



SEN Information Report – Cunningham Hill Junior School 2019-20

Welcome to our SEN Information Report.

Cunningham Hill Junior School is a centre of excellence for happy, caring, confident and independent children who achieve their potential both socially and academically. Staff, pupils, parents and governors at the school show mutual respect, good manners, commitment and a feeling of friendship and community (our vision statement).

At our school we currently have 19.6% of the school community with SEND, compared to 14.9% nationally and 14.5% in Hertfordshire. This was last updated in December 2019. The primary need for Educational Health Care Plans is Autism. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory/Physical Needs.

This report has been written with guidance from the SEND Code of Practice (May 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014, relating to school systems for responding to the needs of pupils with SEND. It has also been collaboratively produced using a parent forum meeting and gaining the views of our parents and how they perceive the SEN support at Cunningham Hill Junior School.

What is the Local Offer?

The Local Authority Local Offer

- From 2014, Local Authorities and schools are required to publish and keep under review, information about services they expect to be available for the children and young people with SEN aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the Local Authority Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

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1a. How does the school know if children need extra help?

- The school assesses each pupil's current skills and levels of attainment when they start the school 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 (SENDCo), use their experience and professional expertise to identify learning needs and suggest appropriate action.
- If the class teacher identifies a child, who would benefit from further support, they will complete a referral form to the SENDCo or have a verbal conversation, which will be reviewed and followed by a SENDCo observation (the class teacher will inform the parents of the SEN journey before this takes place). The child could be placed on the cause for concern register as more investigation takes place.
- Special needs checklists may be used to aid identification during observation and the children can be asked to complete activities (tests) with the SENDCo to further identify and understand their needs.
- Feedback will be provided to parents with a face to face meeting being set up and a graduated approach will be used to support their child if this is needed – an assess, plan do and review will be discussed with parents and quality first teaching methods put in place.
- SMART targets will be reviewed half termly with parents via a support plan and meetings with the class teacher
- The child will be placed on the SEN register with agreement from parents.
- Parents can raise concerns with any member of staff and the SENDCo can contact them if they would like to have a discussion about this further.
- Children can raise concerns with teachers, SENDCo and parents at any time during the school day, their targets are discussed weekly to identify how the support can be personalised if necessary.
- Children's views are very important and these are completed as an about me sheet with the class teacher, therefore providing us as a school with as much information about the child as possible.

1b. What should I do if I think my child may have special educational needs?

- Contact your child's class teacher or SENDCo – the SENDCo can signpost you to other supportive information or agencies.

SENDCo – Emily Watson

01727 852911 – this number is for the school office, the SENDCo will return all calls

or

emily.watson@cunninghamhill-jun.herts.sch.uk

2. How will the school support my child?

- All children will have regular support from a teacher in class – the class teacher will provide high quality teaching and implement a range of reasonable adjustments to support any child who needs it. They will also write the targets on their support plan for SEN children.
- Teaching assistants – are trained in supporting children in a range of intervention programmes and whole class support in general tasks to help with understanding.
- SENDCo will help support SEN children and provide strategies, whilst also working in small groups on different interventions. They will also make referrals to any outside agencies that could support your child.
- The Headteacher will ensure that all the needs of the children are being met throughout the school.

- The school governors will monitor SEN and the impact the school has on the progress of SEN children.
- Provision is provided based on the needs of the children, data and general wellbeing helps inform us to an extent, however teacher and parent feedback is also important in how we decide to support your child.
- All parents/carers are involved from the beginning with consent and also the implementation and development of the Support plans with individualised personalised SMART targets.
- We have support plan meetings with teachers, children and parents and the SENDCo (if necessary)

We also provide:

- Small group work
- A range of resources to support individual learning needs e.g. ear defenders, punctuation pens etc...
- Speaking and listening interventions
- Social skills support
- Specialist adult support
- Delivery of planned programmes
- Buddy systems e.g. paired reading

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

- The school will review the learning of your child on a regular basis, this will include intervention progress, whole class progress towards age related expectations and their general wellbeing. This is formally done half termly, however if there is need to do this earlier, for example if a child is in crisis, then it will be completed as soon as possible with all members of staff that are involved.
- We monitor provision by getting feedback from the teachers, teaching assistants and children. We also look at how the children have progressed and if the intervention is making a difference, based on their original baseline of their targets on their support plan.
- We have support plan meetings with teachers, children and parents to feedback on progress.
- There are EHCP annual review meetings with teachers, parents, children and outside professionals.
- You can have regular meetings and phone calls with the class teacher and SENDCo (this can be every day if necessary)
- Open door policy with SENDCo
- Parents evenings
- Formal reports
- Parents and children are encouraged to contact the school if they would like more updates and to talk about any of their provisions or targets in more detail.

4. How will the schools approach to teaching and learning be matched to my child's needs?

- High quality teaching and reasonable adjustments will be made accordingly for every child.
- Use of a personalised curriculum – using what the children like, to focus their learning.
- Differentiation - use of differentiated tasks in all lessons, based on a medal system e.g. bronze, silver and gold, the children can progress through these. No matter the child's understanding of learning they will always be provided with learning that suits their journey, even if it is not via the medal system.
- We adapt and change the curriculum based on the personalised needs of our children, not all children learn in the same way and we want them to do it in the easiest way for them.
- A range of specialist targeted interventions, which are provided by our teachers and teaching assistants e.g. Toe by Toe, drawing therapy etc.....
- Graduated approach – assess, plan do and review – SMART Targets. We plan what we think may work for that individual, complete it and then review what has worked and what hasn't, we will then assess where your child is at and look at a suitable way forward.

- The school works with parents and children in discussing targets and provision and gains consent whilst also listening to parents suggestions, as they know their children best.
- Children have to give their consent to any interventions or reasonable adjustments made; they can decide at any time to stop them and can talk through with an adult why they have them.

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

- Mental health lead practitioner – Miss Shennan and Miss Fox
- Support from family support worker – Sheila Thorpe
- Time to talk sessions with a TA
- Individualised anxiety mapping completed by the SENDCo
- SENDCo can make referrals to NESSIE, mental health support with art therapy etc..
- We have a trained teaching assistant in school who can work on drawing therapy with our most vulnerable children.
- Mental health services – CAMHS and PALMS
- Clear procedures for the administration of medication, with records updated timely and signed off by the member of staff

<https://www.cunninghamhill-jun.herts.sch.uk/wp-content/uploads/2019/12/Adminstration-of-medicines-policy-REVIEWED-OCT-19-1.pdf>

- Behaviour and Discipline incorporating Anti-Bullying Policy – response and prevention to both behaviour and bullying, we have this approach to avoid exclusions

<https://www.cunninghamhill-jun.herts.sch.uk/wp-content/uploads/2019/12/behaviour-discipline-incorporating-anti-bullying-Reviewed-Oct19.pdf>

- School approach using STEPS – Ms Elbourne-Cload is the lead
- Reward system – golden time and house points
- Children involvement in school council
- Mindfulness colouring club at lunchtimes
- Mentoring via the Vista service

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

SENDCo- Emily Watson – SEN National Award – achieved in August 2015

All Staff:

- STEPS Training
- Autism Training
- Paediatric first aid training

Specialist Staff are trained in:

- Read, Write Inc
- Phonic Track
- Numicon
- Strategies from the SPLD base
- Drawing Therapy
- Nurture therapy
- Play therapy

Individual members of staff have been trained in how to teach different interventions, including social groups and nurture groups. All members of staff have received training on all aspects of different SEN, identification and strategies.

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

- Miss Ellis (TA) – trained in drawing and play therapy, as well as nurture groups
- Mrs Orvis – Higher Level Teaching Assistant
- Mrs Brady – Strategies from the SPLD Base
- Collett Outreach
- Links Outreach
- Link Speech and Language Therapist
- Link Autism Lead
- Link Occupational Therapist
- Educational Psychologist

Any additional support with outside agencies can be discussed with the SENDCo, who will talk to the relevant agency and make the relevant referral form. These discussions can come from teachers, parents and children and with everyone's consent.

Please follow the link to support services for parents of children and young people with SEND, this includes SEND Information and Advice Support Service (SENDIASS)

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-parents-carers-and-families/services-for-parents-carers-and-families.aspx>

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

- Please see our homework policy for more information on how to support your child at home

<https://www.cunninghamhill-jun.herts.sch.uk/wp-content/uploads/2019/12/Homework-Policy-Reviewed-Oct-19-.pdf>

- All homework activities are differentiated based on the needs of the child
- We can provide homework electronically or in a book depending on preference
- Parent training and groups offered by DSPL7, these are included on the school website, newsletter and emails to parents
- ADD Vance courses
- SENDCo and class teachers can provide at home activities based on individual needs e.g. a sensory programme

9. How does the school enable constructive partnership working with families?

- Regular meetings with parents, when there is a need
- Referrals to the appropriate professionals with parental agreement
- Parent forum to collaboratively create the SEN information report and the SEN policy. Parents can share their views and ideas and what they believe is working well and what isn't.
- Parent forums will take place at the end of each term to discuss provisions and how the school can improve this for the parents and children
- We have a school council, which enables us to gain the views of our pupils and get the feedback on a variety of aspects of the school community
- The school council has members of the SEN register on it. In year groups where they are not, all children's views are gained in class and taken back to the school council, so that all pupils views are heard.
- Liaison with a wide range of professionals
- Use of CAF process to support families

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

- Supporting children with medical conditions;

<https://www.cunninghamhill-jun.herts.sch.uk/wp-content/uploads/2019/12/supporting-Children-with-medical-conditions-in-school-reviewed-Oct-2019.docx.pdf>

- Individual risk assessments when on trips to ensure they are safe.
- Collaboration with parents – how can we help your child? What do they need to make them feel safe and happy?
- Reasonable adjustments will be made to ensure that every child is included in all aspects of school life, including school trips

11. How accessible is the school environment?

- The acoustics of the classrooms checked – door stoppers can be placed to reduce noise and ear defenders worn by individual children
- Signage is at child height and font is adjusted when needed
- Safe spaces/calming areas
- Nurture room
- Ramps
- Disabled toilet and washing facility
- Clear procedures for administration of medication
- <https://www.cunninghamhill-jun.herts.sch.uk/wp-content/uploads/2019/12/Administration-of-medicines-policy-REVIEWED-OCT-19-1.pdf>
- Health care plans
- Paediatric trained staff in school
- Access to school nurse
- Regular training for staff
- Accessibility policy and accessibility audit 2002 has been completed

12. Who can I contact for further information?

SENDCo – Emily Watson

01727 852911

emily.watson@cunninghamhill-jun.herts.sch.uk

- If you are unhappy with the SENDCo, then please contact the Headteacher – Ms Elbourne-Cload.
- A parents first point of contact is their child's class teacher, any information can be passed onto the SENDCo and Headteacher. If needs be they will then contact, you directly.
- Please also see our complaints policy for more information

https://www.cunninghamhill-jun.herts.sch.uk/wp-content/uploads/2019/12/school_complaints_model_procedures-reviewed-Nov-2019.pdf

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 days
- Extra transition days
- Information sharing with schools, visits and phone calls to the SENDCo's in the new school
- We also share all documentation such as the support plans, strategies and paper folders, so that the school can get the best picture of the child
- Preparation days
- Feedback meetings can be had with parents and children
- The SENDCo provides a listening ear and advice at all times, to discuss any worries or concerns

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

- SEN budget is allocated e.g. 1:1 support, specific SEN resources (ear defenders)
- Exceptional needs funding, this is applied for by the school to support children with exceptional needs – however the framework is changing for this. This will be updated on here, once it is finalised.
- We also have pupil premium funding, and teachers who work directly with the children to monitor their progress and support this.

15. How are decisions made about the range of support my child will receive?

- Parent involvement at all steps
- Graduated approach – assess, plan, do and review – are these resources working how they should?
- Children are involved in planning their own provision and providing their views – will it work for you?
- Suggestions are made by professionals

16. Where can I find out about the local authority's local offer of services and provision for children with SEND?

If you need more help and support finding out about special educational needs and disabilities within Hertfordshire there is more information provided by the local authority, this can be accessed from:

www.hertfordshire.gov.uk/localoffer