



## Crabtree Junior School

# SEN Information Report

## 2017 - 2018

### 1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

**Planning and assessment** – this is always the first stage when deciding and planning the needs and appropriate support for an individual child or group of children. This is done by:-

- Termly Pupil Progress meetings
- Termly tracking of all children by SLT
- Termly tracking of all vulnerable groups by Inclusion Manager
- Half termly evaluation of interventions and impact for pupils by all those delivering the interventions
- Personal Learning Plans (PLPs) using the Assess, Plan, Do Review model – written and reviewed each term with teacher, parents and, where appropriate, the child
- Half termly updates to Class Provision Maps by Inclusion Manager and Class Teachers
- Advice and strategies from professional reports included into PLPs and class planning approaches
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**Communication** - Any concerns about lack of progress are shared with parents and initial discussions about next steps and extra advice discussed. Parents can also make appointment with teacher or Inclusion Manager if they have concerns.

### 2. How will school staff support my child?

#### All children will have access to a supportive environment

- All staff are secure with management of any conditions of individuals within the class as advised and trained by external agencies/therapists and parents
- Modifications to physical environment where necessary as advised by parents and external professionals
- Dyslexia friendly classroom environment
- Uniform picture labelling of resources throughout school
- Visual timetables (consistent symbols throughout school) both for whole class and individuals
- Pre-teaching of vocabulary and strategies
- Ramps to improve wheelchair/Kaye Walker access throughout school
- Visual prompts and reminder cards for developing self-organisation skills
- IT programmes eg. Clicker 6, Numbershark or Wordshark
- Regular use of visual timetables and checklists
- High expectations of all staff of independence of all individuals
- 'Chunking' of activities
- Scaffolding with writing frames
- 'Now' and 'next' cards
- Personalised targets discussed with and referred to regularly with individual child
- Sand timers and other motivators as visual reminders of independent work time
- Personal strategies to moderate sensory processing disorders such as fiddle toys or other sensory diet activities

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

This is done in a wide variety of formal and informal ways: -

- Teaching staff are available at the end of school for informal quick chat about concerns or celebrations
- EHC Plan Review meetings
- eCAF/TAC meetings
- Professionals/parents meetings always attended by Inclusion Manager and/or Classteacher
- Termly consultation meetings with parents at accessible times
- PLP Reviews
- Liaison with staff and professionals in Secondary schools to support children with extra needs during their transition
- Behaviour/PSP plan meetings between parents and school
- Positive and active liaison with a wide range of professionals – Educational Psychologists, Speech & Language Therapists and/or Advisory Teachers, Specific Learning Difficulties Advisory Teacher, Communication and Autism Team, LINKS Behaviour Support Team, Physical and Neurological Impairment Advisory Teacher, Hearing Impairment Advisory teacher, Collets MLD (Moderate learning Difficulties) Outreach Teacher, Occupational Therapists, and Physiotherapists

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

Provision to ensure access to the curriculum:-

- High quality Wave 1 differentiated teaching in the classroom
- Frequent use of Interactive Whiteboard to engage all children in their learning
- Small group support from Teacher and/or Classroom Teaching Assistant (TA)
- 1:1 support in the classroom from a Learning Support Assistant (LSA) to facilitate access through intensive support and/or modified and differentiated resources, where necessary
- Consistent approach to individual needs by all staff
- Specialist seating and equipment for Physical or Neurologically Impaired (PNI) children or personal screen or workstation for child with Autism or ADHD
- Use of a personalised curriculum
- Multi-sensory approach to teaching and learning for individual children
- iPads

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

- Jigsaw PSHE programme which has an emphasis on developing well-being, mindfulness and citizenship
- Consistent approach to individual needs by all staff
- All staff secure with management of any conditions of individuals within the class as advised by external agencies/therapists and parents
- Parent contact session with teacher/Inclusion Manager weekly/frequency agreed by school and family
- Referral to appropriate agencies such as Step 2, CAMHS and LINKS
- Home/School Link book
- Good News book
- Star of the Week Certificates and Smiley Cushions
- Individual sticker reward system to use Busy Box or identified motivators
- Celebration assembly
- Very structured transition programme between Infants and Juniors and the Juniors and Secondary Schools, and, where necessary, between year groups

- Protective Behaviours interventions
- Bright Stars well-being and self-esteem intervention
- Anger Management Programme
- Circle of Friends

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

- Annual EHC plan Review meetings
- eCAF/TAC meetings
- Professionals/parents meetings always attended by Inclusion Manager and/or Classteacher
- Termly consultation meetings with parents at accessible times
- PLP Reviews
- All staff secure with management of any conditions of individuals within the class as advised by external agencies/therapists and parents
- Liaison with other professionals in the Infants to support children with extra needs starting in the Juniors
- Behaviour/PSP plan meetings between parents and school
- Positive liaison and working relationships with wide range of professionals – Educational Psychologists, Speech & Language Therapists and/or Advisory Teachers, Physical and Neurological Impairment Advisory teacher, Communication and Autism Team, LINKS Behaviour Support Team, Collets MLD (Moderate Learning Difficulties) Outreach Teacher, Occupational Therapists and Physiotherapists as well as private Drama and Play Therapists

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

The extra needs of any child are evaluated by school, parents and external professionals BEFORE the child starts at the school, wherever possible, to ensure that staff have the skills to support the child as effectively as possible.

- Relevant staff receive training appropriate to the needs of the children in their care from external providers which recently has included hearing impairment awareness training, moving and handling training, understanding the child with ADHD, ASD awareness, and supporting children with Specific Learning Difficulties.
- In-house training is provided by Inclusion Manager such as supporting children with working memory issues or using practical maths resources to support children having problems in maths.
- The Inclusion Manager is the Autism Lead in the school along with two TAs with significant experience of ASC.
- The Inclusion Manager is the Behaviour Lead in the school and supports staff with the development of behaviour support programmes as well as the management of classroom behaviour.

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

We consider the parents' role is key to developing the appropriate support for the child in school and at home. We work to ensure that there is a consistency of approach for the child by ensuring that parents are as involved in their child's learning as they can be.

- Parent contact session with teacher/Inclusion Manager weekly/frequency agreed by school and family
- CAF/TAC system
- Regular meetings with external professionals and parents as well as school staff
- Home/School Link book
- Good News book

- Workshops on curriculum areas delivered by senior school staff.

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

The parents or carers of any child are the people who know their child best and can provide the key to developing the best support for their child's extra needs. We value the importance of and actively encourage the parents' input in the planning of their child's provision in school. This is done in a number of ways:-

- EHCplan/Statement annual reviews
- Team around the Child/Family meetings as part of the eCAF
- Meetings involving external professionals and school staff
- Meetings requested either by parents or staff which take place when the school day has finished
- PLP reviews
- Parent Forums

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

The extra needs of all children are considered in the planning and design of all external activities. Wherever possible, no child will be excluded from an activity because of their SEN or disability. Where this is not possible, an activity of equal worth that is more accessible is substituted (eg. in PE).

- Ramps from the school buildings ensure easy access to the outside areas
- Appropriate transport is booked in order to ensure good access
- Appropriate risk assessments are undertaken to ensure the safety of all children
- Staff visit any trip destination to ensure that it is accessible and that everything is in place to ensure that all children will benefit from the experience.

## **11. How accessible is the school environment?**

Any necessary modifications are made to the physical school environment before the child starts school, in consultation with parents and relevant external professionals

- Ramps to improve wheelchair/Kaye Walker access throughout school
- Hoist and adjustable height trolley in Disabled toilet
- Regular use of visual timetables and checklists
- Uniform picture labelling of resources throughout school to support children with reading difficulties
- Visual timetables (consistent symbols throughout school) both for whole class and individuals
- Pre-teaching of vocabulary to support children with speech and language difficulties or who have English as an additional language
- 'Chunking' of activities to aid those with poor working memory or poor attention
- Scaffolding with writing frames
- 'Now' and 'next' cards
- Personalised targets discussed with and referred to regularly with individual child
- Sand timers and other motivators as visual reminders of independent work time
- Personal strategies to moderate sensory processing disorders such as fiddle toys
- Individual low-stimulus workstation
- Sound muffling of classroom doors and dining room chairs to reduce extraneous noise and improve access for HI children
- Soundfield system in 4 classrooms

## 12. Who can I contact for further information?

The Head Teacher is Mr Ian Patrick, The Inclusion Manager is Mrs. Anna Baillie-Lane and the Inclusion Support Teaching Assistant is Mrs Marianne Wheeler  
They can be contacted via the school office 01582 623501 or email address - [admin@crabtreejm.herts.sch.uk](mailto:admin@crabtreejm.herts.sch.uk)

## 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?

We have very structured transition programmes between:

### Infants and Juniors:

- There are a number of planned familiarisation visits during the second half of summer term for all Y2 children to Junior school to meet the staff before the children start the school in September
- Y3 teachers visit their upcoming Y2 classes for phonics, maths and literacy sessions.
- Y5 children read with Year 2 'buddy' weekly after June half term so they have a familiar face in the playground when they move up
- Extra visits are arranged for those children who need support with the transition with the Inclusion Manager who works in both schools
- Photo books of school and staff prepared for/with ASD children
- Y3 teacher attends TAC meetings in the Infants prior to the move
- External professionals and parents advise on any necessary modifications to school buildings
- Morning with new teacher in July

### Moving from year to year

- Photo books of school and staff prepared for/with ASD children
- Several familiarisation visits for children who may be concerned about transition
- Morning with new teacher in July

### Juniors and secondary schools:

- All children are visited by their Y7 tutors in school
- Yr7 tutors liaise with Y6 teachers
- InCos at secondary schools liaise with Inclusion Manager
- Extra familiarisation visits/programme is arranged where applicable, for children who may be concerned about transition
- All children have familiarisation day in July at new school

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

School invests heavily in staffing and all classes have a teacher and a well-trained Teaching Assistant.

Learning Support Assistants are employed to work with an individual child who has significant extra needs and requires one to one support continuously.

The school also has a part-time Inclusion Manager who is responsible for ensuring access to the curriculum for all children whatever their needs, and for liaising with all those involved with the provision and support for children with extra needs to ensure that is of the highest possible quality. She is assisted by an Inclusion Support Assistant.

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

All decisions about how much support are made in discussion with parents, the Headteacher, Mr Patrick, and the Inclusion Manager, Mrs Baillie-Lane, in consultation with any relevant external professionals.

**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?**

All this information is available on the Herts for Learning website.  
<http://thegrid.org.uk/leadership/isl/introduction.shtml>

You can also contact Harpenden Plus Partnership who have Parent Support Workers; Claire Belfield and Helen Fitzakerly 01582 623676, who will be able to advise on services available locally and how to access them.

**We recognise that all children have equal worth and it is our approach to use a holistic approach to ensure their progress and development as individuals.**