

How might my child be supported if they have Special Education Needs and Disabilities (SEND)?

8:50am and 2:45pm

21.11.23

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Our SEND Strategy

Our intention is that all pupils will have equity in access to an exemplary curriculum that is engaging and aspirational in nature and fosters a lifelong love of learning.

The focus of our SEND strategy is to ensure that all pupils are supported to make the most of their potential in all areas of school life.



How does the school know if a child needs extra help ?

We take great care to ensure that we are meeting the needs of all pupils, including the provision of extra support where required.

According to the Special Educational Needs and Disability Code of Practice 2015, “a child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.”

At St John’s children may be identified as needing extra help in a variety of ways, this could include some of the following:

- Obtaining information from parents, other settings (previous schools/ pre-school/ nurseries) and outside agencies
- Through regular pupil progress meetings:-A child falling below age expected levels or making limited progress in accordance with age related expectations may need additional/ targeted support
- Concerns raised by parents / carers
- Concerns raised by teachers/ TAs, perhaps related to a change in pupil’s behaviour or self-esteem
- Use of assessments such as the Herts SpLD Assessment Pack
- Liaison with external agencies such as Speech and Language/ Occupation Therapists/ Educational Psychologists
- Children with an EHCP (Education, Health and Care Plan) will have many of their needs clearly identified through their assessments
- Close monitoring of pupils at school through observations, feedback and marking, moderation, assessment and data analysis.

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

If you think your child has additional needs, you should contact their class teacher in the first instance, via the school office. The class teacher will advise you and if necessary, refer you to Mrs R de la Croix (Inclusion Lead and SENCo).

An appointment can be made with any member of staff via the school office: admin@digswell.herts.sch.uk or delacroixr@digswell.herts.sch.uk



Identification of needs

- Your child may be placed on the School's SEND register-recorded as 'SEN Support'

Your child may have a :-

- Health care plan (Medical reasons)
- Learning Plan (Individual)
- Behaviour Support Plan
- Interventions will also be recorded on the 'class provision map'

What is the School's SEND register?

The SEND register is a list of all the pupils in the school/ class who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help.

Why is my child on the SEND Register?

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these pupils to help them to make progress. Your child will only be on the SEND register if you have discussed with your child's class teacher and SENDCO.

St John's School Provision Map at a glance

Support at St John's Digswell 2023/ 24

Support for pupils may include but is not limited to: -

Universal	Targeted	Specialist
<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcomes. Broad, balanced, and diverse curriculum Differentiated pace to suit different lessons. Visual aids and modelling Visual timetables (Comm in Print) Multisensory teaching approaches: visual, audio, and kinaesthetic Differentiated questioning. Thinking time to answer questions. Use of writing frames/ mind maps/ Table based resources: -rulers, number lines, high frequency words/ monster phonics support materials Brain breaks/ mindfulness. Makaton signing Consideration to seating position and talk partners. Access to teacher or TA during independent learning time. L.I and targets made clear to all. Communication Friendly Classrooms Peer and self-assessment Whole school and class behaviour policy School Golden Rules/ learning powers Interactive/informative displays Parent workshops, parent consultation, reports, open evenings Differentiated home learning. Guided reading/guided writing supported by Coloured paper/ overlays/ reading strips. Wellcomm Screening Growth Mindset promoted across the school Transition process (into EYFS/ EYFS to YR / within school/ Y6 to Y7) 	<ul style="list-style-type: none"> Personalised learning plans/ Behaviour support Plans (STEPS) Protective behaviours course (School family worker/ Inc co lead) Phonics intervention- monster phonics materials. 1:1 tuition with Intervention support TA Small group support for emotions/behaviour (Zones of Regulation) Small group support for Social Skills ('Talk about 'resources) In class EAL support In class behaviour support Individual reading Key stage 1 and 2 Use of the Sensory room/ sensory resources Fine motor skills groups Positive social games group Sensory Circuits Use of Social stories/Conversation cartoons Wellbeing group/young carers Transition programme Daily Readers Art Based Nurture Group Lego Group Circle of Friends Forest School (attendance/ ESBA) Individual speech and language support following advise form SALT. School Family worker or SEN family worker referral and support ELSA individual sessions Access to a supportive environment – computing facilities/equipment/resources i.e. iPads/ chrome books laptops / computer programmes to support reading and maths/ assistive technology – talk to text/specialised equipment Home school communication books, individualised support techniques 	<ul style="list-style-type: none"> Educational Psychologist Service- through consultation clusters of EHCNA Speech and Language direct therapy Autism Advisory Team (SLCA) SAS SEN team advice Outreach support from Woolgrove School Behaviour Support Team Education Health and Care Plan Exceptional Needs funding 1:1 targeted SpLD intervention 1:1 targeted Maths intervention 1:1 targeted social skills support E.W.O / Attendance officer involvement Drawing and talking therapy 1:1 support during physical sessions i.e. PE, D.T/ Art School Nurse support- counselling/ health care plans Team around the family support (Families first assessment) EYFS Specialist Teacher support Referral to CAMHS- Tiers 2 or 3 support. NESSie in Ed / SafeSpace 1 :1 counselling session.

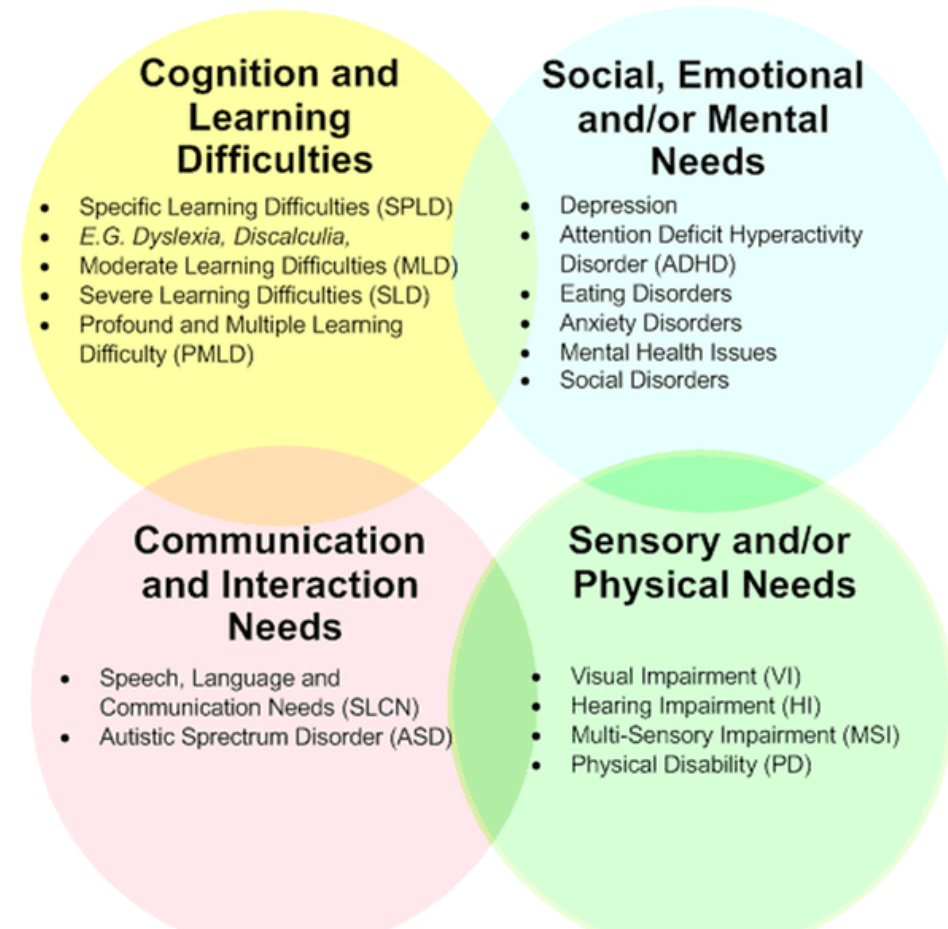
Pupil are all Support through Quality First Teaching (Universal Support)

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Behaviour for Learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Time to talk things through with a Talk Partner before feeding back to class
- Access to ICT to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- TA in class support
- Use of symbols
- Structured school and class routines
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, 'Assessment for Learning' principles in place
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions
- Differentiated curriculum planning, activities, delivery and outcome
- Visual timetables (communication in print)
- Use of writing frames

Support by intervention

If your child is identified as having additional needs, they may be supported by a specific intervention in any one of the 4 broad areas of need:-

- **Cognition & Learning.**
- **Communication & Interaction.**
- **Social, emotional & mental health difficulties.**
- **Sensory and/or physical needs.**



Support by intervention

Cognition & Learning

- Spld (specific learning difficulty) team recommended strategies for developing skills with phonics- reading, spelling, writing and maths i.e. word-shark/ skate-park
- Precision teaching -is about the child having an individual target and then being able to achieve that each week. It is most often based around Literacy and Number.
- Monster Phonics intervention
- Reading VIPERS- comprehension skills(Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence)
- Handwriting support- (group and 1:1)
- Read it to (EYFS approach)
- 1:1 and /or small groups SPLD support by specialist teacher/ TA
- Word building and high frequency word recognition support
- Writing intervention
- Numicon and concrete maths activities
- Maths Catch Up Groups
- Additional Maths Support (1:1, 1:2 or small group)
- In class support from TA
- Spelling practice groups
- Additional individual reading
- Computer programmes: 1:1 and small group

Support by intervention

Communication & Interaction

Talk About – Social skills programme

Lego therapy interventions- are designed to foster social and communication skills in children

Circle of Friends-to help build relationship with peers

Social skills groups- to develop skills needed to understand and interact well with others

Wellcomm- this is a speech and language toolkit that is designed to assess children's speech and language skills.

Speech and Language support: 1:1 speech therapist and/or TA delivering speech therapist devised support programme

Input from Autism Outreach Team

ICT – Communicate in Print 2/ talk to text/

Social Stories/ Conversation cartoons/ restorative conversations

Support by intervention

Social, Emotional & Mental Health difficulties

- **Drawing and Talking Therapy**-allows individuals to discover and communicate emotions through a non-directed technique
- **Protective behaviours-develops** personal safety skills that can be used by children, young people and adults to keep them safe
- **Nurture Groups**-Activities in the nurture group include emotional literacy sessions, news sharing, and creative activities
- **ELSA sessions**- Emotional Literacy Support sessions
- **Zones of Regulation group**-an approach used to support the development of self-regulation in children.
- **Circle of Friends**-to help build relationship with peers
- **Social skills groups**- to develop skills needed to understand and interact well with others
- **Y6 Transition support**
- **Counselling sessions** : 1 to 1 sessions -Safe Space / NESSie in Ed/ School Nursing team

Support by intervention

Sensory and/or physical needs

Sensory Circuits: A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning

Fine motor skills- Dough Disco, use of different writing support tools, fine motor activities,

Interventions suggested by OT/ SLCA team/ EP

Toileting support/ support with eating/ personal organisation

Gross Motor Skills group

Additional handwriting practice

Individual support in class during PE and lunch time

Reasonable adjustments to environment to support access

Support through reasonable adjustments/ resources

What are reasonable adjustments ?

- The reasonable adjustments duty (schedule 13 of the Equality Act 2010)
- The duty to make reasonable adjustments requires schools and other education providers to **take positive steps to ensure that children and young people with disabilities can enjoy the benefits, facilities and services provided for all children and young people.**
- Reasonable adjustments meet the statutory duty when they act to prevent children and young people with disabilities being placed at a substantial disadvantage.
- Guidance for education providers on making reasonable adjustments is available from the Equality and Human Rights Commission



Support through referrals

You may be asked to give your permission for the school to refer your child to a specialist .

This will help the school and you understand your child's particular needs more effectively and improve the support offered by the school.

The specialist professional will work with your child to understand their needs and make recommendations.

If you feel that your child requires a referral to an outside agency this can be discussed at any time with the Inclusion Lead (SENDCo). The Inc Lead will always discuss with you any referrals to outside professionals to support your child's learning

- DSPL5 triage panels – need parental agreement- can discuss child's needs with the panel to seek advice.
- Educational Psychologists – advice can only be sought through the Inc lead attending cluster panel surgeries or as part of EHC needs assessments
- SpId (specific learning difficulties) advisory team- via the Woolgrove School (as of NOV 23)
- SLCA service(speech language communication and autism)
- NHS referrals- Occupational Therapy/ Speech and language therapy
- Wellbeing / SEMH support – Safe Space/ NESSie in Ed/ School nursing team/ELSA

If your child requires additional wellbeing support a referral can also be made to an outside agency such as:

- School Nurse
- Families First Assessment
- Family Support Worker
- North Herts Emotional Health in Schools Service (NESSie)
- Children and Adolescent Mental Health Service (CAMHS)

Support through knowledge and expertise of staff



- Inclusion lead (Mrs de la Croix)– Received her SEN national Award/ Autism Lead/ STEPs leader/ Deputy safe-guarding lead/ ELSA trained
- Start of year SEND training / updates with all staff.
- Start of term planning meeting between all class teachers and Inc Lead.
- Regular training opportunities for staff and staff skills audits used to identify gaps.
- Inc lead attends SEN cluster groups/ termly SEND forum and DSPL5 meetings
- Staff have access to a bank of resources – and support websites/ professional
- The school has a scheduled plan of staff meetings for all staff to improve the teaching and learning of children including those with Special Educational Needs and Disabilities.

The Head of Inclusion (SENCo) provides training on :-

- 1)Special Educational Needs issues such as the SEN Code of Practice, creating a dyslexia friendly classroom, use of teaching assistants, etc.
- 2)They also support us with meeting the needs of specific pupils, for example modification training for staff working with visually impaired pupils.

- All staff have safeguarding, Hertfordshire STEPS behaviour training and first aid training.
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example, training in the use of intervention programmes by the Specific Learning Difficulties Base, SALT and OT programmes.
- Teaching Assistants receive training to support the children they are working with such as Autism training or Visual Impairment awareness.
- Outside agencies provide regular training linked to high incidence Special Educational Needs, such as Zones of Regulation training for pupils with Autism. They also support us with meeting the needs of specific pupils, for example modification training for staff working with visually impaired pupils.
- Speech therapists based in the Speech and Language Base have provided training in Communication in Print, Clicker, Cued Articulation and Integrated Visual Coding to all staff.

Support through our school's SEND offer

Policies on the school website:-

- SENDIR- reviewed yearly (Special Educational needs and disabilities information report)
- Accessibility Policy and Plan
- Inclusion Policy
- SEN Policy



Communication is key



- The voice of the parent and pupil are central to this
- APDR – termly cycle of Assess, Plan , Do and Review cycle – meeting at the start of each term to review progress and set new targets
- Yearly Review of EHCP (Education and Health Care plans)



Places of support

- The Hertfordshire Local Offer

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

- DSPL5 website

<https://www.dspl5.co.uk/>

- SENDIASS

<https://www.hertssendiass.org.uk/home.aspx>



Any questions...?

Please use the question
sheets provided.

Give a contact email
address
