



# Special Educational Needs (SEND) Information Report

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SEPTEMBER 2023

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Sauncey Wood Primary School  
(Review annually)



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## Welcome

Thank you for taking the time to read more about how Sauncey Wood Primary School strives to include all members of the school community in all aspects of school life. This information report aims to outline our approach to supporting pupils at Sauncey Wood Primary School with Special Educational Needs and/or Disabilities (SEND). It is intended to explain how pupils with SEND will access additional help and support they need.

At Sauncey Wood we celebrate the fact that every child is different and unique, we are committed to seeing all pupils thrive and reach their potential regardless of their starting points and therefore take steps to ensure all pupils receive the highest quality of education.



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***Mrs Byford is the School's Special Educational Needs/ Inclusion Co-ordinator (SENCO). She also the Assistant Headteacher and SRP leader. Mrs Byford is an experienced SENCO who holds the National SENCO Award 2017.***

Sauncey Wood is a one form entry Primary School with classes from Reception to Year 6. We have an average amount of children with SEND in relation to national average, however in comparison to Hertfordshire, Sauncey Wood have a higher percentage of children with SEND. Children with EHCPs create a higher percentage than national average and significantly more than Hertfordshire's national average. This is because we also have a Specialist Resource Provision for children whose primary need stated on their EHCP is Speech, Language and Communication and/ or Autism.

### SEND at Sauncey Wood – A Headteacher's view.

#### Miss Harkness

Leading in and setting the best example in inclusive practice is a key part of what we do here at Sauncey Wood. To me it is about creating a defining culture where all adults and children are working together in harmony, no matter of the need. The Senior Leadership Team of the school set and lead by example and as part of that team I am a leader, who is passionate about giving every child a chance, I believe there are key factors and practices in place here that make Sauncey Wood stand out from the rest. These include:

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· Our strong commitment to SEND as a school 'high priority', reflected in inclusion and meeting pupils' needs to achieve positive outcomes no matter what need is identified or the starting point of the child.

· All pupils are valued and positively reflected in every aspect of their learning and educational journey. We built good relationships on trust and respect for all of our learning community.

· The school's clear ethos and vision based around commitment to inclusion. Having a Speech and Language unit - which in 2023 will develop into a Specialist Resource Provision (SRP) for children from 5-11 with main presenting needs of Speech Language and Communication and Autism - as part of our school has developed and enhanced our approach to supporting pupils with additional needs. Every teacher takes responsibility for their children and ensures that their practice is current, supportive and make certain that all learners make good progress.

· Transparent and appropriate resource allocation, including allocated time for planning, reviewing, thinking and sharing ideas. Ultimately, here at Sauncey Wood I like to get to know every child. And not just their name, but what they like doing, what they struggle with, how they want to be helped, what football team they support, and what's going on at home.

Every child is special and therefore needs special support that suits them, helps them and makes them grow as learners and individuals.

**Sauncey Wood's Values:  
Resourcefulness, Cooperation, Reflectiveness, Perseverance &  
Curiosity.**

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As a parent of a child with SEND we understand that you want to know if your child is happy at school and if they are making progress. This report aims to explain how we share this information with you. But please do not just take our word for it.

Here are some comments from our wonderful pupils and parents:

**I like doing art. What helps me in school is my desk, probably going out on the field and playing, and maybe fiddling with my blue-tac. (Child)**

**I enjoy maths and English and hanging out with my friends. A scribe helps me and working on the laptop helps, as typing makes it easier. (Child)**

**I like making new friends, I also like making crafts. I like lunchtime a lot, it is like a break from everything. I really like my teacher. (Child)**

**I like the teachers and how they help me, my partners help me too. (Child)**

**I found Sauncey Wood to be a very nurturing, welcoming school. (Parent)**

**Friends have informed me that they chose this school specifically because it is an inclusive school. (Parent)**

This SEND information report was written in co-production with families. If you have any further suggestions for improvement or any further questions please contact Mrs Byford for more information of how you can get involved.

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### **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?**

If your child is transitioning to us from a nursery setting or from another school, the SENCOs from both settings will meet and discuss your child, if they already have known special educational needs. These needs will also be discussed at home visits before your child starts with us in Reception.

If you think your child may have special educational needs but you are unsure, you can arrange a time to discuss this with your child's class teacher or Mrs Byford the SENCO. Appointments can be made at any point during the school year.

The school may notice that your child needs extra help. If this is the case, you will be informed of any areas that we are concerned about. We will discuss possible plans to move forward, such as interventions, adaptations to learning styles- for example the use of a computer programme to record information rather than writing, the possibility of a learning plan or reasonable adjustment plan. We may also suggest outside agencies who can provide advice, reports and information.

If your child's progress continues to concern staff after all of the previous steps have been reviewed, we may suggest an application for an Education Health Care Plan. This is a legal document which outlines what provision must be made to help your child learn to the best of their ability.

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The school knows that children may need extra help through Quality First Teaching. This means that your child accesses their learning inside the classroom with their peers, under the direction of the class teacher. The class teacher is expected to assess, plan and differentiate for their class, including reasonable adjustments for personalised learning. Learning may also be completed in groups inside or outside of the classroom, supported by the class teacher and teaching assistant. The class teacher regularly assesses the children's work and through marking and feedback, then is able to identify areas that children may be struggling with. The class teacher initially identifies issues with progress and attainment and then adapts planning to reflect this. If progress remains a concern then the class teacher will begin a SENCO referral process to involve Mrs Byford. Mrs Byford will contact you if she receives any SENCO referrals. The next step involves Mrs Byford looking at work, meeting with your child/ yourself, conducting assessments where relevant and completing observations in the classroom.

Pupil progress meetings are also held termly the Headteacher, Deputy Headteacher, SENCO and Class teachers. Every child is discussed in these meetings and teachers may raise concerns of pupils who are not making progress in relation to their starting points. You may be informed if your child is not making the progress we expect so we can discuss this with you and identify any potential learning barriers, or support that we could put in place.

**If you have concerns about the progress or attainment of your child you should in the first instance make an appointment to speak to the class teacher, who will then liaise with Mrs Byford, our SENCO where appropriate. Alternatively, If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENCO, Mrs Byford, who will be happy to arrange a time to discuss any concerns you might have about your child. You can contact her on 01582 621514 or [senco@saunceywood.herts.sch.uk](mailto:senco@saunceywood.herts.sch.uk)**

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

If you choose to educate your child at Sauncey Wood, you will benefit from our school being such a small, friendly and caring environment as the school is a one form entry school, and we rarely exceed 30 pupils per year group. This means all adults in the school get to know all pupils very well. The children play together at lunch and break so all pupils also get to know each other very well. We understand that unstructured times such as play time and lunch time can cause anxiety for some of our children. We offer a lunch time club at least once a week for children to access resources in a quiet environment with peers who wish to do the same. All members of staff make sure children have other children to play with and if they notice a pattern of a child being alone, they will speak to a member of the senior leadership team who will explore this further.

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If your child is on the SEND register they will be supported through 'SEN support', this means they may have interventions specific to their needs, they may have learning plans with specific targets or they may have reasonable adjustment plans with key provision stated to help them access the curriculum.

If your child has an EHCP, all members of staff working with your child are given copies and learning plans break the outcomes of the EHCP down into manageable targets.

Staff will support your child academically, socially and emotionally. We understand that some of our children need the opportunity to access emotional support initially before progress is made academically. We want all of our pupils to be happy at school and our emotional support available is a strength of the school.

Some of our current Social, Emotional and Mental Health support strategies are:

- Play therapy
- Drama therapy
- Counselling
- Lego therapy
- Chatty time- informal chats with a named adult
- Protective behavior groups or 1:1 sessions
- Soft starts to the school day
- Sunny the school dog
- Nurture style lunch club
- Buddy system
- Zones of regulation invention group and games

Staff will support your child if they have specific learning needs. Some of our current strategies are:

- 1:1 spelling interventions under guidance of specific learning difficulty advisory teachers and SENCO.
- Daily reading
- Rapid readers
- Hands on maths interventions- using manipulative to understand key mathematical concepts.
- Times tables- A visualisation method for learning times tables.
- Power learning- is run daily and children are identified by the teacher. It may give pupils additional time to rehearse skills through overlearning or pre-teaching techniques.
- Speech and Language interventions are run by trained member of staff.
- Phonics interventions.

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Staff will also support your child if they have physical or sensory needs. Some of our current strategies are:

- Smart moves- a gross motor development intervention.
- Fine motor skill practice opportunities.
- Resources to support sensory needs such as ear defenders, wobble cushions, fiddle toys.
- Visual time tables in each class room.
- Space to work quietly if needed.
- Access to the disabled toilet if needed.
- Sensory room

Staff understand that all children are different and we will adapt our provision to meet the needs of your child. As a school we do this well as we have a significantly higher percentage of pupils with EHCPs compared to national figures, this means the SEND provision has to be personalised for the needs of the children, not just for best practice but also to meet statutory requirements.

The SEND Code of Practice 2015 outlines the roles and responsibilities for different staff roles in school and this is bullet pointed below:

### ***Headteacher***

The headteacher is responsible for:

- ensuring that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designating a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- informing parents when they are making special educational provision for a child
- preparing an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.
- Promote equality and inclusion.
- Make reasonable adjustments for disabled children.
- Remove barriers to learning.
- Lead on a broad and balanced curriculum for all children.
- Make budget decisions about SEND support.
- Support the early identification of needs.
- Timetabling staff.



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- Ensure statutory information is visible online.

### ***SENCO***

The SENCO/inclusion leader is responsible for:

- Coordinating all the support for students with special educational needs and/ or disabilities (SEND).
- Developing the inclusion policy and SEND information report and ensuring it is followed.
- Ensuring that you are; involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing the support they are getting, part of the planning, involved in meeting other professionals involved with your child's learning.
- Updating the SEND register.
- Liaising with specialist support for staff in school so they can help your child achieve the best possible progress.
- Ensuring staff are aware of your child's individual needs.
- Advising school staff on recommended strategies to support individuals and groups with SEND.
- Organising staff so they are aware and confident about how to meet the needs of your child in school.

### ***Class Teachers***

The Class Teacher is responsible for:

- Ensuring that all pupils have the access to good or better teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking the progress of your child and identifying, planning and delivering any additional help your child may need and for taking concerns to the SENCO.
- Communicating and reviewing specific targets in learning plan meetings with the input of your child, yourselves and the SENCO where appropriate.
- Knowing the needs of all children in their class and planning lessons accordingly to meet the needs.
- Planning for the needs of your child to be included in curriculum experiences.

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## **Governors**

The governors are responsible for:

- Making sure necessary support is provided for any child who attends they school who has SEND through regular governing body meetings and contact visits with members of staff.
- Making the school environment accessible for all members of the community.
- Ensuring admissions of children with SEND are managed effectively.
- There should be a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement. The SEND link Governor works closely with the school to help monitor SEN provision. The SENCO and SEND Governor meet regularly to facilitate this process.

## ***Teaching Assistants (not taken from the Code of Practice)***

- Support children under the guidance of the teacher.
- Deliver some interventions under the guidance of the teacher or SENCO.
- For some children with funding, provide 1:1 support to enable them to access the teaching and learning in the classroom.
- Support teaching in the classroom.
- Make resources.

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

We understand that as a parent of a child with SEND you may not always have clear communication from your child about their school day. We understand the importance of working in partnership with you to ensure you are fully involved in your child/ren’s learning journey. We have a structure of communication and understand that for some parents you may need more than our baseline offer of communication.

- 1.) You are invited to meet the teacher during the first two weeks of a new academic year.
- 2.) You are invited to consultation evenings in the first half term of a new academic year.
- 3.) If your child has a learning plan, you are invited to planning and review meetings every term.

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- 4.) Communication with the SENCO/ class teacher can be held at mutual convenience through telephone calls and emails.
  - 5.) The class teacher is available at the end of the school day for quick, informal chats.
  - 6.) You are invited to celebration assembly every Friday afternoon at 2.30pm.
  - 7.) The SENCO is available for when pre booked.
  - 8.) If your child has an EHCP you will be invited to an annual review, alongside learning plan reviews throughout the year.
  - 9.) Your child may benefit from a home-school communication book if regular communication is required.
  - 10.) You are always welcome to directly ask how your child is doing if you need further information.

As well as being invited to these meetings, you will also be included in the planning and reviewing of the learning plans/ provision in school. You will be asked to comment on your child's strengths, needs, likes and dislikes. You will be asked about progress seen at home in comparison to progress seen at school. You will be able to comment on what you think is working or needs adjusting to support your child.

We try to encourage pupil involvement in their learning as much as possible. Children are invited to share their thoughts and opinions about their learning. Learning plans are written in collaboration with the children and their strengths, likes and dislikes are taken into account when planning. Pupil voice is conducted throughout the school year and used to inform planning. Children are asked to think about how they are being supported and how we can improve this provision. Older children may be asked to help write their targets and children are invited to learning plan review meetings where appropriate.

There is a lot of focus on supporting your child and understanding their needs, however we also recognise the importance of celebrating successes. Children are sent Miss Harkness if they impress the teacher with work, attitude, problem solving ability, or achievements. Miss Harkness gives a head teacher sticker. If you see that your child comes home with one, you could ask them what they did to get the sticker. We also have Sunny the School Dog- who is used for 'Sunshine Awards'. An adult spots a child being kind, working hard, making good progress or having excellent manners they are nominated to spend time with Sunny. Miss Harkness sends 'Achievement Postcards' home if your child achieves something special in school. You are also invited to sharing assemblies where they children celebrate their learning for the term.

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

##### **Quality First Teaching**

On a daily basis, teachers assess the learning of all pupils, and adjust their teaching accordingly through adaptations for all members of the class. Differentiation or adaptations can be produced in a variety of ways. Here are some examples of how you can expect learning to be differentiated in a class of up to 30 pupils.

- Adjusting the teaching and learning styles. Children learn in different ways, some may be visual learners, some auditory, some kinaesthetic and some a mixture of two or more. This means some children learn best when shown images to support words. Some are able to listen and remember words alone. Some children need to physically do a task with instruction to embed the process. Teachers plan to include all of these learning styles. Including more visual images, not only helps the children with SEND, but supports them learning of others. We work alongside our speech and language colleagues to ensure lessons are communication friendly for those who struggle with language.
- Adjusting the structure of the lesson. In times gone by, a typical lesson may have had a starter, a whole class teaching section, an independent task and a plenary to finish the lesson. We recognise that not all children are successful learning in this way. Some children may need small chunks of learning and movement breaks. Some children may need to be completing an independent task during teacher instruction and then access direct teacher support during independent learning time. At Sauncey Wood we do not dictate the structure of lessons, it is up to the class teacher to plan and teach appropriate to the needs of their class.
- Providing appropriate resources to support learning in the classroom. Some examples are the use of base 10 or numicon in maths. It may be the use of word mats and picture vocabulary boards to assist with independent writing. Some pupils may have access to a programme called 'Clicker8' which the children can type on to and it is read back aloud.
- Considering the layout of the classroom and making adjustments if necessary. This means considering how the desks are arranged. Where things are in the classroom, how accessible resources are to use. Clearly labelling areas and items in the classroom. Creating safe spaces or quiet areas in the classroom where appropriate. Deciding upon the best seating plan for the children to access the whiteboard and teacher.
- Pitching activities appropriately to ensure pupils can access the curriculum. In a class of 30 pupils, the children will be working at a variety of ability levels. At Sauncey Wood we do not stream based on ability and we try to encourage mixed ability peer work. We also carefully plan learning objectives and tasks to suit the learning needs of the individuals or groups. We scaffold (break learning down to help children move from supported to independent) learning for children and try to build independence by making them familiar with the working walls (a place to find examples of what we are currently learning), using task planners, writing frames, word banks or manipulatives.

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- Extra support from adults during group times. Every child should be supported in a group with an adult in Maths and English at least weekly. Some children may need a little more support depending on the topic, or may access adults at different times in the lesson to others.
  - Pre-teaching of vocabulary and concepts. Every class has a knowledge organiser for each subject being taught over the term. Key vocabulary for each topic is displayed on this knowledge organiser and available on the school website. You can support your child at home by reading through these with them and discussing the key vocabulary. We also build pre-teaching into our power learning sessions where appropriate. Some children access pre-teaching of key concepts and vocabulary before topic work in the afternoons.

### **Assess, Plan, Do, Review**

For any pupil who has been assessed as in need of SEN support, we follow a graduated approach of a cycle of 'Assess, Plan, Do, Review.' This is explained further below.

#### **Assess**

The teacher completes ongoing formative (daily informal) assessment to inform planning and monitor progress. The SENCO and other trained members of staff can carry out assessments of needs- such as specific learning difficulty assessments to look for specific gaps in learning. We may conduct observations of children in the class setting and during unstructured times such as lunch.

Termly pupil progress meetings are held with the Head, Deputy-Head, Assistant-Head/SENCO and class teacher to monitor how a child is progressing. Pupil and parent/ carer voice is sought to help with assessments in school.

#### **Plan**

- Pupils who require additional support will have a Learning Plan with specific termly targets. An initial meeting will be arranged with the parent/ carer, class teacher and SENCO to discuss the strengths and needs of the child. Targets are planned together for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents are central to these meetings. The class teacher will meet with you to review and write new targets each term.
- Some of our children may be identified to have a disability but not a specific learning need. In these cases a reasonable adjustment plan may be written. This is a plan which is individual to the pupil but without termly targets. This would include provision which is essential to help the child learn, but not focus on three specific targets. Parent/ carer voice and pupil voice is sought for central information on this document which will continue to be reviewed termly.
- If your child has an EHCP they will have outcomes specified which are intended to be reviewed annually. We look at the EHCPs and focus on specific targets to achieve during that term. In

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some cases we will break EHCP targets down further to reach them in manageable steps. You will be invited to Learning Plan meetings termly, as well as an annual review.

### **Do**

Pupils with SEND may have Learning Plans or EHCPs identifying their specific needs and the strategies in place to support them. Teachers and support staff follow the strategies and provision on the plan. Where appropriate, advice from external professionals will be sought and used to implement specific strategies or to access particular resources or equipment. Key information will be shared with all adults supporting your child to ensure consistency.

### **Review**

Meetings will be held with teachers, parents/ carers and child (where appropriate) to review the child's progress over the preceding term, and plan provision for the term ahead. These meetings happen once a term but informal reviews and assessment is continuous throughout the term. If a child makes progress before reviews then new targets can be added. We have a provision map website which allows you to access the learning plans and add comments.

### **Monitoring**

The SENCO monitors provision for SEND children throughout the year. This monitoring included observations in class, discussions with the children and parents/ carers, observations of interventions, evaluation of interventions, tracking of pupil progress. The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the pupils receiving extra support, the children needing extra support, the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The link SEND Governor is kept up to date with all decisions made.

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

As mentioned in section 2, we believe that supporting mental health and wellbeing is something that Sauncey Wood does extremely effectively. Children are happy to come to school and comment that their friends are an important part of this. We care about ensuring that your child is happy at school.

The school's Mental Health Lead Practitioner is Ms Webb and can be contacted through [admin@saunceywood.herts.sch.uk](mailto:admin@saunceywood.herts.sch.uk) or on 01582 621514.

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## **Experiences**

Part of enjoying school comes down to the experiences that we provide for your children. We understand that to make learning memorable and enjoyable, a range of experiences are essential. We work hard to plan trips, arrange visitors, arrange active workshops such as drama, dance and art, take part in sporting events, plan fun culture events such as Christmas dinner, plan celebratory events, parties, family days, topic based days, lots of dressing up, lots of outdoor play and lots of opportunities to share learning with buddies in school. We also introduced the daily mile running track which is used daily by all pupils and this is a way of promoting physical and mental well-being.

## **Growing self esteem**

We work very hard to develop children as well-rounded, happy, confident people. Children are supported with their social and emotional development throughout the school day through the curriculum and extra-curricular activities. If your child needs additional support in this area then we are able to plan small group interventions to support this. Personal Development (PD) is an integral part of our curriculum and is taught explicitly in class.

We highly value the thoughts and opinions of our children and currently have excellent methods to involve them in decisions about the school. A Pupil Leadership Team consists of pupils in Year 6 and gives a forum for pupils to share ideas, be listened to and valued. We also have a school council which has representatives from each class. Both committees meet regularly and share ideas with members of staff.

## **Support**

Sauncey Wood supported the wellbeing of children in a variety of ways including:

- Children are placed in Houses where they can earn house points to give a sense of belonging and working towards a common goal.
- A buddying system is in place where children are mixed with different age ranges of children so there is support in place throughout school.
- 'Chatty time' is available (an opportunity to talk to an adult about any concerns or worries) for pupils who need it.
- 'Safe spaces' are planned inside classrooms and sensory resources are available for pupils. This may include ear defenders, the sensory tent, wobble cushions, fiddle toys. We also have a sensory room.
- Pupils can be referred to a variety of counselling services. Additional support from specialist staff can be accessed via a referral process with parental request.
- Sunny the School Dog is a member of the wellbeing team. Either children are able to spend time with him through positive behaviour strategies- The Sunshine Award- or when a child is in need, for example they are upset but do not want to talk to an adult at that time.

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- The school's Behaviour Policy, which is child based, therapeutic and is modelled on a strategy of inclusion for all, is fully understood and in place by all staff. (Please see linked report for further information).
  - Children feel safe at school and confident to speak to members of staff consequently any allegations of bullying are dealt with promptly.
  - Children with medical conditions are supported through our administration of medicine and intimate care policies.
  - Class teachers, Mrs Byford (SENCO) and the Headteacher and Deputy Head teacher are available (via appointment) to discuss concerns regarding pupil wellbeing.

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

Staff training and selection of courses is dependent on the needs of individual pupils or cohorts, courses currently offered to education and funding. If your child has a specific need that staff have not had training for, we are usually able to send target staff on specific training events. Staff records of training are reviewed, reported to governors and discussed annually to make decisions about priorities for coming years.

Mrs Byford (SENCO) holds the National Award for SEND Co-ordination in 2017. Mrs Byford also has many qualifications regarding supporting children with SEND. She is a qualified Therapeutic Thinking Tutor (A therapeutic behaviour style of teaching). She is qualified to deliver Autism Awareness training. Mrs Byford has a NOCN award for supporting people with a learning disability. Mrs Byford is ELKLAN trained and can deliver trauma and attachment training to others. She is a deputy designated safeguarding lead with the relevant training. Mrs Byford attended university to gain a Bachelor of Arts Honours Degree, a Post Graduate Certificate of Education and has completed part of a Masters Degree in Special Educational Needs.

Some training in school is completed in partnership with parents and professionals. If your child is at the heart of the training then we strive to work with all professionals and adults involved in their care, where appropriate.

The SENCO and other members of staff work closely with external professions to implement advice/complete training for staff as part of staff meetings weekly.

Course for parents/carers are also available and details of current courses can be found on the SEND page of the school website.



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

### **Specialist Resource Provision**

Sauncey Wood has a SRP, for children with Education, Health and Care Plans, aged 7-11 with speech and language/ autism as the primary need. This class is within the school and has a specialist teacher and two/three Learning Support Assistants. Speech and Language therapists work closely with the base staff and children. The base staff also share good practice with other members of staff in the school. The base currently has a maximum of ten children and has spaces. The children generally take part in English and Maths lessons in the base, and work in mainstream classes, with specialist support, for all other lessons. This approach is flexibly based on the needs of the pupils and the aim of the SRP long term is reintegration to mainstream at 80% of the teaching timetable.

### **The Local Offer**

This is a website which signposts you to services for children and young people with SEND. Please see our website for Herts Local Offer (About Us tab then select SEND) or see the link below.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

### **Parent support groups and websites**

<http://www.spaceherts.org.uk/>

This is a support group for families of children with Autism, ADHD and related conditions.

<http://www.add-vance.org/>

This is a support group for families of children with Autism, ADHD and related conditions.

<https://www.saunceywood.herts.sch.uk/harpenden-plus-partnership-of-schools>

This is a family support service.

### **Advice and Training**

Our SENCO can offer advice and training for a range of SEND. If further advice and support is required, Mrs Byford will make a referral to an appropriate outside agency or service. You will always be part of this process and involved in any decision-making.

### **Outside Agencies**

Outside agencies may include the Educational Psychology Service, Speech & Language, Autism Advisory Service, Specific Learning Difficulties Base (Dyslexia/Dyscalculia) or the Children's Centre,

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LINKS behaviour support, The Collett Outreach service. Referrals may be made to these services with your permission.

Referrals to CAMHS and Step 2 can now be made via a SENCO if you prefer this route rather than your GP. If you do have health queries or specific diagnosis queries, your GP is the best starting point.

Team Around the Family (TAF) meetings may be organised where involvement from a number of different agencies is required. Family support workers are based at Sauncey Wood and offer a range of services to local schools and to parents. They can be contacted on [familysupport@saunceywood.herts.sch.uk](mailto:familysupport@saunceywood.herts.sch.uk) or telephone 01582 623676.

**You can also contact SEND Information and Advice Support Service (SENDIASS)**

**Email: [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)**

**Telephone: 01992 555847**

**Monday - Thursday 9.30am - 3pm, Friday 9.30am - 2pm**

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

Sauncey Wood understands that learning occurs effectively and has the biggest impact when home and school are on the same page. Our Senior Leadership Team has an open door policy to all members of the school community and will always give support to you if you seek it. We also have systems in place to help you support your child's learning including:

- We seek your views when writing Learning Plans or Annual Reviews, we always discuss what this learning may look like at home or how you could replicate things that we do in school to help with consistency.
- 'Meet the teacher' meetings for parents takes place at the beginning of the Autumn Term. This is an opportunity to find out what your child will be learning throughout the year and how best to support them. Knowledge organisers for the first half term will be shared and explained where to access them.
- Formal parent/carers' consultation meetings take place in the Autumn and Spring terms to discuss your child's progress and how you can best support them at home.
- Open Evening in the Summer Term gives parents an opportunity view your child's current progress and achievements.
- There are opportunities to meet Mrs Byford at termly parent consultations if you would like to discuss your child's strengths and needs and explore further ways in which you can support your child's learning. She can also support you with ideas and strategies for home or help you get in touch with external agencies.

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- In addition to the formal meetings, parents are invited to a variety of parental workshops to enable a fuller understanding of how a particular area of the curriculum is explored and developed in school and how your child can be further supported at home.
  - Weekly homework activities are set to enable you to support your children's learning, you are able to choose the level of task from a learning menu and complete in a way best suited to your child. If you need additional support with this we can arrange meetings with the class teacher.
  - Parent courses or learning events are advertised in school and on the school website. If the SENCO feels you may benefit from a local course, she will send the details directly to you.
  - Home-learning is something that we wish to make as easy and accessible as possible for you as a family. Children are given home-learning menus, which give freedom in choice of activities and how to complete them. We expect children to read/ share a book/ be read to for 10 minutes a day. Children are encouraged to complete times table rehearsal and learn spellings. Homework can be discussed with the SENCO/ Class teacher. Spellings and times tables will be given in line with your child's needs.

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

We always try to include you in all aspects of your child's education. As a school we offer a variety of events in school to increase this partnership. The report you are reading was co-produced with parents of children with SEND at Sauncey Wood Primary School. We always seek methods of improving parental engagement and welcome suggestions from you. Your voice is key in the plan, assess, do, review cycle that we follow to meet the needs of your children. As previously mentioned, meetings are available with the Senior Leadership Team and class teachers on appointment. You are invited to all meetings with professionals working with your children and professionals will always send copies of reports about your child to you. Pupil voice is collected regularly to make sure we hold the views of our SEND pupils and they are encouraged to share opinions with school councilors or become councilors themselves. We also have parent Governors on the Governing Body. Please contact Miss Harkness if you would like to become further involved with Governance.

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

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We understand that every child is unique so answering this question can be tricky but the outcome will always be the same. We will make reasonable adjustments to ensure your child has the same opportunities as every other child in the school. They will have access to trips, clubs, workshops, PE lessons, swimming and music lessons to name a few. If your child needs reasonable adjustments making to enable them to attend a trip or other activity, we will meet with you to discuss the options or problem solve. This will be individual to your child's needs. Staff may carry out a pre-inspection visit before an offsite visit to ensure that all children's needs can be met. Specific risk assessments are made using Herts County Council guidance. Class teachers/ group leaders are responsible for ensuring risk assessments have been completed.

At Sauncey Wood, children have a wide range of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and DBS clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation. Risk assessments will be undertaken and reasonable adjustments considered to aid inclusion regardless of need or disability. In some cases a Risk Assessment Management Plan (RAMP) may be put into place for an individual child if it is considered necessary to ensure safety. Sauncey Wood has the right to refuse to take individuals on school trips if their behaviour is considered unsafe or inappropriate. This is behaviour based, not SEND dependent and will be discussed with parents and Head Teacher.

Finally, Sauncey Wood has an up to date Equal Opportunities Policy which can be found on our website.

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

We recommend that you make an appointment to visit our school site and discuss any specific requirements with us; however, being all on one level, the whole site is wheel chair friendly. Our policy and practice adheres to the Equality Act 2010. We are able to make reasonable adjustments to the environment to meet individual needs where feasible. If your child has specific requirements in relation to a physical or sensory need, we will liaise with external professionals to gain further advice about how we can improve accessibility to the learning environment.

Some of our current classroom access arrangements include:

- Visual timetables in all classrooms.
- Disabled toilet access.
- Visual support through well-labelled classrooms.
- Resources to support pupils with SEN, such as visual timers and ear defenders.
- Break out areas outside of the classroom to provide a quieter space to work.
- Desk partitions to aid concentration.
- The layout of the classrooms advances in numerical order to help sequence the layout of the school.
- Individual headphones, laptops and ipads where needed.

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

In the first instance, parents/carers of children at Sauncey Wood are encouraged to contact their child's class teacher.



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*The SENCO at Sauncey Wood is Mrs Byford. Mrs Byford can be contacted via the school office or via email [senco@saunceywood.herts.sch.uk](mailto:senco@saunceywood.herts.sch.uk).*

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*The Head Teacher is Miss Harkness, please email the school office [admin@saunceywood.herts.sch.uk](mailto:admin@saunceywood.herts.sch.uk) if you wish to make an appointment to meet with her. If you would like to make a complaint please contact Miss Harkness who will advise you of the complaints procedure and policy which is available on the policy page of the website.*

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### **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?**

#### **New Starters:**

- The first day at school for all children can be both exciting and/or stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting. Initially, the class teacher will set up a "buddy" to support the new pupil and make them feel welcome.
- Prior to starting in Reception, the SENCO and Reception teacher visit the nursery to observe him/her in their current setting. This will give us further information about how best to support your child at Sauncey Wood. Strategies that have worked will be shared and will be put in place to aid the transition.
- Home visits will be arranged, as necessary, to allow key school staff to meet parents/carers and children in their home environment first.

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- Parents can visit the school and if necessary meet with the SENCO to discuss any requirements e.g. extra visits, get in touch with external professionals already involved with the child.
  - Your child will be able to visit our school and stay for a taster session, if this is appropriate.

**Progressing through the school:**

- At the end of each academic year children will participate in a transition day, where they will have the opportunity to spend part of the day in their new classroom with their new teacher.
- The current class teacher will pass on important information about the child's education and welfare to their new teacher. The SENCO will also support this transition period.
- When the new school year starts parents/carers are invited into school to "Meet the Teacher".
- It may be appropriate for your child to be given a transition book, which you can use over the summer to help your child understand who their new teacher is and where key things are in the classroom.

**Transferring to a new school:**

- When transferring from one primary school to another, all electronic and paper records will be sent to the receiving school.
- "Moving on" (transition) can be difficult for all children but especially for children with SEND. To aid a smooth transition, a carefully planned programme supports each child. This will be planned with you and discussions may take place before Year 6.
- When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. This is child dependent but will often include visiting the school and taking pictures of it so you can discuss this with your child at home. We can arrange as many visits as are deemed appropriate within reason.
- Meetings between parents/carers, key primary and secondary school staff and the pupil are arranged to enable effective information-sharing and important questions to be addressed.
- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school.
- In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- All Year Six pupils participate in transition programmes which run in school. This supports pupils to become more aware of the forthcoming changes.
- If you know where your child will be attending secondary school and they have an EHCP annual review, then the secondary SENCO will also be invited to this meeting to discuss the provision available at secondary school.

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

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Decisions about funding and resources are made through the Headteacher and Governing Body. The school discusses SEND children's needs in the financial planning termly at resources committee meetings. Local High Needs Funding can be applied for if the school thinks that a child would benefit from 1:1 support and your child does not yet have an EHCP. This funding is decided on by a panel of professionals and only awarded if the needs are exceptional across the county. 1:1 support is usually not provided unless we have this funding. EHCPs are now also allocated funding through a banding system which will be discussed in the assessment stage of the EHCP process. Human resources-teaching assistants, may be employed to support in classrooms where there is a high level of need depending on budget constraints. A training budget also ensures staff are well trained and equipped to support pupils with SEN.

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

Unless your child receives Exceptional Needs Funding or has funding as part of their EHCP (county dependent), they will not receive 1:1 adult support. Sometimes, pupils need support which is different or additional to that of their peers. If this is the case we will meet with you to discuss and plan this. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, you and the pupils, as necessary. Support is recorded on learning plans and you are able to comment on this at any point. If you would like to discuss any decision further, appointments can be made.

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

Full information about the local offer can be found at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

Please also see Hertfordshire's website:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Hertfordshire offers a range of service to support your child with additional needs. These include:

- Educational Psychologists (EP)
- Behaviour Support (BS)
- Advisory teachers for Specific Learning Needs
- Speech and Language Therapists (SLT)
- Occupational Therapy Service (OT)
- Children and Adolescent Mental Health Service (CAMHS)
- Communication and Autism Team (CAT)

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-Collett School Outreach Team

As mentioned previously, Harpenden Plus Partnership has a range of services available to support parents. See the link below for more information.

<https://www.saunceywood.herts.sch.uk/harpenden-plus-partnership-of-schools>

**Thank you for taking the time to read to the end of our SEND Information Report. We hope this report answers most of the questions you have about our school and your child's needs. If you would like to know anything else or would like to book an appointment to visit our school to see everything in action please contact the school office.**

**SAUNCEY WOOD SCHOOL OFFICE**

**01582 621514**

**ADMIN@SAUNCEYWOOD.HERTS.SCH.UK**