



CENTRAL PRIMARY - IN THE HEART OF WATFORD

Children are Central

Headteacher: Dr J Mynott MA, PGCE, EdD.

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This document has been reviewed and agreed by stakeholders including parents, governors and staff.

SEN Information Report

At Central Primary School, we aim to include all pupils in every aspect of school life. We work hard as a community to understand the individual needs of each pupil, and to make adjustments to all aspects of our provision as necessary to ensure that every pupil succeeds.

In line with the Special Educational Needs Code of Practice (2015), we recognise that a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Primary school children have learning difficulties or disabilities if they have significantly greater difficulty in learning than the majority of others of the same age, or have 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.

Special Educational Needs are broadly grouped into the following categories, with provisions matched to needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

(See Chapter 6, paragraph 6.28 onwards, of the SEN COP, for a more detailed explanation)

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?

If you are worried about your child, you should speak to their class teacher first – talk to them in the playground after school, or make an appointment via the school office. Alternatively, email the school at senco@central.herts.sch.uk or phone us on 01923 225129. Ask to speak to your child's class teacher, or to Mrs Hooper (SENCO).

The school has a strong sense of community, and parents have many opportunities to speak to staff if they are concerned about the progress of their children. The headship team and all class teachers are in the playground every day; parents can also make an appointment to see any member of staff by speaking to the school office, face-to-face or on the phone.

In Nursery and Reception, all pupils receive a home visit from the Early Years Practitioner who will work with their child. This is a very good opportunity for parents to raise any concerns before their child even starts school.

Children have many opportunities to articulate concerns or anxieties about their own learning. They are taught to self-assess their learning, and to enter into discussions with teachers about their progress. There is a strong pastoral support team, who build relationships with pupils and support their social, emotional and academic development. Additionally, staff closely observe and monitor the behaviour of all pupils, looking out for indications of anxiety or difficulties that the children may not be able to articulate themselves.

Teachers continually assess pupils' progress through daily observation, marking and feedback. Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age. Each term, teachers make a formal judgement of pupils' achievements. The progress of all pupils is then discussed with the Head Teacher and Special Educational Needs Co-ordinator (SENCO) every term.

Between these discussions, staff may bring any concerns to the SENCO and/or Head Teacher; provision is then adjusted accordingly. Over time, or where concerns are immediately significant, children will receive special educational provision, which will be discussed with parents.

How will school staff support my child?

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. This is the first and most important provision for all children; no amount of intervention and specialist support can compensate if this provision is not right. We therefore spend a lot of time monitoring and developing teaching, and discussing and developing pedagogy. Leaders closely monitor the quality of provision, and provide support, advice and training for teachers and Learning Support Assistants.

Children's needs in the mainstream classrooms are supported by high ratios of adults to pupils. All year groups have one or more Learning Support Assistants, or an additional teacher, during the morning (English and Maths lessons); most classes have this support in the afternoon too, as well as specialist support from staff from the school's speech and language bases. Learning Support Assistants also provide additional, targeted support outside lesson time, for example running intervention programmes. Several year groups benefit from having an intervention class in the mornings, so that all pupils in the year group can learn in smaller classes.

The SENCO oversees and co-ordinates all special educational provision. This happens through termly pupil progress reviews, SEN support reviews, discussions about special educational provision, monitoring and evaluating of provision, and sharing of best practice. The SENCO also ensures that appropriate external professionals are involved in planning provision. The SENCO is a member of the senior leadership team.

The progress of children receiving special educational provision is also monitored by the governing body. The governors receive termly progress information from the head teacher and there is a governor specifically assigned to monitor SEN.

The Head Teacher and SENCO ensure that the school does not directly or indirectly discriminate against, harass or victimise disabled children and makes reasonable adjustments to ensure that they are not disadvantaged compared with other children and young people. It is central to the ethos of the school that all children have a right to an education that enables them to make progress so that they achieve their best, become confident individuals and live fulfilling lives, making a successful transition into adulthood.

For further information for parents, you may be interested in the following document:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

How will I know how my child is doing?

How your child is doing is an ongoing conversation between parents, carers and school staff. Formal opportunities are available for parents to talk to their child's class teacher each term, during Parent Consultations. A written report is sent home in July, and there are a number of work showcases across the year, when parents are invited to see their child's work. Parents of children receiving special educational provision are invited to meet with the school-based professionals working with their child every term, to review and plan provision and agree desired outcomes.

Informal opportunities to talk to teachers, Head Teacher, SENCO and other staff arise daily, as all teachers and the headship team are in the playground every day. The office staff can make appointments for parents to speak to any member of the teaching staff.

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

For a child who has been assessed as in need of SEN support, we follow a cycle of '*assess, plan, do, review*'.

There are termly planning meetings for children receiving special educational provision. These involve the parents, SENCO, class teachers, and any external professionals involved with the child, as appropriate. At these meetings, we 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.

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, pre-teaching of vocabulary and concepts, access to alternative environments such as a quiet room or outdoor space, sensory breaks. IT and visual support (including shape coding) are regularly used.

What support will there be for my child's overall well-being?

At Central Primary School, children's overall well-being is central to our ethos. We work very hard to develop children as well-rounded, happy, confident people. In the speech and language bases, there is an annual measure of pupils' well-being; progress is reported to the County. A Nurture Room provides opportunities for children with complex social, emotional and mental health needs to receive targeted intervention and support, and also acts as a safe space for some pupils at particular times of day (for example during lunchtime).

We have many opportunities to celebrate children's achievements, including a weekly Good Work Assembly, Star of the Week, Central Champions, termly performances for all classes, house points. We take every opportunity to expose children to as broad a range of life experiences as we can, from sports events to school trips.

We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class. Pupil voice is essential to all decision-making. We teach children to respect each other and their environment and to behave appropriately at all times. School exclusions are administered rarely, and only ever as a last resort.

The Inclusion Leadership Team oversees provision for children's well-being across the school. This includes overseeing the PSHE curriculum, the management of support staff, the development of policies and procedures that support inclusion.

A life coach works with pupils on an individual basis, where this need has been identified and agreed with parents. Music therapy and drama therapy are also available to pupils with social, emotional and mental health difficulties. We can also refer children to external services, such as CAMHS, if they are experiencing mental health difficulties.

We have a number of qualified paediatric first-aiders on our staff, with named staff on call at all times to deal provide first aid; staff have annual Epi-pen/JECT training. Medication can be given to the office and administered by a named member of staff, in close consultation with parents. Individual care plans are written with parents where needed.

There are four Designated Senior Persons for Child Protection, and the whole staff receives child-protection training annually.

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

Central Primary School has two specialist speech and language bases, for children with Education, Health and Care Plans with speech and language as the primary need. Each base has a specialist teacher and two Learning Support Assistants. The children generally take part in English and Maths lessons in the bases, but work in mainstream classes, with specialist support, for all other lessons.

All staff who support children's learning receive annual speech and language training. Additionally, teachers are supported, by the bases, with their weekly planning. Due to the high number of children with speech and language difficulties, the curriculum across the school, in all age groups, is highly visual, which also supports the learning of all other pupils.

The school is a Tier 2 Behaviour Hub school, offering advice and support to primary schools in Watford to support positive behaviour. The school runs a daily Nurture Room provision for pupils with exceptionally challenging behaviour.

The SENCO co-ordinates the specialist support of a number of external agencies, including the Educational Psychology Service, the Specific Learning Difficulties Base at Laurance Haines School, Chessbrook Primary Outreach Team, the Communication and Autism Team, the Sensory Impairment Team, counsellors, therapists, family support services, etc.

Best practice locally is shared through DSPL9 and networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network, SENCO Cluster and ENF Cluster.

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

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.

We have a team of good and outstanding teachers, who continually work together to improve their teaching practice. Several teachers and Learning Support Assistants are currently undertaking formal studies, linked to education, in order to develop their expertise as teachers.

All Learning Support Assistants whose role is specifically to support children with special educational needs have a minimum of Level 3 qualification, and many have Level 4 or higher. All staff are continually

developing their practice through peer support, training (external and in-house), observation, reading and research.

All teaching and learning staff have annual training in working with children with speech and language difficulties. Training in providing for pupils with Autistic Spectrum Disorder is also regular.

The school accesses training and advice from external agencies including Colnbrook Outreach, Chessbrook Outreach, SpLD Base, Educational Psychologist, Herts for Learning and more.

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

Your role as your child's parent is central to their education. We value your knowledge and expertise about your child, and strongly believe that we are here to support not only your child but also the family.

We conduct home visits for all Nursery and Reception children before their first day of school, so that the child's education starts with the school and parents working together. In Nursery, we encourage you to talk to your child, to read with them regularly, and to give them rich experiences of the outdoors, such as visiting parks and playgrounds. From Reception onwards, we ask you to hear your child read at home every day, and to make a note of their reading in their Reading Record Book and to help them learn spellings and number facts.

We recognise that for a variety of reasons some parents find it difficult to support this home learning. We hold regular meetings and workshops in school to show you how we are teaching your children – for example, meetings about reading, writing and maths, and phonics courses for parents. If your child receives special educational provision, we will invite you into school every term to discuss the strategies that we use in school; we will seek your advice about what works at home, and also show you strategies that are working at school. We also offer Homework Club and After-School Club, when children can complete their homework in school.

We can also support parents to increase their own skills, with our English language classes, and by recommending other classes and courses for you, such as parenting courses or literacy classes, in other venues. These are often shared via the school newsletter. We have good connections with the local Children's Centres and can point you in the direction of a number of other such opportunities. We can also offer opportunities for parents to volunteer in school, and to build their skills through this work – please speak to the school office if you would like to pursue this.

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

There will be termly planning meetings for children receiving special educational provision. These involve 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.

Parents are invited to maintain open communication with school staff through home-school link books and reading record books.

Parents can influence the direction of the school through involvement in Friends of Central, the PSA, becoming school governors, and by responding to parental questionnaires (completed annually).

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

All educational visits involve the whole year group, including any children that are educated in the speech and language bases, the Nurture Room, or intervention classes. If children have special educational needs that may make their participation in a trip more challenging, we conduct individual risk assessments and endeavour to remove any barriers to participation – for example, we might allocate additional adults to support the child, ensure that there is a car to drive the child if the walk is too long, or go on practice journeys to familiarise the child with the route. We may involve you in this process, and may invite you to accompany your child on the trip. Ratios for school trips are always at or above the standards set by Hertfordshire County Council.

We ensure that a range of clubs are offered, at different times of day, in an effort to ensure that there is something for everyone. We have flexible start and end times to the school day, by providing a breakfast club and after-school club, to widen pupils' access as far as possible.

How accessible is the school environment?

The school is accessible to all. While we are housed in a listed building, which can pose some difficulties when considering access, we have accessible routes to all classrooms and offices. There is a disabled toilet in each of our three main buildings. When children have additional needs that may require adaptations to the environment, we proactively seek advice and make changes as far as possible in accordance with the listed status of the building.

All classrooms have a quiet area, usually the book corner, which is accessible for children who may be distressed, or need a sensory or physical break. Most classrooms also have a safe space just outside the classroom where children may go, with adult supervision, if they need a break from the classroom environment.

All classrooms are fitted with Soundfield systems, and teachers use highly visual approaches to teaching and learning. There is a high degree of visual contrast in the corridors and classrooms.

For children and parents with limited English, we provide translators for formal meetings, buddy systems and English classes for children new to the school, and we develop the parental community to ensure that language matches can be found. We have a wide variety of languages spoken by school staff. Classrooms have labels in different languages. Where parents do not read or write, school staff support them to access written communication. A full list of languages spoken by school staff is displayed in the office.

Who can I contact for further information?

The school office is open throughout the day, and office staff can direct enquiries to the most appropriate member of staff.

Teachers and the headship team are also available every morning and evening, and either the Head or Deputy Head Teacher is always available to talk to parents. The Learning Mentor and SENCO are available for parents.

The school's Complaints Procedure is published on the website: www.central.herts.sch.uk

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?

When children enter the speech and language base, we work closely with their current school to ensure a smooth transition to Central. We visit them at their school, and liaise with parents and key staff so that we can provide a safe, welcoming environment for them when they start. Very often, parents and children will visit Central before starting, and tour the school with the head teacher or SENCO.

When children leave the speech and language bases, we invite their receiving school to their SEN review, liaise closely with the receiving school, and sometimes visit the school with the pupil. We also provide follow-up visits to ensure that once the child has started in their new school, everything they need in order to make progress is in place.

Children entering the mainstream school at Central will have a tour of the school with their parents and the Head Teacher. After that, the point of contact will be the SENCO and class teacher. We seek information from the preceding school and work closely with the parents to ensure that the child's needs are met quickly. Pupils entering the Reception and Nursery classes will have a home visit during the summer term before they start at the school.

We actively support the transition to secondary school for all Year 6 pupils, providing support for parents in navigating the complicated local system of secondary transfer and preparing the pupils through transition work in the classroom. For pupils with special educational needs, we work closely with the receiving school to ensure that appropriate provision will be in place from the very beginning of the child's secondary school experience.

All pupils benefit from a transition programme in the summer term to prepare them for their next year group.

Some pupils require a highly individualised approach to transition, including transitions from year to year, and this can be planned on an individual level with parents.

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

The school has ring-fenced funds for its specialist provision. The two speech and language bases have higher adult:child ratios and are equipped with highly visual and practical resources.

Pupil progress meetings and SEN support reviews lead the planning for the allocation of the school's resources, so that children's needs are central to this decision-making.

The leadership team report to governors regularly on the allocation of resources.

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

Support is carefully matched to children's needs, and can be given through adjustments to the curriculum, intervention groups, one-to-one or small-group work, or specialist resources. These decisions are made through careful assessment, analysis of pupils' progress, SEN support discussions, and observation of children; parents are closely involved in these decisions through the termly SEN reviews.

It is our aim to develop the independence of all pupils and very few children will receive full-time support from the same adult.

Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school.

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

This SEN Information Report will be reviewed annually, in May.
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