



Cunningham Hill Junior School

School Offer

(SEN Information Report)



March 2018



Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The four broad 'areas of need' (as outlined in the Code of Practice 2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

At Cunningham Hill Junior School, we acknowledge the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. Provision for pupils with SEN is a matter for the school as a whole. As a school we follow the Code of Practice Graduated Approach (See Appendix 1)

We offer a range of provision and interventions to support children with SEN (See Appendix 2)

1. How does Cunningham Hill Junior School know if the children need extra help and what should I do if I think my child may have special educational needs (SEN)?

The identification of SEN is built into the school's overall approach to monitoring the progress and development of all pupils. The benefits of early identification and making effective provision have been proven to improve the long-term outcomes for the child.

There are a number of ways a child may be identified as having special educational needs.

- The school assesses each pupil's current skills and levels of attainment when they start in Year 3, alongside records received from Key Stage 1.

- Regular assessments of progress are made for all pupils and any child making less than expected progress in relation to their age and individual circumstances is then investigated further. This can include progress in areas other than attainment, for example with wider development or social needs.
- Teachers and teaching assistants, alongside the Special Educational Needs Co-ordinator (SENCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.

If you have a concern about your child and you think they may have a special educational need, the first person to speak to is their class teacher. Following this, a conversation with the SENCo, Mrs Pegg, may be needed to determine the next steps.

2. How will school staff support my child?

- Class teachers have overall responsibility for planning and teaching the curriculum, ensuring the learning is differentiated for all abilities and learning styles.
- If special educational needs are identified, the class teacher, supported by the SENCo, will seek to match provision to the needs. This may be within the class or as an intervention for a small group or on an individual basis.
- If your child has been identified as having special educational needs they will be added to the school's SEN Register, which is kept by the SENCo. This is a list of all the children in the school with SEND and details their specific needs. It allows the school to monitor and track the children efficiently.
- All staff working with the child will be made aware of the relevant strategies and provision that is required to be in place for the individual child. The SENCo is responsible for ensuring all relevant staff have the required training to be able to best support the need.
- Cunningham Hill Junior School aim to provide a consistent, high-quality response to all children's needs.

- The impact of interventions is monitored closely through observations of the children during lessons, playtimes and interventions, as well as regular meetings and looking at the children's progress in terms of assessments, work in books and teacher/pupil/parent voice.
- Appendix 1 shows the range of provision and interventions we may offer to support children within the school, according to need.

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

We aim to ensure that parents have every opportunity to know about their child's progress.

- All children in the school receive an annual written report, currently in the Summer term.
- Parent Consultation evenings in the Autumn and Spring terms.
- For those children on the SEN register, parents and their children are also invited to attend an SEN Review meeting once a term to review previous targets and plan new ones, along with a discussion about the child's needs and provision in place.
- Other means of communication may also be put in place where appropriate, for example Home-School books, weekly catch-up meeting, email/ telephone conversations.

Class teachers and the SENCo are always happy to arrange a time to discuss your child's progress at other times.

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

- Children in all of the classes are working across a broad range of competence within all curriculum areas and within their own personal development.

- As a result, teachers plan to ensure there are a range of activities to suit the different needs within the class, based on their knowledge and assessments of the children's learning.
- Children with SEN who are working at a considerably lower level than the rest of the class may need additional and different learning activities in some subjects.
- Wherever possible, we aim to develop the children's ability to become independent learners.

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

At Cunningham Hill Juniors we take the wellbeing of our children very seriously. We believe in a partnership between school and home to support your child in all aspects of their life. We have a strong culture of Growth Mindset in the school and are developing the use of mindfulness.

We have a nurture room which is used by a number of groups and individuals throughout the day, both in a timetabled and on a less structured basis.

The school buys in a certain number of counselling and mentoring sessions through the St Albans Plus team (formerly VISTA) and Hertfordshire 'Counselling in Schools' service.

Our Family Support Worker, Sheila Thorpe, works with a range of children and families. She provides one-to-one support to some of the children within school, as well as offering advice and support to parents and carers.

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

The school has access to a wide number of specialist services including:

- Windermere SpLD Base – advice and support for children with specific learning difficulties in English and Mathematics
- Speech & Language Therapy
- Communication Disorders Team - supports children on the autistic spectrum and children with communication difficulties
- School Nurse
- Occupational Health
- Educational Psychologist
- Specialist school outreach services
- Low Incidence Team – supports children with visual impairment, hearing impairment, physical and neurological impairment
- The SENCo will often liaise with community paediatricians and other healthcare professionals, however parents' should access these services through their GP in the first instance.

7. What training have the staff, supporting children with SEND, had or are having?

- At Cunningham Hill Junior School we believe your child's learning needs will first be met through 'high quality first teaching', delivered by the class teacher(s). This means the effective inclusion of all pupils in high-quality everyday personalised teaching provided by the class teacher.
- School staff have extensive experience in working with children with a wide range of special educational needs.
- The school also has access to external agencies who may be able to provide advice, training and further assessment where needed.
- Staff receive training on a regular basis from the SENCo, other members of staff and outside specialists.
- The SENCo, Mrs Pegg, has completed the Special Educational Needs Award accreditation.

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

The class teacher(s) and SENCo are available to discuss any concerns you may have regarding your child's learning. They will be able to suggest strategies and/or work that could be used at home to further support your child.

Sometimes it may be appropriate for the class teacher or SENCo to send specific work home to target a child's area(s) for development.

In the Autumn term we hold a 'Meet the Teacher' evening for parents to find out more about class routines and expectations.

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

As in section 3.

We value parental involvement in all aspects of your child's education. As well as the more formal meetings throughout the year, you may be asked to come in to discuss your child's needs at any point during the year. In the same way, we welcome parents coming to speak to school staff throughout the year.

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

- We ensure that all children are able to participate in all aspects of the school's life and activities.
- When planning outside activities and trips, the individual needs of all our pupils are taken into account.
- Where necessary we will consult with parents and make adaptations as required to support the child.



11. How accessible is the school environment?

- The school's Accessibility Plan sets out our aims to ensure the school is accessible to all regardless of their individual, social and personal circumstances. This can be found on the school's website.
- Cunningham Hill Junior School believes in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.
- The majority of the school is accessible for wheelchair users.

12. Who can I contact for further information?

- Our Special Educational Needs Co-ordinator (SENCo) is Mrs Lucy Pegg. Further information about our SEN provision in school is available from Mrs Pegg, who is always happy to arrange a time to meet and discuss your child's needs.
01727 852911
lucy.pegg@cunninghamhill-jun.herts.sch.uk
- Our school governor with responsibility for SEND is Catherine Carver-Hill.
- On a daily basis, any enquiries about your child's learning should be directed to the class teacher.
- Our complaints procedure sets out the steps to take if you are unhappy with the response you receive.

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?

- In the summer term of Year 2, before the children start with us, they have a number of visits to the school to meet their new teacher and familiarise themselves with their new school. For those children with SEND, further visits can be arranged and this is arranged by the school SENCOs. The SENCOs meet to pass on any information and paperwork. The class teachers also have meetings to provide staff with information.
- Transition between year groups within the school is supported by meetings between the class teachers to pass on information. The

teaching assistants also have a transition meeting to pass on further, more detailed, information relating to the interventions and support individual children have received in order to maintain some continuity.

- Pupils moving to Secondary school at the end of Year 6 will all complete a visit to their new school. Those children with SEND may make additional visits which will be arranged between the school SENCos. Secondary school staff will also visit the school in the Summer term to be given information on the children's learning and social profiles. Copies of children's SEN paperwork is also passed on to the secondary schools prior to them starting there.
- Our PSHE (Personal, Social and Health Education) curriculum supports all our children with developing the skills needed to support them during periods of change and transition.
- The school has a joint Transition Policy with Cunningham Hill Infant School.

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

- The school receives a notional SEN budget from the based on a set formula. The Headteacher, Governors and SENCo use a strategic approach to ensure the financial resources are used effectively to support the progress of pupils with SEND.
- On occasion it may be possible to apply for Exceptional Needs Funding (ENF). The SENCo works with colleagues in the SEN Cluster (group of local SENCOs) to share good practice and ways to support our children with SEND.

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

- The amount of support your child will receive will be decided between the class teacher and SENCo. This will be done in collaboration with the pupil, parents and any external agencies involved.

- All provision of support will be decided against the individual child's key areas of need, balanced carefully against ensuring the children develop into successful, independent learners.
- Section 2 above and Appendix 2 shows the range of provision and interventions we provide to support children within the school according to need.

16. 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?

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEN on its website:

www.hertsdirect.org/localoffer