



<b><i>EHCP</i></b>		<b>1</b>					<b>1</b>	<b>2</b>
<b><i>Total</i></b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>23</b>

## **Monitoring**

There are several children being monitored for other needs. Pupils who are being 'monitored' have a range of differing needs including learning, medical, physical, social, emotional, and behavioural. Monitoring is usually a temporary situation to address specific needs of the pupils at the time. With the SENDCos input, these needs are initially identified and met by the class teacher so that 'reasonable adjustments' can be implemented. As part of the 'Assess, Plan, Do, Review' cycle external support is sought if additional advice is required.

Within the Code of Practice, pupils can move when their needs change. For example, pupils being monitored may move to SEND Support if little or no progress is made despite well founded support that is matched to the child's area of need.

## **Referrals**

This academic year, as well as ongoing additional support from a variety of agencies, we have made new referrals.

Agencies include the following:

- Educational Psychologist
  - Speech and Language Therapy Advisory Service
  - Speech Language and Communication NHS
  - School Family Support worker
  - Speech Language Communication and Autism Specialist Advisory Teacher
  - Speech Language Communication and Autism Specialist Advisory Teacher (Complex Cases)
  - NHS Occupational Therapy
  - NHS Health Practitioner
  - School Outreach Service
  - STEP2 (ADHD referral service)
  - DSPL 8
  - Specific Learning Difficulties Advisory Service
- Play Therapy (Kings Langley Partnership)

## **SENDCo Role**

- Continued liaison and dialogue between specialist-advisory teachers and external agencies has been necessary in the support of pupils with exceptional and complex needs.

- Writing referrals alongside class teachers for external assessment and advice
- Attending SEND LHNF panel meetings.
- Supporting staff in the needs of pupils with advice.
- Continuous liaison with parents, providing support, advice, and feedback including before, during and after assessment.
- Sourcing resources for TAs to support children with need.
- Updating 'monitoring' lists and the SEND register
- Informing and supporting Teachers and TAs in how to move pupils forward after assessment.
- Liaising with HCC SEND Officers.
- Liaising with SENDCos of local secondary schools (transition).
- Supporting the transition of pupils into the next academic year.
- Supporting parents in submitting applications for Education, Health and Care Plans.
- Carrying out EHCP annual reviews.
- Reviewing Provision Maps to ensure all known needs are being planned for.
- Supporting Teachers in planning and reviewing outcomes for pupils with SEND
- Receiving training and networking with local SENDCos, through attending forums
- Disseminating training opportunities to staff and parents
- Planning appropriate training opportunities for staff

### **Intervention/ Support Programmes**

- Small group/1:1 programmes of support take place throughout the school, identified, and managed by the class teacher. These include phonics, number, comprehension, handwriting, spelling, language support, pre-teaching and post-teaching.
- 1:1 phonics & reading
- Daily fine motor skills interventions.
- Social, emotional and mental health support (e.g. play therapy, lunchtime clubs)
- Phonics Intervention: additional groups for children in Years 1, 2 and 3 who have fallen behind in phonics, or those who are at risk of falling behind.
- Transition support

### **Summary**

We aim to support the child and parents, to facilitate the development of the child to help them achieve the best possible education in preparing them effectively for adulthood.

### **Areas for Development**

- Continued staff training for intervention strategies
- Continue to evaluate/review/implement intervention programmes
- Regular reviews of curriculum provision to ensure learning is differentiated where appropriate

- Using information from research to inform future planning in Speech and Language and Dyslexia friendly classrooms
- Develop use of visuals in the classroom and around school
- Develop staff and pupils' understanding of metacognition
- Ongoing staff training to support children with ASD and ADHD
- Work closely with the school mental health lead to develop provision for mental health needs.

## **Appendix**

### **Acronyms A to Z**

ASD Autistic Spectrum Disorder

ADHD Attention Deficit Hyperactivity Disorder

EHCP Education, Health and Care Plan (replaced statements of SEN)

CAMHS Children and Adolescent Mental Health Services

LHNF Local High Needs Funding

HCC Hertfordshire County Council (local authority with statutory responsibility for SEN)

SpLD Specific Learning Difficulties

SEND Special Educational Needs and Disabilities

SENDCo Special Educational Needs and Disabilities Coordinator

SLCN Speech, Language and Communication Needs

TA Teaching Assistant

### **See also:**

SEND policy

Accessibility Plan

Complaints policy

Equal Opportunities Statement

## **SEND Frequently Asked Questions**

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

Firstly, speak to your child's class teacher to discuss their progress and/or any barriers to learning. If further support is needed, the teacher will liaise with the SENCo in school. You can also arrange a meeting with the teacher and/ or SENCo to discuss the next steps.

### **How will school support my child?**

Every child is different, so the level or types of support given will be dependent upon the individual child's needs. As well as identifying children to access small group interventions, the class teacher will adapt their own class practises to accommodate the child initially, before seeking advice and support from the SENCo. If necessary, the SENCo and teacher may liaise with outside agencies where targeted/ specific support is required. The class teacher keeps a record of all of the additional support he/she

has put in place on a Provision Map which is updated termly and this document runs alongside the SEND register. This includes children who have been identified as having a SEND as well as those children who are being monitored. Support is carefully matched to individual needs and documented here. If a child requires significant support to access the mainstream curriculum, school may apply for extra funding for adaptations to the building, curriculum and staffing, as necessary.

### **How will the curriculum be matched to my child's needs?**

Again, as the needs of each child are so varied, support will be given as appropriate to the child's needs.

This may come in the form of one of the following:

- a behaviour or 'Reward' chart, Action plan,
- Adaptations of work within class;
- small group intervention or pre-teaching for Core subjects (English and Maths);
- use of specific resources or adaptations to the equipment used;
- support from teaching assistants within class;

### **How will I know how well my child is doing and how will you help me support my child's learning?**

Each year, we hold two Parent's Evening for all families in school. You can arrange to meet with your child's teacher to discuss their progress at these meetings. You can also arrange to meet with the SENCo, if you wish to discuss your child's needs and/or provision.

As well as this, teachers are always willing to meet parents/carers at other times throughout the year.

Children with an Education Health and Care Plan will also have a formal Annual Review, wherein all parties working with the child (including parents/carers) will be invited to attend and to discuss the child's progress and on-going needs.

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

As well as the general expertise of school staff and our SENCo, we are also able to call upon a wide range of external services to gain advice and support for individuals or groups of children within school.

These services include (and are not exclusive to):

- A Speech and Language Therapist
- Educational Psychologist;
- Occupational Therapist;
- Play Therapy, general counselling;
- KLS Schools and Family Support Service;
- SPLD base;
- School nurse;
- Child and Adolescent Mental Health Services (CAMHS);
- Dacorum Educational Support Centre (DESC)

**How will my child be included in activities outside the classroom?**

All children are given the opportunities to partake in extra-curricular activities and trips. Every effort will be made to ensure that children with Special Educational Needs and Disabilities (SEND) are supported by whatever means necessary to join in and enjoy these activities.

**How are the school's resources allocated and matched to children's SEND?**

The school is funded on a national formula per pupil. All schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEN who are on the school's Inclusion/SEN register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000. The school uses the funds to put appropriate support in place to meet the specific needs of a child. The look of this support will depend upon the child's individual needs.

**How is the decision made about what type and how much support my child will receive?**

Initially, each class teacher is responsible for providing in-class support for the pupils in their class through Quality First Teaching. If further support is required, the teacher will liaise with the SENCo and School Leadership Team. The SENCo is responsible for seeking external support for children, if required.