

KNEBWORTH

Primary and Nursery School



SEND INFORMATION REPORT

2022-2023

Deep Roots

Introduction

Welcome to the Knebworth School SEND information report.

We are a large 2-form entry mainstream school. Currently our percentage of children with Special Educational Needs is slightly below the national average. At Knebworth Primary and Nursery School, we embrace the fact that every child is unique and, as such, so are their individual needs. Knebworth Primary and Nursery School is an inclusive school and is committed to ensuring all children have access to quality first teaching and learning in the classroom. Some children may be identified as having additional needs and as a school, we have a range of provision which may be offered where appropriate. This provision is over and above the **Quality First Teaching (excellent teaching)** which is the entitlement for all children.

This report will be regularly reviewed by a range of people including the Head Teacher, Inclusion Manager, INCA lead, pastoral lead, teachers, Inclusion Assistants (INCAs), governors and parents. We hope that the following pages will provide you with answers to frequently asked questions regarding the provision we offer for children with special educational needs or disability (**SEND**). If any of your questions have not been answered, please speak to us.

Your child's class teacher is your first contact but if you have further questions regarding the SEND provision in the school, then make an appointment through the office to speak to the Inclusion Manager.

1a. How does the school know if the children/young people need extra help?
1b. What should I do if I think my child may have special educational needs?
2. How will the school support my child?
3. How will I know how my child is doing?
4. How will the learning and developmental provision be matched to my child's needs?
5. What support will there be for my child's overall wellbeing?
6. What training have the staff, supporting children and young people with SEND, had or are having?
7. What specialist services and expertise are available at or may be accessed by the school?
8. How will you help me to support my child's learning?
9. How does the school enable constructive partnership working with families?
10. How will my child be included in activities outside the classroom including school trips?
11. How accessible is the school environment?
12. Who can I contact for further information?
13. How will Knebworth School prepare and support my child to join the school, transfer to a new school or the next stage of education and life?
14. How are the school resources allocated and matched to children's special educational needs?
15. How is the decision made about how much support my child will receive?
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?

Glossary of terms

APDR -Assess, Plan, Do, Review

EHCP – Education, Health and Care Plan

E.P- Educational Psychologist

INCA- Inclusion assistant

Inclusion Team – members of staff who work to support all children to be included in classroom learning and social aspects of school

Pastoral lead- supports the social/emotional welfare of all students in the school

PPM - Pupil progress meetings – part of our termly monitoring

Pupil Passport- An information sheet detailing the individual social/emotional needs for the child capturing what adjustments the child needs to learn best

Pupil Profile- An individual education plan highlighting the education needs for the child outlining specific support for the child

R.S.H.E- Relationship, social, health, education

SEND- Special educational need and disability

Structured conversations – regular, pre-planned fortnightly phone calls with a parent

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

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

1a. Knebworth School has consistent and robust measures in place to monitor the attainment and progress of all children. Daily, weekly and termly monitoring and assessment procedures are conducted by all teachers and the Inclusion Team holds weekly meetings which serve to identify any pupils who are making less than expected progress or may just need a bit of extra support. The school Inclusion Manager conducts regular drop-ins with teachers to observe any children who needs support. Teachers and/or the Inclusion Manager will inform parents and discuss any specific adaptations or new strategies for removing barriers through quality first teaching. At Knebworth we also listen to children and take on board their views. We will always ask a child or young person what they feel works for them, using developmentally appropriate tools and endeavour to make adjustments wherever possible.

If children continue to be identified during **Pupil Progress Meetings (PPM)** or at other points during the term, it may indicate a possible **Special Educational Need and/or disability (SEND)**. Some of the indicators for children with SEND are:

- Delayed speech and language – including speech production or understanding of language (expressive or receptive language)
- Difficulties accessing learning in specific or a range of lessons
- Significantly below age-related expectations or making less than expected progress from their starting point
- Social and emotional difficulties e.g. withdrawal, friendship issues, frequent dysregulation
- Physical disabilities which present barriers to learning
- Lack of interest in school life, this can also be shown as repeated absences or lateness
- Difficulties with gross and fine motor skills
- Hyperactivity and/or difficulties with focus and attention
- Sensory needs

The assessment tools used for children with SEND may differ from tools used with the majority of children within school. The type of assessment a child needs may vary dependent on need and will be planned and discussed with parents. If a teacher is concerned that a child has an underlying special educational need,

the parent will be contacted and invited in for a meeting with the Inclusion Manager to discuss any observations and begin to build an overall picture and plan appropriate next steps.

If you are concerned that your child may have a Special Educational Need or disability, you should contact your child's class teacher in the first instance to arrange a meeting.

If you need to contact one of the Inclusion Managers, Gemma Rajiah or Jessica Rix, you can do so via email: senco@knebworth.herts.sch.uk or by telephoning the school office: 01438 812 184.

Mrs Moss, our pastoral lead, will be available every morning on the main playground if you have a concern around your child's emotional wellbeing.

2. How will the school support my child?

The class teacher is the primary adult involved in supporting your child and is responsible for planning, implementing and monitoring any focus groups or 1:1 sessions your child may be part of. Class teachers work alongside Inclusion Assistants (INCAs) who may also work with your child to deliver small, focussed teaching sessions.

Other adults in the school who may be part of your child's learning journey at Knebworth may include:

- A specialist SEND INCA who may deliver 1:1 or small group sessions
- Behaviour specialist INCA
- Pastoral Lead
- Inclusion manager

If your child requires any specific curriculum adjustments or additional support with social and emotional skills, the class teacher will be responsible for contacting you to discuss what this may look like.

The Inclusion manager is also available to support and advise on how to remove any further underlying barriers to learning.

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

All children identified as having SEND will be closely monitored by the Inclusion Team. The school encourages close communication and co-collaboration with parents throughout their child's learning journey. On top of the scheduled parents evenings in the Autumn and Spring terms there are a number of ways the school communicates with you to discuss your child's progress:

- All children who are part of the school's Special Educational Needs register will have a **Pupil Passport** which captures pupil voice and adjustments which work for that child
- An **Assess Plan Do Review** cycle will be in place in accordance with the SEND code of practice, this will outline any interventions your child receives in school and show the impact of these interventions
- You will be invited to at least 3 meetings per year with the class teacher and on occasion a member of the Inclusion Team to discuss individual targets and review outcomes according to your child's **Pupil Profile**. New targets will be set collaboratively, your parent voice as well as your child's voice will be actively encouraged
- Some families may require forthrightly **structured conversations** with the class teacher
- A written report will be provided to parents 3 times a year which details their child's current progress and attainment
- When outside agencies are involved, parents will be invited to join in meetings where appropriate to discuss their child
- If your child has an **Education Health and Care Plan (EHCP)** the school will conduct an annual meeting to review targets
- Parents are encouraged to make an appointment with the class teacher to discuss any aspect of their child's support

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

A detailed assessment of your child's needs will ensure that barriers to learning have been identified and effective provision put in place. The school will help your child in a variety of ways and will endeavour to tailor the support according to the child's specific needs under the 4 areas of need outlined in the SEND Code of Practise – Cognition and Learning, Communication and Interaction, Sensory and Physical, Social, Emotional and Mental Health. The graduated approach is used to plan, monitor and assess the progress of children with special educational needs. This will be recorded on the child's Pupil Profile in to the sections: assess, plan, do, and review. Parents are invited to co-produce Pupil Profiles with the child's teacher and child. These targets will be reviewed collaboratively.

Additional support may comprise of:

Quality First teaching

All children will have access to first quality teaching. Additional classroom support may be provided in the form of:

- Adaptions of lessons e.g. scaffolded tasks, pre-teaching, targeted questioning, extra processing time, movement breaks or specifically adapted worksheets using visual aids
- Adaptations of resources. E.g. a child with dyslexia may need work printed on coloured paper

Additional needs

Some children may require further additional support for a period of time. This may take the form of:

- Additional focus groups to work alongside class teacher or INCA.
- Pastoral support including access to the small garden at break times, nurture groups, 1:1 sessions, lunch clubs and listening skills groups

Higher needs

A few children may be identified as having SEND (specific educational needs and/or disability) and may need tailored support through:

- Support interventions to address difficulties with learning (teacher or INCA focussed)
- Pupil Passport and/or Pupil Profile put in place to outline needs and set short term and long term targets.

Complex needs

A small minority of children may need further support to meet their more complex needs:

- Application for Local High Needs Funding (LHNF) where a child's needs are exceptional in comparison to peers.
- Application for Education Health Care Plan (EHCP) where a child's needs are exceptional in comparison to peers

<ul style="list-style-type: none"> • Reasonable adjustments to classroom management and teaching styles • As per our bespoke curriculum, all children will be supported to remember our “Golden Nuggets” – key knowledge in every subject • Most subjects have a Learning Organiser to support children with learning key knowledge and skills • Teacher/trusted adult check-ins 	<ul style="list-style-type: none"> • Individual work stations • Adapted, soft start to the day 	<ul style="list-style-type: none"> • Sessions with a Specialist INCA-academic, pastoral or behavioural • Possible referral to an outside agency 	<ul style="list-style-type: none"> • Application for a temporary, part-time timetable
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5. What support will there be for my child's overall wellbeing?

At Knebworth School we have a Wellbeing team comprising of designated mental health lead teacher, Jessica Rix (currently on maternity leave, interim mental health lead is Gemma Rajiah) and governor who oversee and challenge the quality of mental health provision throughout the school.

All children regardless of need receive, Relationship , Social, Health, Education (RSHE) through Kapow which is a recognised programme of work which addresses social and emotional issues at an appropriate level. The Inclusion Team is always thinking of new ideas to support and maintain all children's wellbeing. The Protective Behaviours Programme and parts of Hertfordshire Steps are integrated into our school behaviour policy and used throughout the school to ensure children are equipped with the skills to understand their emotional behaviours, make safe choices and embody our school values of respect, responsibility and resilience develop resilience. The Bright Stars Journey for self-esteem, confidence and emotional wellbeing is provided for targeted children and groups. We are continuing to develop our wellbeing practise throughout the school through weekly wellbeing sessions.

In addition some children may:

- Access our Small garden (calm area) provision at break and lunchtimes
- Take part in pupil voice to share their ideas and concerns
- Have access to a planned programme of individualised pastoral support from the Pastoral Lead e.g. My Time
- Be part of an additional Year 6 planned transition programme
- Receive additional transitional support when transitioning into a different year group
- Be invited to an additional pastoral support group e.g. twine and shine (sewing group)

As a school we use the Hertfordshire Steps, which is a therapeutic approach to teaching self-regulation and behaviour. We will implement preventative strategies, educational and protective consequences to support children in these areas and remove barriers to social and emotional development.

If a child requires more specialist support for their wellbeing or mental health, we can support with referrals to external agencies such as the School Nursing team - [School Nursing / Hertfordshire Community NHS Trust \(hct.nhs.uk\)](https://hct.nhs.uk) or Single Point Access (SPA) team [Contact us \(hpft.nhs.uk\)](https://hpft.nhs.uk)

If a child has a medical condition, this will be discussed with parents and if appropriate an individual health care plan will be devised and agreed with the parent.

We have a robust anti-bullying policy at Knebworth School. Through our wellbeing/PSHE curriculum, we teach about the value of relationships and the importance of speaking out as part of an anti-bullying ethos. This is embedded in daily school life and our inclusive curriculum as well as being reiterated through the consistent language of our school values and protective behaviours.

If an incident of bullying is reported, we follow these steps:

1. The Class Teacher is informed.
2. It is investigated by a member of staff.
3. It is recorded on CPOMS (our electronic database for recording all incidents)
4. If bullying is identified, SLT is informed.
5. The pupils are actively involved in discussions as appropriate to the situation.
6. Support/consequences put into place as per our behaviour policy. Mediation through the teacher and a programme of social skills may be appropriate for all pupils involved.
7. Parents of both parties will be informed.
8. The pupils are monitored for future incidents.
9. If there is a repeated pattern of bullying behaviour, parents are requested to discuss next steps with the Class Teacher and a member of SLT, where appropriate.
10. External support agencies may be contacted, where appropriate.

6. What training have the staff supporting young people with SEND, had or are having?

The Inclusion Team:

- Inclusion manager/Mental Health Lead – Jessica Rix- National Award for SEN Coordination, Designated Teacher for Children Looked After, Designated Safeguarding Person (DDSL), Mental Health Level 2 trained, Hertfordshire STEPS tutor, Social Stories and Comic Strip Conversations, Wellcomm
- Inclusion manager/Autism Lead Teacher – Gemma Rajiah – National Award for SEN Coordination, Designated Safeguarding Person (DDSL), Designated Teacher for Children Looked After, Mental Health Level 2 trained Building Club, Circle of Friends, Social Stories and Comic Strip Conversations, Hertfordshire STEPS tutor, Wellcomm
- Pastoral lead – Donna Moss trained in: Marvellous Me, My Time, Bright Stars and Protective Behaviours, Drawing and Talking intervention, Designated Safeguarding Person (DDSL)
- Lead SEND INCA (highly skilled inclusion assistant in a variety of different targeted interventions) – Rosie Burlingham – Whizzy Words, Magic Spells, Morph Mastery, DAN, Reading Revival, Building Club, Wellcomm, Elkan, ELS phonics
- Lead Behaviour INCA – Nancy Taylor – Hertfordshire STEPS, ELSA trained (undergoing)
- Behaviour INCA – Jody Maguire - Hertfordshire STEPS, ELSA trained (undergoing)
- Classroom INCAS – trained in a variety of different targeted interventions

All staff at Knebworth Primary School have a good understanding of SEND issues and the SEND Code of Practice. We keep ourselves abreast of current good practise and are constantly reviewing our package of interventions.

Targeted staff have received specific training in:

- Precision monitoring teaching
- Dyslexia and dyscalculia
- Gross and fine motor skills difficulties

- Dyspraxia
- Support for Autism
- Downs Syndrome
- Hearing Impairment and visual Impairment
- Dealing with challenging behaviour
- Basic Makaton
- ICT packages to support children with SEND e.g. communicate in print, Widgets
- Diabetes training
- Hertfordshire STEPS training
- Mental Health Level 1

All staff are trained fully in First Aid and most staff have had epilepsy and Epipen training. In addition all school staff are up to date with safeguarding training. The school has:

- 8 trained paediatric first aiders and 1 first aiders in the workforce
- 1 Designated Senior Lead and 6 Deputies

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

If further specialist advice is needed, parents will be part of the decision making before a referral is pursued. Advice may be sought externally from:

- Speech, language, communication and Autism team
- NHS Speech and Language team
- Our link teacher from the SPLD base (specific learning difficulties)
- Our link Educational Psychologist
- An Educational Support Centre outreach teacher
- School Nursing team
- SEND outreach from a specialist school
- Visiting advisory teachers for Hearing Impairment, Visual Impairment
- EYFS advisory team
- Young Carers
- Single Point Access – SPA team for mental health concerns
- Social care and Children's Services
- Art therapy and Counselling – NESSie

Referrals can be made with parental consent when a need arises.

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

At Knebworth School we believe that parents have a crucial role to play in their child's education and as such we have in place opportunities where parents can come into school and receive support to help their child's learning.

All parents will be kept fully informed of their child's progress and ways to support at home through:

- Scheduled parents evenings in the Autumn and Spring terms
- A written report 3 times a year detailing your child's attainment, progress and targets
- Age appropriate weekly home learning – which can be adapted if necessary
- Year group information booklets will be sent to parents termly detailing the upcoming topics
- Each year group will have an information meeting in the Summer term to prepare children for their next academic year
- Class assemblies for parents
- Open evenings twice a year in which parents are welcome to look around the school and share their child's work with them
- Coffee mornings and surgeries to support parents and answer questions will be arranged, where appropriate
- The school website is a good source of information on school life and upcoming events
- Class Dojo is a communication tool between teacher and parent
- The Inclusion team will also signpost and offer training to support parents on a regular basis via Class Dojo

Parents of children identified with SEND may require further support if their child's learning needs are more complex. Support is in place through additional meetings to discuss outcomes and individual Pupil Profile targets.

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

- Parent voice is actively encouraged via various surveys and questionnaires
- The Inclusion Team are available at open evenings three times per year to talk to parents
- Class Dojo is a tool we use to communicate regularly with our families
- Pupil voice and questionnaires are conducted regularly
- Parent views are listened to via questionnaires and responded to via a "You said ,we Did" process
- The School Governing Body incorporates parents as well as school staff

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

In every year group at least one external school trip or in-school visitors enrich the curriculum. In order to keep children safe the following procedures are followed:

- Children with SEND are included on school trips and reasonable adjustments are made to ensure inclusion, in line with the Equality Act, 2010
- School trips undergo a thorough risk assessment which is approved by management
- Parents are consulted and will need to give consent if the school trip is away from school premises
- Where appropriate, parents are invited to attend school trips with their children
- Additional staff may be utilised to ensure all children are included
- Outside agencies who run trips will be made fully aware of any issues and provide their own risk assessment for the activity

11. How accessible is the school environment?

In line with the Equality Act 2010 the school has made reasonable adjustments to its site to ensure all children with SEND can access the building:

- The main doors into the building are wide to accommodate wheelchair users
- There are steps in the main building connecting two areas, therefore there is a ramp to allow access from an outside side entrance to allow wheelchair access
- The school has a large medical room which is fully accessible for wheelchair users and has a disabled changing and toilet facility
- There is an additional disabled toilet in the new block
- The majority of school grounds are flat and wheelchair friendly
- Classrooms are reviewed regularly to ensure that they are as inclusive as possible and that resources and equipment are accessible and adapted where appropriate
- Calm areas can be set up to support children with regulation where needed

12. Who can I contact for further information?

- The first point of contact for parents if they have a concern is the class teacher
- The Inclusion Managers at Knebworth School are Gemma Rajiah and Jessica Rix, senco@knebworth.herts.sch.uk who are also members of the Senior Leadership Team
- The Head teacher at Knebworth School, Natasha Laskey
- Parents can access further support and information by contacting the SEND Information and Advice Support Service (SENDIASS) [Home \(hertssendiass.org.uk\)](http://hertssendiass.org.uk)
- If are still unhappy with the outcome of your discussions, parents can access the complaints policy on our school website

13. How will Knebworth school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

All children will be supported through the following procedures:

- There is a detailed transition programme for children in Year 6 to prepare them for their next school
- Home visits before they start Nursery and Reception
- If a child with SEND joins the school from an existing setting, links to the previous school will be made and a meeting with parents will be arranged to discuss the child's needs. Assessments will then be undertaken and adjustments made accordingly. If a child's needs require admission to the SEND register, an Assess, Plan, Do, Review cycle will be started.
- When children move year groups there are 'meet the teacher' sessions in the Summer term. Children get the opportunity to work in their next classroom and get to know their new teacher
- Assemblies are planned throughout the year to deal with times of change
- Each year group has a R. S.H.E curriculum which explores changes and ways of coping with transitional periods in life

Children deal with change and transitional periods differently and the level and type of support depends on the child's age, needs and development. For those children who need a little extra support or have SEND:

- The child, parent, present teacher, the new teacher and a member of the Inclusion Team may need to arrange a meeting before the transition takes place to ensure a smooth and consistent approach
- The Pastoral lead/a member of the inclusion Team may do some 1:1 work to prepare the child more fully for these changes
- Additional support can be offered where appropriate for some children e.g. transition booklet
- For children transitioning from reception to year 1, support may be provided by the EYFS transition team
- Strong links with secondary school ensure a robust transition programme is in place.

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

The school is allocated a SEND budget which is used to support the learning of children with SEND. This may be used in the following way depending on priorities:

- To provide ongoing teacher training to support teachers in providing inclusive classrooms
- To provide inclusion assistants (INCAs) to support children in class
- To provide INCAs with specialist training to support individual children on the SEND register
- To purchase specialised equipment of resources

If your child's needs are exceptional and require provision which financially cannot be met within the schools SEND budget then Local High Needs Funding can be applied for. This additional funding is applied for through the local authority, following a recognised process against clear criteria to determine if a child's need is exceptional in comparison to all children across Hertfordshire.

For children with more specialist needs, funding via the EHCP process can be applied for.

15. How is the decision made about the range of support my child will receive?

If your child has SEND and has been identified as needing further intervention and support, this will be discussed with the Inclusion Team and parents. Parents and teachers will be involved in setting up a Pupil Profiles with a clear Access Plan Do Review (APDR) cycle and the child's progress will be closely monitored against the targets set. The amount and type of support offered to your child will be dependent on the following factors:

- The child's age and stage of development
- The impact of specific barriers to learning – Cognition and Learning, Communication and Interaction, Sensory or Physical or Social, Emotional, Mental Health
- The views of the child, parent, class teacher and Inclusion Team
- The rate of progress and attainment

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?

More information about Hertfordshire's provision for SEND can be found at [Hertfordshire Local Offer](#)

If you would like more information on this, please book an appointment with a member of the Inclusion Team.