



# **SEN INFORMATION REPORT**

**REVISED JUNE 2024**

**SEN INFORMATION REPORT BASED ON THE MODEL  
DEVELOPED BY REPRESENTATIVES FROM  
HERTFORDSHIRE PARENTS AND SCHOOLS**



# HOW DOES THE SCHOOL KNOW IF CHILDREN/YOUNG PEOPLE NEED EXTRA HELP?

Teachers assess children continuously through a combination of informal and formal methods. Activities are adapted to meet the needs of individual children who may need additional support or those who need additional challenge.

Some children may occasionally require additional individual or small group support to enable them to remain on track with their peers.

Strategies used for additional support and individual targets are recorded on the School Provision Map which is reviewed by Staff at the beginning of each term. The impact of interventions are evaluated termly

If a child is not making anticipated progress despite interventions this may be indicative of a deeper underlying barrier to learning requiring further investigation which may involve seeking advice from external professional bodies

Discussions between parents, class teacher, support staff and a SENCo will plan for the next steps and gain consent for any involvement from external professionals.

# EDUCATION HEALTH AND CARE PLAN (EHCP)

Where significant needs are identified which are likely to continue throughout a child's education then it may be appropriate to consider assessment for an Education and Health Care Plan (EHC plan)

Parents play a key role in this process. They must consent and are fully involved in each stage of the process.

In partnership with the class teacher, SENCO and parents, an application for EHCP will be submitted to the Hertfordshire SEN team and an EHCP may be issued.

EHCPs are reviewed annually to formally evaluate the effectiveness of provision on your child's wellbeing and progress

# WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?



SHOULD YOU HAVE YOUR OWN CONCERNS REGARDING YOUR CHILD'S EDUCATIONAL NEEDS THEN YOU ARE ENCOURAGED TO MAKE AN APPOINTMENT TO DISCUSS THESE WITH YOUR CHILD'S TEACHER AND /OR THE SENCO AT ANY TIME.



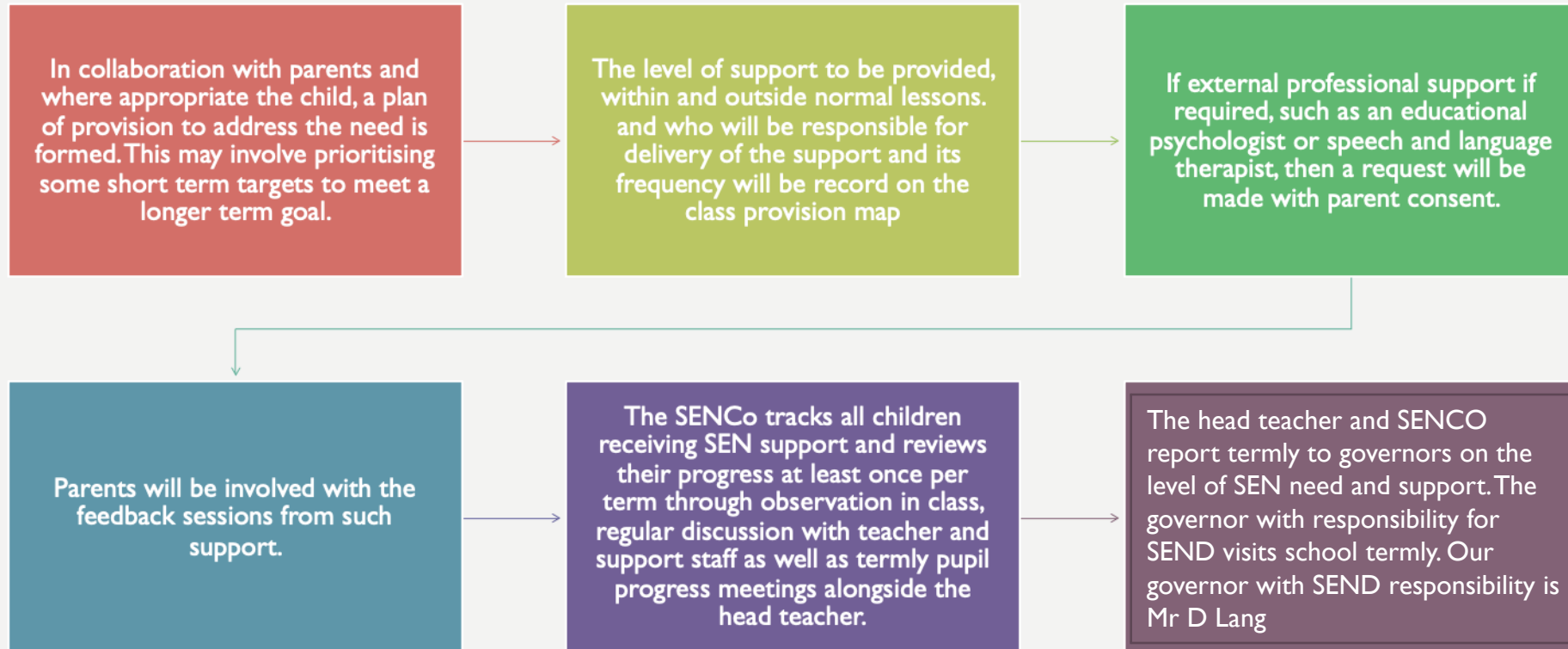
CONTACT YOUR CHILD'S CLASS TEACHER VIA THE SCHOOL OFFICE OR A NOTE IN THE HOME SCHOOL DIARY



CONTACT MRS OVERETT (SENCO) VIA THE SCHOOL OFFICE

Please also refer to our SEN flow chart on the school website for more information about the SEN provision process

# HOW WILL SCHOOL STAFF SUPPORT MY CHILD?



# HOW WILL I KNOW HOW MY CHILD IS DOING?

- Termly parent's consultation evenings where teachers discuss the progress of children give valuable feedback regarding the success of intervention
- Annual written reports are also provided for all children, which will make reference to any SEN support provided
- For children receiving SEN Support - additional meetings are held with the teacher (and if required the SENCo) to discuss progress against the child's individual targets and the agreeing of new targets.
- Additional meeting to feedback on recommendations from any external professional advice will also be held.
- Short discussions may take place before school or at the end of the day regarding specific issues or events and /or through the use of the home/school diary and if requested a more detailed SEN communication diary
- Regular contact with parents is vital and parents may always make an appointment to see their child's teacher or the SENCo.



# HOW WILL THE LEARNING AND DEVELOPMENT PROVISION BE MATCHED TO MY CHILD'S NEEDS?

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Children with SEN will participate in all lessons along with their peers and any support will be provided within the classroom.

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Teachers will differentiate activities to allow for particular needs or difficulties. This may take the form of a slightly different task based on the same teaching input or different outcomes expected from children on SEN Support.

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Reasonable adjustments will always be made with regard to: materials, resources and the learning environment.

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Although avoided where possible, it may be necessary for a child with SEN to leave the class with a teacher or teaching assistant to undertake an additional or different task aimed at closing a learning gap, pre-teaching of subject vocabulary/knowledge or consolidation of skills required for a future lesson

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The provision provided and its success will be kept under constant review and adapted accordingly.

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The child's view of the support provided and its effectiveness will always be taken into consideration and provision will be adapted as a result.

# WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

- Some children may have social and emotional difficulties which may form barriers to learning and affect their confidence.
- Children's emotional literacy is developed across the whole school with a consistent approach to the teaching of emotional literacy and regulation. Every classroom has visual prompts for daily 'check ins'.
- Individual and group support sessions are used as opportunities to explore these areas and discuss the child's concerns. These may take the form of 1:1 support in Emotional Literacy sessions or through a Lego Therapy Programme with trained staff.
- Social stories may be used or 'Circle of Friends' activities when appropriate.
- Our 'Rainbows' pastoral support programme is a powerful tool for talking and sharing helping to approach difficult subjects in an age appropriate way – see website for more information.
- It may be appropriate to involve the use of external agencies such as CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes.
- Other options could include the use of a Families First Assessment to support the whole family in managing a child's needs.
- Children with medical or physical needs will be supported appropriately to ensure any barriers to learning are minimised (See Medical Needs Policy).





Every class has at least one teaching assistant present in class throughout the working day.



All our support staff attend professional development training to enable them to provide appropriate support for all children including those with needs including reading and writing strategies, supporting speech and language development, maths support and supporting children with autism.



When a child has specific physical needs staff will receive appropriate training if this is a new need to the school. In the past we have supported children with cerebral palsy and cochlea implants.



If the school needs the support of outside professional advice in order to meet the needs of a child more effectively then, with parental approval, this will be requested.



Teaching assistants help to deliver support programmes developed by outside agencies such as: Speech and Language therapists, Educational psychologists, SPLD(Specific Learning Difficulties such as Dyslexia and Dyspraxia) base teachers, autism support and CAMHS support workers.

# WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

# WHAT TRAINING HAVE THE STAFF, SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND, HAD OR ARE HAVING?

All support staff are trained in 'Little Wandle' supporting phonics reading skills for all phases and can support children's reading from any point. This includes a 'Keep Up' programme for children who are at risk of falling behind with the acquisition of phonics and reading as well as a SEND programme.

Likewise all support staff receive training to enable them to effectively support writing development and mathematics.

All our staff, including teaching staff, support staff, MSAs and office staff, have received training for supporting children with autism and ADHD.

All staff in school work with external professional services to gain expertise and training such as Rivers ESC Behaviour Support Team, Emotional Wellbeing and Behaviour Special's (EYFS) Speech and Language Therapy, SLCN and Autism Team.

Several have supported children with physical needs involving wheelchairs, cochlea implants and ileostomy bags.

Needs that arise that are new to the school trigger new training needs which are addressed at the earliest opportunity.



# HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

If your child is in receipt of SEN support then you will be invited to at least one focussed review meeting per term to discuss progress against targets and setting of new targets. You are welcome at any time to discuss current needs and support strategies that can be implemented in school and at home.

In addition to these will be the usual termly parent consultations and the annual school report to parents.

There may also be more frequent communication as required through the a communication book or Tapestry / SeeSaw, during handover at the gate or through additional meetings related to observation/consultation visits by external professionals.

Periodically we offer parent workshops focussed on supporting topics such as reading, maths homework, internet and e-safety and research projects.

Regular SEN parent coffee mornings are also hosted at St Thomas' to ensure parents develop a network of support in the parent community sharing ideas, strategies and just having a chat!



# WILL I BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION?



# HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

To date we have always been able to include **all** children, including those with SEN and disabilities in educational trips, sports activities (including swimming, athletics, Tag Rugby)); and residential adventure activities.

Visits are carefully planned with all children in mind. The planning process normally involves pre-visits to the site where the needs of children with SEN and disabilities can be identified and discussed with site staff; the completion of a Risk Assessment and behaviour management plans for individual children as required.

It may be necessary for an adult to be assigned on a one-on-one basis to a child with SEN to assist them in obtaining the most out of an activity, assisting with understanding of instructions, working with others, managing equipment etc.

# HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?



St Thomas' has had a full disability access audit completed and has developed an annual action plan from this to ensure it continues to move towards a fully accessible school. The review of this annual action plan is available on the school website.

The school site sits on a steep slope and comprises buildings from the 1850s, 1920s, 1950s and 1960s. The main buildings sit on five different levels connected by flights of stairs. All stairs have high visibility nosings.

The lower level is accessible through a lift at the front entrance. The remainder of the site is accessible via a series of slopes and ramps around the outside of the buildings.

The toilets in Early Years may be adapted for wheelchair use and changing when required. We have a large toilet cubicle in KS2 that is adaptable for disabled use. We also have access to a modern fully equipped adult disabled toilet in the church directly opposite the school.

# DISABILITIES AND EQUALITY

## Admissions and Induction

Where it is appropriate children with disabilities may require additional induction on admission to our school. Additional opportunities for planning meetings to ensure resources and the environment are prepared to meet the needs of the child may occur prior to induction. Further opportunities for the child to visit the school, experience the environment and meet staff may be timetabled to ensure children and parents feel confident prior to starting at St Thomas'. For further details regarding admissions please see Admissions Policy.

## Equality vs Equity

We are committed to meeting the needs of all children. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

Children are provided with 'what they need to succeed' in order to make the same rate of progress as their peers in conjunction with their developmental stage. All children need different resources to support their learning and their ability to access the environment and curriculum. Some children may require additional resources to help them to achieve. These may include, but are not restricted to; adult support, ergonomic seating or equipment, additional sensory stimulus breaks, a differentiated curriculum, visual aids to communicate or plan activities, hearing loops or visual supports, differentiated time table or environment / area to access learning in.

Through regular PSHE sessions we teach the differences and similarities between different groups of people and individuals and support all of our children to have a secure understanding of others differences and needs in order to succeed. Children are taught tolerance and respect towards all peers despite their disabilities or differences.

## Curriculum & Delivery of information

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modified teaching materials, equipment or lesson content, or offer alternative activities where children are unable to manipulate tools or equipment. Teacher's and support staff work with the child and the parents to decide where challenges are apparent and what resource or strategy could be used to overcome these barriers. These are then regularly reviewed at parent meetings to ensure a strong partnership between home and school to meet the best interest of the child.

# **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?**

For children with existing identified SEN joining the school, the SENCo will contact the SENCo at the child's previous school to ensure all information and support plans are effectively transferred.

With children in Early Years, staff may pay home visits and visit the child in their setting in order to assess the level of need and support which may be required at St Thomas'.

In the summer term we have weekly transition sessions so children become used to the environment they will be moving to. The need for additional support is considered and transfer discussions take place between the teachers and support staff concerned.

When children with SEN transfer to secondary school the teacher and SENCo will meet with the SENCO from the secondary school to transfer all necessary information. Usually the SENCo at the new school will meet with parents and invite the child to visit the school prior to the main induction day.



# HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

The school receives a small budget for SEN provision.

This funding is used for the employment of support staff to assist children with SEN and to provide additional resources that may be required to aid their learning beyond the resources commonly used by most other children.

The funding provided does not cover the full cost of our SEN support staff and resources. Governors try to ensure that sufficient funds are budgeted to meet the needs of SEN Support based on the needs across the school community.

To meet some children's needs, additional funding may be required. This is allocated either by Local High Needs Funding (LHNF) or by the Hertfordshire SEN team at the point of a child's EHCP being formalised. This is then reviewed annually and the need reassessed. It is not commonly promoted or advised for children with SEND to have 1:1 support in the form of an additional adult. For some children this is a beneficial resource in order to deliver highly personalised curriculum and provision outside of what is available as part of high quality teaching and reasonable adjustment. The SENCO in conjunction with Head teacher will plan for how EHCP funding will be spent to best meet the needs of the child based on advice and current research.



# HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?



The level of support is determined initially by the classteacher and SENCo prior to the establishment of the SEN Support provision on our school provision map. This is then discussed with parents.



Support will be provided in class wherever possible on either an individual or small group basis. Isolation of children for support is kept to a minimum.



Additional funding to support your child's needs will be allocated by the Hertfordshire SEN team at the time of EHCP review.

# 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?

- Further information on the Local Offer of services and provision for children and young people with special educational needs and disabilities within Hertfordshire parents can be found at:

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer).

For further advice and support please contact SENDIAS

<https://www.hertssendiass.org.uk/home.aspx>



# WHO CAN I CONTACT FOR FURTHER INFORMATION?

The first point of contact is always the class teacher. For children with SEN then it may be appropriate for joint meetings with the teacher and the SENCO

The SENCOs at St Thomas' (Mrs Overett and Mr Booth) have undertaken full accreditation training in this role. They are responsible for initiating the involvement of any external professionals and for overseeing the administration and monitoring of all children receiving SEN support.

If parents are unhappy with the support being provided for their child then they may wish to discuss this with the headteacher.

If a concern remains then parents may follow the complaints procedure to be found on the school website.

