

## **SEN Information Report 2016**

This information report is published by all schools as part of the Special Educational Needs Code of Practice which is statutory from September 2014. It is based on questions which parents may find helpful to be addressed.

If you require further explanation or additional information please contact the **Special Educational Needs Coordinator (SENCo), Mrs Sue Sampson.**

### **1. How does the school know if the children need extra help and what should I do if I think my child may have special educational needs?**

There are several ways in which children are identified who may need extra help with their learning or may have other needs. These include:

- Information from a previous school
- Pupil progress, attainment and behaviour
- Standardised tests
- The teacher's assessment of the child
- The views and experience of the parents
- The child's own views
- Advice from external support services if relevant

If parents have concerns about the progress or attainment of their child they should make an appointment to speak to the class teacher in the first instance, who will liaise with the SENCo, as appropriate.

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

Chater Junior School is an inclusive school and strives to ensure that all children, including those with special educational needs, have access to a broad and balanced curriculum with work differentiated to meet individual needs, so that all children achieve their potential.

Chater Junior School takes all reasonable steps to modify and adapt the learning environment to meet the needs of the individual. The learning activities in the classroom are differentiated to enable all children access to the curriculum and to make progress. This may include additional general support by the teacher or teaching assistant in class. If a child has a specific area of need, such as writing, reading comprehension or maths, then they may have one-to-one or small group targeted intervention. These are led by the SENCo or teaching assistants and the length of time of the intervention varies according to need. Specific support is provided for children following up advice from external specialists. If a child has a Statement of Special Educational Need or an Education, Health Care Plan (EHC) there may be additional teacher assistant support. Individual Education Plans (IEPs) have been replaced by Support Plans and these provide short term targets for school and home; these will be discussed with parents and the child and their views sought. The school provision map shows the range of interventions in place.

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

Parents are given feedback at Parents' Evenings on their child's progress as well as on any behavioural, emotional or social difficulties. Every child receives an annual report in the summer term. If your child has a Support Plan you will be notified and the short term targets and outcomes will be discussed with you every term. If your child has a Statement or EHC Plan there will be an Annual Review meeting every year to discuss progress and to agree new targets with parents, external agencies and school staff. Informal opportunities to talk to the class teacher after school

are sometimes available. Additional appointments can be made with the class teacher or the SENCo

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

All teaching staff work towards Quality First Teaching to ensure that provision is made to meet the needs of all learners. This may include specific seating, resources or additional support. Each child's progress is carefully monitored and evaluated regularly. Children's progress is tracked every term and if children are not making expected progress additional support may be put in place.

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

The wellbeing of all the children at Chater Junior School is of primary importance. Personal, Social and Health Education (PSHE) is integral to the curriculum and taught weekly; 'circle time' is used regularly to share issues or concerns within the class. All members of staff have general First Aid training and are readily available for children who wish to discuss concerns. In addition, social skills or 'café clubs' or 'Drawing and Talking' are run as needed with small groups of children or an individual child. Outside agencies may be accessed, for example play therapy, counselling or family support, for individual children. A CAF (Common Assessment Framework) may be implemented if more than one agency is involved.

#### **6. What training have the staff supporting children with special educational needs, had or are having?**

Teachers and teaching assistants receive regular and ongoing training to meet the needs of all children including those with additional needs. There is some whole school training on a range of SEN issues as well as training for individual teachers or teaching assistants from outside specialist agencies relevant to the needs of specific children. Staff have experience of, or training in, supporting children with Specific Learning Difficulties, Speech and Language difficulties and Social Communication Difficulties.

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

Chater Junior school works closely with, and seeks advice from, a range of external specialist services in order to meet the individual needs of a child.

These may include:

- Educational Psychologist (EP)
- Laurance Haines Specific Learning Difficulties Base (SpLD Base)
- Speech and Language Therapy (SaLT)
- Colnbrook Outreach
- Chessbrook Outreach
- Specialist Advisory Teachers (eg Autism, Visual or Hearing Impairment)
- Occupational Therapy (OT)
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Play Therapists
- Counsellors
- Social Services
- School nurse
- South West Herts Partnership

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

Chater Junior School will communicate with you regularly: formally at Parents' Evenings and the annual report and informally throughout the year. Parents will be informed if their child has a special educational need and involved in discussions regarding supporting the needs. Special curriculum sessions, such as the Maths Evening, are good opportunities to learn more about supporting your child's education. Family Learning is available for parents who would like to improve their spoken English or English skills.

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

Parents are actively encouraged to be partners in their child's education. Parents are welcome to discuss their child's progress or any concerns they may have: class teachers and the SENCo are available to meet with parents at a pre-arranged time. There are opportunities for informal discussions, telephone contact, using planners, Support Plan discussions, Parents Evenings and the yearly annual report. If your child has a Statement of Special Educational Need or an EHC Plan then parents attend and contribute to the Annual Review meeting.

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

All reasonable adjustments will be made in order that your child is given the opportunity to participate in activities outside the classroom. Final decisions are made by the Head teacher with due regard to the health and safety of all concerned.

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

Chater Junior School is mostly designed for wheelchair access and is predominately single storey: the IT suite and SEN room are upstairs. There are disabled toilet facilities. All classrooms have a Soundfield system to aid hearing. Interpreters for some languages, such as Urdu, can be made available, if requested.

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

The class teacher is the first point of contact for parents. Meetings can be arranged with the SENCo or Head teacher. Parents who wish to complain are encouraged to speak to the Head teacher regarding their complaint. If the issue cannot be resolved the parent would be directed to the complaints procedure which is in the prospectus on the school website. Support Services for parents can be contacted at:

SENDIASS (Special Educational Needs and Disability Information Advice and Support Services (previously known as Parent Partnership Service)

Email: [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

01992 555847

### **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?**

Transition from one school to another can be difficult for some and children are supported to make a smooth transfer.

For children joining Chater Junior School from Chater Infants School a number of transition sessions are planned:

- Regular visits of Year 2 children from Chater Infants school including watching concerts and performances. In July the Year 2 children meet their new teacher and stay for playtime.
- Some children require additional visits which are tailored to meet their specific needs; this may include visiting the school after the children have left for the day, taking photographs of the school and staff or making a transition book.
- There are transition meetings between the Year 2 and Year 3 staff including the Year 3 teaching assistants. The infant and junior SENCos meet to discuss the children with special educational needs.
- For Year 2 children with statements of special educational need the SENCo attends the Annual Review meeting in the Summer term.
- For children with special educational needs transferring from schools other than Chater Infants School, there may be information gathering meetings with the parents prior to their child starting school. There will usually be discussions with the previous school's SENCo and/or class teacher as needed.
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For Year 6 children transferring to secondary school the transition arrangements include:

- All children are invited to visit local secondary schools in the Autumn term of Year 6 for their open days.
- All children spend a day at their allocated secondary school in July.
- Year 7 staff visit Chater Junior School in the summer term to talk to class teachers and meet the children.
- The SENCo meets SENCos in secondary schools to discuss the children with special educational needs. All reports and paperwork are passed on to the SENCo.
- Some children may take part in specialised transition run by Chessbrook Education Centre or their new secondary school.
- Specialist teachers or advisors may be involved in transition meetings.
- Staff from the receiving secondary school are invited to any Annual Review or CAF meetings.

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

The budget for children with SEN is used to provide staffing and resources for those requiring SEN support according to individual needs.

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

The support your child receives is dependent on the type and degree of need which is additional to and different from that of their peers.

**16. Where can I find out about the LAs local offer of services and provision for children with SEN?**

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>