



## **Wheatcroft Primary School and Nursery SEND Information Report**

### **Special Educational Needs and Disabilities (SEND) Information Report 2023-2024**

For further information please see the proposed Hertfordshire Local Offer –  
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>.

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

At Wheatcroft teachers continually assess children through regular pupil progress and attainment meetings and strategies are put in place to support any gaps in a child's knowledge. When progress and attainment are significantly below age related expectations further assessment may be necessary. Sometimes it might be necessary for the school's Special Educational Needs Coordinator and outside professionals to be involved together with the child's parents. If you believe your child may have a Special Educational Need you should arrange to meet the class teacher to discuss your concerns. Parent Consultations are a termly opportunity to talk, but it is always better to share your concerns sooner. This can be done by phone or e-mail school administration to make an appointment.

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

The class teacher is responsible for all the children in their class including those with SEND. All our class teachers are aware of SEN and monitor pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them. Parents will be fully involved at every stage of the process.

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

All parents are invited to formal consultations in the Autumn and Spring terms to discuss their child's progress and all children receive an end of year report. At other times appointments can be made for a mutually convenient time to speak in more detail to the class teacher by phoning or calling into the school office. The Special Needs Coordinator is available to speak with all parents by appointment. If a child has Special Educational Needs, parents will be invited to all meetings with outside professionals. For some children with SEN teachers will write a provision map, specific targets are decided on and strategies to achieve those targets laid out. This process is always discussed and shared with parents and reviewed at least each term.

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

Children receive 'Quality First Teaching' from their Class Teacher, this means that work will be carefully planned and differentiated - made easier or more challenging according to the child's needs and appropriate resources will be used to support learning. Carefully planned interventions will be used where necessary. Assessment is on-going and used to plan next steps. Teachers attend Pupil Progress Meetings half termly with school leaders where progress and attainment are rigorously challenged. We also encourage and guide children to self-select "challenging tasks" for some activities so that they are actively involved in developing their own approach to learning.

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

At Wheatcroft we promote positive relationships between parents, children and all school staff. The class teacher has the primary pastoral responsibility for your child supported by teaching assistants and Mid-day supervisors. All children including those with SEN are encouraged to participate in clubs. Our pupils are supervised at lunchtime by a dedicated team of Midday Supervisory Assistants (MSAs) and appropriate play equipment is available at lunchtimes. Older children, who want, are trained as play leaders to encourage younger ones to play co-operatively together at lunchtimes. We have specific lessons on Personal, Social, Health Education (PSHE) which focuses on aspects of emotional wellbeing. We listen to the children's views through, class discussion, the school council and pupil questionnaires.

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

As well as 'Quality First Teaching' and an experienced Special Needs Coordinator the school can access a range of services to support a child's learning. These services include:

- Autism Advisory Team
- Amwell View Outreach Service
- Early Years Advisory Teachers
- Speech and Language Services
- Educational Psychologist [Statutory work only]
- School Nurse
- Visual Impairment Advisor
- Hearing Impairment Advisor
- Specific Learning Difficulties Service
- Family Worker

- Children's centre
- Families First
- Safe Space, external counselling support
- Child and adolescent mental health services (CAMHS)
- GPs or paediatricians

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

Teachers and Teaching Assistants attend relevant courses to help support all children and their individual needs. The Special Needs Coordinator attends regular briefings and updates. Information, recommendations and strategies are taken back into school and implemented to support children's learning. Outside agencies and advisory teachers support school with on-going advice and recommendations. There is information about outside agencies available on hertsdirect website under the heading 'Local Offer'.

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

The school is keen to help parents support their child's learning. We have information meetings at the start of each year and additional subject specific parent meetings at different times in the year. The class teacher may also suggest ways of how you can support your child at home. If outside agencies have been involved suggestions and programmes of study are normally provided. These can be used at school and home. We can talk to you as well as provide useful ideas for how to help your child at home. These may include ideas for phonics activities, reading, maths.

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

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher during parents' evenings
- during discussions with the SENCO or other professionals
- parents are encouraged to be involved with their child's provision, Health Care Plan or Education, Health and Care plans [ EHC Plans]
- share with the class teacher the provision map and review where new targets are set at least termly.
- The SENCo is available for further discussions and specific concerns. Appointments can be made via email or the school office.
- If outside professionals are involved then Families First can set up a Team Around the Family to discuss particular issues and set actions to be done.
- For a few children with very complex needs an Education and Health care plan (EHCP) will be suggested. The SENCo would advise about the process and whether it were appropriate.
- All Hertfordshire schools comply with the equality act 2010 and will make reasonable adjustments to ensure the site is accessible.

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

The safety of all children on trips is paramount and for all trips from school a risk assessment is completed. Teachers visit venues before the trip happens and consider the specific needs of the children and arrangements that would need to be put in place to ensure their safety and wellbeing. For some children where other reasonable arrangements need to be considered, the parents would be involved and in some circumstances a representative of the family might accompany the trip if appropriate.

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

All Hertfordshire schools comply with the equality act 2010 and will make reasonable adjustments to ensure the site is accessible. As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all.
- adapted toilet for disabled users.
- wide doors in some parts of the building.

Please see school's Accessibility Plan

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

In the first instance always contact your child's class teacher. The SENCo is also available by appointment to discuss concerns with parents. The Governing body has a nominated SEN governor who can be contacted via the school office. At County level, the SEN Officer for East Herts can be contacted at County Hall, Hertford. Support for parents is also available from parent Partnership (SENDIASS) [www.hertsdirect.org/parentpartnership](http://www.hertsdirect.org/parentpartnership) Whilst we would hope that problems may be dealt with by school staff, there is a complaints policy available on the school website.

### **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?**

Starting a new school, whatever the age of the child, is an important event and we work hard to ensure that all children's transitions are as positive and as smooth as is possible. For children joining our school at nursery, there are home visits and extra meetings so any concerns that you have can be shared with the Nursery staff. We encourage all new children to visit our school prior to starting. At this visit we invite you to a short meeting with your child's class teacher where we can find out as much information as we can about your child. If your child has a SEND they may wish to visit more than once. We try to liaise with any previous schools to find out as much information as we can about your child and any extra needs they may have before they start. New children are introduced to a class buddy who can look after them at playtimes and lunchtimes. Secondary School transition arrangements are in place for all Year 6 pupils. These can include children visiting their allocated secondary schools. Secondary school teachers visiting the pupils here, plus each secondary school produces their own information sheets. Some children benefit from having extra visits to their secondary schools. Relevant paperwork is passed on to the next school.

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

Support for SEN children is funded from a small additional budget which is set by County. Within these budgetary constraints, support is allocated according to the level of need. How the budget

is spent is decided in consultation with the Headteacher and SENCo. This budget could pay for some adult support, particular interventions as well as buying specific resources.

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

In consultation with the class teacher, parents, SENCo and Head teacher it is decided what support is appropriate. All support is carefully monitored and evaluated. It is important that all children develop independence and do not become over reliant on additional support.

**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?**

Information about the Hertfordshire Local Authority Offer can be found at:

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

Wheatcroft SEND policy can be found on the school website by following this link

[http://www.wheatcroft.herts.sch.uk/statutory\\_info.html](http://www.wheatcroft.herts.sch.uk/statutory_info.html)

**If you have further questions that have not been covered by these questions, the SENCo can be contacted via email on : [senco@wheatcroft.herts.sch.uk](mailto:senco@wheatcroft.herts.sch.uk)**

**September 2023-2024**