Common Assessment Framework (CAF) have meetings at least once per term with the SENCO and other services.

Where other services are involved, parents are, invited to come into school to discuss specific needs with the SENCo and representatives from the service. The Family Support Worker will support parents and children at home. Parents are very welcome to come into school to discuss their child's progress.

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

Parents are involved in many ways such as :

- Support plans/Provision meetings
- TAF meetings
- Parents Evenings
- Professional Feedback sessions (e.g. with the Educational Psychologist or Speech Therapist)
- EHC plan meetings

Parents are always welcome to book a meeting to discuss decisions and planning for their child's education.

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

We aim to include all of our children in our activities outside of the classroom. Reasonable adjustments are made to support children with SEND so that they can access these opportunities. Health and safety is paramount in our decision making. Parent consultation is at the centre of discussions and their support often enhances our ability to offer opportunities to all.

#### **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 wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEN 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.<sup>[1]</sup><sub>[SEP]</sub>

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

Here are key people and contact details if you require further information:  
Inclusion Leader – Lana Gillam  
SENCo Fair Field Junior School – Renu Chotai  
SENCo St Johns Infant & Nursery School – Laura Barnes

Email: [admin@fairfield.herts.sch.uk](mailto:admin@fairfield.herts.sch.uk) / [admin@stjohnsradlett.herts.sch.uk](mailto:admin@stjohnsradlett.herts.sch.uk)

Tel: 01923 856341 / 01923 856594

### **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?**

We work very closely with parents, previous and new schools and external agencies to support smooth transition at these important times. This may include:

- Pre entry meetings (often with external professionals and link pre school /infant school)
- Statement review meetings
- Transition Meetings (before moving onto Secondary School)
- Visits to children in their current setting
- Joint Exceptional Needs Funding applications – to ensure funding is in place, if eligible, prior to entry to our school, or moving to another school
- Staff accompanying parents to visit specialist provision where appropriate
- Support from our Family Support Worker

Parents are involved with all of the above.

In addition, the SENCo meets regularly with the SENCo from St Johns (our link Infant School) to ensure all key information is passed on.

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

Our school aims to narrow gaps in all children's learning and to ensure children make as much progress as possible. Individual children's needs are identified through a range of opportunities including:

- Formal assessment
- Pupil progress meetings (between the class teacher and the SLT)
- Class observations
- Class teacher /SENCo meetings

Resources are then allocated to meet specific needs in children's learning. The SENCO reviews the effectiveness of interventions to ensure the school are implementing those, which have the most impact.

Some children may have specific needs that are set out in a Statement or Education Health and Care Plan (EHC). Resources are then allocated to ensure the appropriate support and agencies are involved to meet the child's needs.

Some children may have needs that are identified as 'Exceptional'. In these cases it may be appropriate to apply for 'Exceptional Needs Funding' to access additional funding to support the specific needs of the child.

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

The Senior Leadership team work together with class teachers to discuss individual children's needs, and allocation of support within their classes. All provision is detailed on class provision timetables. In addition to this, the SENCo works closely with teachers, parents and outside agencies to ensure external expertise is sought if needed.

### **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?**

Information about Hertfordshire's local offer can be found at :  
[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

Delivering Specialist Provision Locally (DSPL9):  
<http://dsplarea9.org.uk/>

Information about Hertfordshire's support of SEND can be found at:  
[www.hertsdirect.org/send](http://www.hertsdirect.org/send)

### **Acronyms**

**ASD- Autistic Spectrum Disorder**  
**CAF – Common Assessment Framework**  
**EHC – Education Health and Care**  
**IEP – Individual Education plan**  
**LSA – Learning Support Assistant**  
**SLT- Senior Leadership Team**  
**SENCO – Special Needs Coordinator**  
**SEND- Special Educational Needs and/or Disabilities**