

Hobletts Manor Infants' and Nursery School SEND

School Information Report

Date: **January 2024**

Review: **January 2025**

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

- Hobletts Manor Infants and Nursery School was awarded the Inclusion Quality Mark in 2010 and reaccredited in 2013, 2016, 2019 and again in 2022. The school was assessed against ten standards and had to provide evidence to show that we met all of these standards through the work we do every day in school. The attainment and progress of all children is monitored regularly by school staff. If there are any concerns about the attainment and/or progress of any child then the class teacher will talk to parents/carers and Vic Warren (SENDCO).
- Attainment and progress will be very closely and regularly monitored and reviewed. If there are still concerns then additional support may need to be put into place after a thorough assessment of the child's needs. This will be done with the class teacher, child, parents/carers and SENDCO.
- If there is an indicator of a range of learning difficulties with external involvement from other professionals then the child will be recorded as having special educational needs (SEN). Parents/carers will be informed and involved throughout this process.
- Parents/carers who are concerned that their child may have SEN issues should, in the first case, talk to the class teacher.

2. How will school staff support my child?

- If a child has been identified as making less than expected progress it may be necessary to organise additional support or targeted intervention. This support could be in a small group of children or 1:1. We have a number of intervention programmes in school, all delivered by highly trained and effective staff.

  Interventions can range from a short daily session to longer less frequent sessions depending on the needs of each child.

- We have intervention programmes in reading, English, maths, speaking, listening and communication, social skills and play therapy to name a few.
- The SENDCO oversees all of the intervention work in school and provides advice, monitoring and links with outside agencies. There is a school governor for SEND who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

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

- All staff have high expectations for every child and ensure all work is appropriately differentiated to ensure that children are making at least expected progress and frequently higher than expected progress.
- Where a child requires additional support to make progress parents/carers are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and the SENDCO and regularly modified.
- School staff meet regularly (at least termly) with parents/carers and professionals to review children's progress and set new targets.
- Some children will have Individual Learning Plans in place with targets. These are regularly shared and reviewed with parents/carers, professionals and children.
- The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by the school's School Improvement Partner and OFSTED.

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

- A detailed assessment will be completed by school staff, parents and carers and the child when appropriate to identify the main presenting needs.
- This ensures that any barriers to learning are identified and affective provision suited to a child's individual needs is implemented.
- Parents/carers and children are consulted throughout the whole process and are key to decisions about what support is needed and will have the most impact.
- For some children who may have complex needs the school may consider applying for an Education, Health and Care Plan after consulting parents/carers about this.

5. What support will there be for my child's overall well-being?

- We follow the Jigsaw scheme of work to ensure that we meet the social and emotional needs of all children in the school.
- We have a whole school behaviour policy which all staff follow and also a "Speak Up Speak Out" policy to prevent bullying and ensure that children would know what to do if they were being bullied.
- There are some staff in the school who have completed the "Protective Behaviours" training and the course in Play Therapy skills. We also have one member of staff who has been trained in 'Drawing and Talking'. These staff are able to work with children who may need additional support with their self-confidence, self-esteem and independence.
- Individual health care plans are written for children with medical conditions and shared with all staff that work with the child.

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

- All staff have undergone training in different areas of SEN to ensure there is a wide range of skills and expertise in all areas of SEN, as outlined below (section 7).
- The school has a link Educational Psychologist and Speech and Language Therapist and School Nursing Team to whom they can directly refer to.
- The School Nursing Team can then refer to different health services: Physiotherapy and Occupational Therapy, CAMHS, Paediatricians and the ADHD Nurse Specialist.
- The school can also access outreach services to gain advice and support: Family Support Workers, DESC,
- and the Advisory Teachers for Communication Disorders and Autism, Early Years SEN and Physical and Sensory Needs.

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

- All staff are trained in First Aid and Safeguarding.
- There are seven specially trained paediatric first aiders in school and four designated staff for safeguarding concerns. The Headteacher is the Designated Teacher for Children Looked After.
- Most staff have completed the beginner's level of Makaton training to support children with speech, language and communication needs.
- The SENDCO has overall responsibility for ensuring that staff working with individuals and groups of children have attended relevant and up to date training.

- Some of the training that staff have recently attended includes: Speech and Language support including Elklan training, dyslexia, English and maths interventions, reading interventions, behaviour strategies, gross and fine motor skills difficulties, social skills groups and drawing and talking.
- The SENDCO regularly attends relevant updates and cluster group meetings to ensure that she has an up to date working knowledge of SEND issues and current legislation.

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

- There are Parents Evenings in the autumn and spring terms and an annual report is written for children in Reception, Year One and Year Two in the summer term. The children in Nursery have an additional Parents Evening in the summer term.
- Parents/carers are involved in reviews where extra support has been put in place and their views are sought.
- Children have home learning to complete each week at home. This includes, homework learning grids (KS1) , reading books and library books.
- Newsletters are regularly sent out by each year group to inform parents/carers what their children will be learning about that term.

  Each year group runs a meeting for parents at the beginning of the year. There is also an opportunity at the end of the school year for parents/carers and children to visit their new class for next year on Open Afternoon.
- The Family Support Worker is available to meet fortnightly in school or by telephone with parents/carers and has access to a wide range of support from local agencies and services and is able to signpost parents/carers effectively.

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

- We have an "open door" policy where parents are usually able to speak to a teacher after school if they need to. If this is not possible or a longer meeting is required, then this will be arranged as soon as possible at a mutually convenient time.
- Working parents are able to telephone or email to arrange for a teacher to call them back if there is a particular issue they would like to discuss.
- Parents are represented on the school governing body and there is a PTA in school which welcomes all parents (FoHMS).
- Parents of children with SEND are regularly involved in discussions through reviews and when professionals come in to school.

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

- For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm.
- All children with SEND are included on all school trips and when appropriate additional staff are deployed.
- Parents/carers are consulted to ensure full participation and active engagement of all children.
- Where the outings or clubs are run by outside agencies they are made aware of the child's needs so that they deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

- The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary.
- The building is fully wheelchair accessible and has disabled changing and toilet facilities.
- Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure that all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

- The school has an SENDCO (Vic Warren) who can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child.
- You may feel it is more appropriate to speak to your child's teacher with any initial queries.
- If you wish to make a complaint, the school has a complaints procedure which is available from the school office.

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?

- There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support is dependent on each child's needs, age and development.
- If you have any concerns that your child is worried about in terms of induction or moving on then please speak to the class teacher.

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

- The school has an amount identified within its overall budget called the notional SEND budget. This is used for resources to support the progress of children with SEND. This is also used to employ

  Teaching Assistants to meet the needs of children with SEND, buy specialist equipment, books or provide specialist training for staff.
- If a child requires provision which exceeds the nationally prescribed threshold additional funding can be applied for through the local authority (Local High Needs Funding).

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

The amount and type of support offered to a child is determined by the child's needs, difficulties, stage of development, parents/carers views, their own views and consultation with the class teacher. This support is regularly monitored and reviewed.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with SEND?

The authority's local offer of services and provision for children and young people with SEN can be accessed at www.hertsdirect.org/localoffer

Glossary

ADD/ADHD	Attention Deficit Disorder/Attention Deficit and Hyperactivity Disorder
CAF TAF	Common Assessment Framework Team Around the Family
CAMHS	Child and Adolescent Mental Health Service
CLA	Children Looked After
DESC	Dacorum Education Support Centre
E, H, C Plan	Education, Health and Care Plan

EHM	Early Help Module
EP	Educational Psychologist
EYFS	Early Years Foundation Stage (Nursery and Reception)
KS1	Key Stage One (Years One and Two)
SaLT	Speech and Language Therapist
SEN/SEND	Special Educational Needs/Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator

This has been agreed by staff, governors and a group of parents.