

Colney Heath School SEND

Information Report

2024-2025

Colney Heath is an inclusive school where we strive to meet the needs of all our pupils. Our school aims are to inspire, encourage, enthuse and enable and we aim to ensure that all children are successful learners. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning and we aim to meet all children's needs in a supportive environment that gives everyone meaningful access to the Curriculum.

We are committed to ensuring that there is effective and timely communication with parents and carers in order to secure the best possible outcomes for all our children. Children's views are also vitally important in ensuring the right provision is in place and our aim is to create a secure environment in which children feel confident and happy to share their views. We also build positive working relationships with a range of outside agencies who can assess children and advise parents and schools.

We hope that the following report is useful. We always welcome any views or contributions regarding the content of this Information Report.

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How does the school know if children/young people need extra help?

It is important that children with SEND (Special Educational Needs and/or Disabilities) are identified as early as possible so that appropriate support can be put in place. There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

We make regular assessments of the progress of all our learners and have systems in place to use data to monitor pupil progress. Concerns about a child might also become evident from observations by school staff or discussions with parents about behaviours witnessed at home.

Where a concern has been identified, the SENCO may use assessment or ask outside agencies on how to proceed and then advise teachers on appropriate support strategies. We also use pupil voice whenever appropriate to listen to our learners to find out how they are doing and how they would like to be supported in school.

We follow a graduated approach when taking action to remove barriers for children identified as having SEND. This helps to ensure the right help and support is being given. The graduated response is to:

- assess the child's needs
- plan any adjustments or interventions that need to be put in place
- take forward and complete the agreed plan
- review the effectiveness of the support and interventions

What should I do if I think my child may have special educational needs?

Parents evenings are held twice a year and an annual report is sent home during the Summer term. These meetings provide an opportunity for you to meet and with your child's teacher and discuss your child's progress.

However, if you have a specific concern, please do not wait for the parent consultation. If you are concerned about your child or think your child may have a special educational need you should arrange to speak to your child's teacher. Appointments should be made via the school office.

If necessary, once this conversation has taken place, your concerns will be passed on to the SENCO and/or the Head Teacher for further discussion.

How will school staff support my child?

When a child is not making expected progress the first response is through 'quality first' teaching targeted at the area of weakness. The class teacher is

responsible for the progress of all children and they will make sure that reasonable adjustments are made to ensure that barriers to learning are removed. This may mean having additional resources in the classroom or taking part in an intervention group.

If a child is not making expected progress the teacher, in consultation with parents, may create an Individual Education Plan (IEP) to address specific learning needs. At this stage, advice may be sought from outside agencies so that specific and achievable targets can be set.

In some cases, for very complex needs, an Education Health and Care (EHC) Plan may be requested from the local authority.

In all instances, we define the expected outcomes of intervention and then monitor the impact through regular meetings and tracking of pupil progress. We also use pupil voice whenever appropriate to listen to the views of our learners, discussing how they are doing and how they like to be supported in school.

The school keeps a register of all pupils requiring additional support.

How will I know how my child is doing?

Your child's progress is continually monitored and celebrated by his/her class teacher. Progress is formally reviewed and tracked every term and then discussed by the class teacher and head teacher at pupil progress meetings within school.

Parent Consultation meetings are held in the Autumn and Spring term. A written report is sent home in the Summer term. If your child has an Individual Education Plan review meetings will be organised three times a year. Children with EHC Plans also have an annual review meeting.

Additional meetings can be arranged with the class teacher or the SENCO when required.

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

Class teachers are responsible for ensuring that all children, including those with SEND, make progress throughout the year. This is done through lesson adaptations which are embedded into our curriculum and teaching. Lessons are designed to allow pupils to access tasks at a level which is appropriate for them whilst still maintaining independence. A child's needs are carefully assessed and then appropriate adaptations are planned to

ensure that the learning needs are addressed and the task is accessible for them.

Adaptations could involve:

- Pre-learning (children have input before the lesson in class takes place)
- Adapted environment
- Use of different equipment and resources
- Alternative methods of recording answers
- Use of and access to ICT
- Intervention programmes
- Working models to follow
- Individual timetables

We use the graduated approach to learning and follow the 'assess', 'plan', 'do' 'review' approach. This means that provisions are regularly monitored to ensure they are appropriate and meeting the needs of the pupil.

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

We want all children at Colney Heath to feel safe and have a happy school experience. Social and emotional wellbeing is an important part of our role and a whole school approach embedded in our practice on a day to day basis through things like:

- The school's learning behaviours
- Weekly PSHE lessons
- Mindfulness activities

When some children need a more tailored approach to boost their confidence or develop social and emotional skills, specific interventions include:

- Protective behaviour sessions
- Social skills groups
- Therapeutic play sessions

In addition, the school works alongside a range of outside agencies such as St Albans Plus and LINKS who can provide advice and work with children individually or in groups.

We work closely with the parents of children who have been highlighted as having emotional or social needs to ensure consistency at home and at school. Jemma Hope and Claire Bailey are our Family Support Workers who provide support for individual children to raise self-esteem and confidence. They will also support families at home, providing support and advice for behaviour concerns, developing routines and systems, applying for grants and managing finances. Our Family Support Workers have a really good understanding of other agencies or support networks within the local community too.

We have a robust behaviour policy in place across the school and all staff take a consistent and fair approach to behaviour. We regularly monitor attendance and take the necessary actions to prevent prolonged absences.

We understand that some pupils will need to have medicine administered during the school day and are happy to work with families and medical professionals on this. We follow health care plans that have been created by medical professionals. All staff undertake regular first aid training and if a pupil has specific needs staff will undertake training when required.

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

We have established relationships with a range of professionals in health, education and social care who can offer advice and support.

When required we work with:

- The county council SEND team
- Educational Psychologists
- Specific Learning Difficulty (SpLD) base support
- Specialist Advisory teachers
- Speech, Language and Communication Therapists
- Parent partnership services
- LINKs
- Collett School Outreach
- Counselling/mentoring service (St Albans Plus, Vista)
- Child and Adolescent Mental Health Services
- Hospital Consultants
- Occupational Therapy and Physiotherapy
- Professional training for school staff to deliver medical interventions

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

The SENCO has completed the National Association of SEN Co-ordination award and attends training courses and meetings with professionals to ensure that her knowledge is up to date. The SENCO organises staff training to disseminate knowledge, strategies and experience. This may include training from outside agencies to support identified groups of learners in our school such as ASD, speech and language etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children in their classes.

Transition procedures ensure that we are usually aware of any specific needs a child may have before they join our school and any necessary training can then be identified. Robust transition arrangements are in place between year groups and any training needs reviewed.

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

We value involvement from parents and actively encourage you to talk to your child's class teacher regularly. Additional support that your child receives in the classroom will be discussed with you and ways that you can support your child at home will be shared. Resource packs may also be sent home.

A home/school communication book may be set up in some circumstances to support communication with you when it has been agreed that this would be helpful for you and your child.

Your class newsletter will provide information about the areas of the curriculum being covered. Home learning is also set by class teachers which focusses on the key skills of reading, spelling and number work.

Class teachers will meet all new parents at an information session in September. In Reception, Building Blocks information sessions are held to introduce parents to various elements learning of learning in the Early Years Foundation Stage (EYFS).

Regular coffee mornings are also run by either the SENCO or the Family Support Workers on a range of different topics throughout the year.

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

Meetings can be arranged with the class teacher or SENCO. If additional SEND support is felt to be necessary, you will be invited into school where we can gain your views and opinions about how your child should be supported at school.

If your child has an IEP, you will be invited into school on a termly basis to review progress against the IEP targets. If an external agency is involved, your class teacher and/or the SENCO will keep you informed of advice and you will be invited in for any discussions regarding additional support. The SENCO can also go through any written professionals report with you if required.

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

As an inclusive school we promote the involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety or access, further thought and consideration is given to ensure the needs of the children are met. This may involve a meeting with parents/carers to complete a risk assessment and problem solve potential issues if appropriate.

There is always the appropriate adult:pupil ratio with familiar, trained school staff. Pupils may be given 1:1 support if this is appropriate.

6. How accessible is the school environment?

We value and respect diversity in our setting and do our very best to meet the needs of all our learners. The school is a single story building. It has wider doorways and corridors and are accessible for wheelchair users. There are toilet facilities that are wheelchair friendly and where necessary toilets have been fitted with additional support frames. We have ramps in place and a mobile ramp that we can take with us on school trips. We work with Occupational Therapists and Physiotherapists where additional devices are required for pupils and ensure that staff receive training in order for these to be used correctly and safely. Personal Emergency Evacuation Plans are updated regularly and shared with all staff.

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?

Our transition approach aims to ensure a smooth and successful transition for all pupils. When welcoming new children with additional needs to our school, school staff will discuss support arrangements and provision with the existing setting. Visits and transition booklets may be organised if it is felt that this would support the pupil in the transition.

When joining our Nursery, a home visit is usually undertaken and parents are invited to discuss any concerns they may have. Children joining in Reception are visited in their Nursery setting by the Reception staff. Settling in sessions are also held which provide an opportunity for parents to meet and talk to the Foundation Stage staff.

A meeting with the SENCO can also be arranged prior to your child starting at school to discuss any reasonable adjustments we can make.

When our pupils move onto a new setting, staff will pass on any information and are always available to speak with the new SENCO to give more information if required.

Where appropriate, individual transition plans may be made for our pupils in Year 6 before they move to their new secondary schools.

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

The school budget includes money to support children with SEND. The Head Teacher decides on the budget for SEND in consultation with the school governors. The Head Teacher and the SENCO discuss SEND in the school. The schools SEND budget is used in a range of ways including purchasing resources, training staff and staff deployment. Staffing resources and training needs are regularly monitored to ensure appropriate allocation.

Children with an EHC plan may be awarded additional funding from the local authority if this is felt to be appropriate.

If a child's needs are very complex or unusual an application for Local High Needs Funding can be made. An application does not guarantee funding as the application is subject to local authority approval.

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

Working in partnership with the child, parents, teachers, other staff and the SENCO suitable provision is considered before a course of action is agreed on. The graduated approach of Assess, Plan, Do, Review is followed to ensure that reasonable adjustments are made to work to meet the needs of the learner and ensure that progress is made.

9. 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 found at [Hertfordshire Local Offer](#)