



SEN Information Report 2023

Introduction

All Hertfordshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). They are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools aim to be inclusive, with the needs of SEND pupils being met in a mainstream setting wherever possible, if families wish this to happen

The following document is designed to inform parents as to the provision that Windhill21 can offer children with SEND. It is not an exhaustive list and we would invite any parent with specific queries or concerns to contact the SENCO directly in order that we can engage in a dialogue about how best we can address the child's needs.

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

If you have concerns about your child's progress, the first point of contact should always be the class teacher. Formal meetings such as those at parents' evening occur regularly, but you can always arrange an informal meeting with your child's teacher to get an update on their progress. If you still have concerns, the Special Educational Needs Co-ordinator (SENCo), Mrs Hellie Mann, is also available to talk to you.

2. How will Windhill21 support my child with Special Educational Needs?

In close liaison with parents the provision will be matched according to need and appropriateness to the child.

Whole class teacher input

Your child will receive excellent targeted class teaching where the teacher will have the highest expectations for your child and all the pupils in their class. Your child's teacher will have carefully checked your child's understanding and identified any gaps where they need extra support to help them make the best possible progress.

Specific small group work

This may be a run in or outside of the classroom by a teacher or teaching assistant who has had training to run these groups. Your child may engage in guided group sessions with specific targets to help him/her make more progress.

Individual Support

Your child may have been identified as requiring intensive support from a teaching assistant on a 1:1 basis. This type of support is available to children with specific barriers to learning that cannot be overcome through whole class teaching or intervention groups.

The school may choose to support your child using an IPM (Individual Provision Map) which addresses the individual needs of your child and plans in detail how they will best be met. If your child requires a particularly high level of support or has complex needs which are above that which is normally provided, school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. The Local Authority will then decide whether to write an Education & Health Care Plan.

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

All parents will receive formal communication once a term in the form of Parent Consultations or Annual Reports. If your child is given an Individual Provision Map (IPM) then these will be regularly reviewed and updated in discussion with you. Parent consultations are a good opportunity to hear from you how you feel your child is getting on. Our SENCo is available at these times for you to have an additional appointment.

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

The school's budget is decided by the Headteacher and Governors for SEND. Within budgetary constraints, support is allocated according to the level of need. A few children with Exceptional needs that require more support than the school budget can sustain, may need the school to apply for additional funding from the County's Local High Needs Budget. Parents will always be consulted if the school is to apply for additional funding for their child.

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

These decisions are made in consultation with parents, teachers, the SENCo and the Head teacher. At the same time as recognising the need for support in the classroom, as a school we also aim to foster the independence of all of our children.

6. How will the curriculum be matched to my child's needs?

A continuous, on-going assessment cycle is used to ensure that teachers are setting work for children at an appropriate level of challenge. Where additional support is in place for some children, the class teacher, support staff and SENCo monitor and review progress of such support or intervention. In order to meet the needs of pupils fully, staff may also draw from a wide variety of different interventions, strategies, or services available to the school.

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

All parents are encouraged to contribute to their child's education through:

- Discussions with the Class teacher
- Discussions during parents evening
- Discussions with the SENCo or other professionals
- Parents of SEN children with an IPM attend termly meetings with the SENCo and/or class teacher to ensure we have your insight and review the targets and progress your child is making each term.
- If your child has an EHCP then this will be informed and reviewed by yourselves on an annual basis in discussion with all the professional involved.

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

- The class teacher may suggest ways of how you can support your child.

- The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes are normally provided that can be used at home.

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

The well-being of your child is extremely important to us and we aim to support and foster the whole child. Through offering the Jigsaw program, assemblies and extra-curricular activities the self-esteem and social development of your child are supported. We endeavour to recognise your child's views and opinions and they will be used to inform IPM's and strategies implemented in class.

Windhill21 also has access to our Pastoral Lead (Louise Merrell) who is able to offer coaching where appropriate.

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is written in consultation with the parents/carers and staff. These are reviewed regularly and as needed.

Windhill21 understands the statutory obligations under primary legislation and has regard for the following regulations:

- The Children and Families Act 2014
- Supporting pupils at school with medical conditions 2014

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

If in partnership with yourselves it is agreed your child needs some extra specialist support from a professional outside the school, there are a range of services that may be called upon. These can be divided under two headings, Education and Health; below is an example of just a few that may be accessed.

Education;

- Hertfordshire schools are fortunate enough to have access to Integrated Services for Learning; EYFS advisory teachers, Physical and Neurological impairment team, Specific Learning Difficulties Advisory teachers (SpLD) which can offer support for difficulties in Literacy and Maths
- Educational Psychology Team
- Educational Support Team for Medical Absence
- Amwell View Outreach Support

Health:

- Speech and Language Therapy (SALT) – school can refer directly with parental consent
- Occupational Therapy and Physiotherapy – school can refer directly with parental consent
- Child and Adolescent Mental Health (CAMHS) - services accessed via a GP referral

Parents may wish to employ private therapists at their own cost. In this situation school will happily provide written reports to support assessments, if they are requested in a timely manner.

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

Windhill21 is an inclusive school, and the needs of all children will be considered when planning any trip or event. Children will be able to access activities outside the classroom wherever possible. A detailed risk assessment will be made, ensuring that risks are minimized and reasonable adjustments are made.

12. The staff supporting children with SEND: what training have they had or are having?

Hellie Mann (SENCo) holds the NASENCO qualification. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff training is updated regularly as required. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children

13. How will the school prepare and support my child when joining Windhill21 or transferring between classes/key stages or schools?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. At the end of each academic year there are Internal transition meetings from current teacher to future teacher; some of these meetings may involve parents.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- All children will have the opportunity to spend time with their new teacher and classroom.
- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IPM's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Where appropriate children will attend transition pastoral support groups.

The strategies to support your child will depend on the circumstances as appropriate to the needs of the child.

14. How accessible is the school environment?

All schools must adhere, by law, to the Equality Act 2010. The school is based at ground level and is accessible to children with Physical Disabilities. We ensure that equipment used is accessible to children, regardless of their needs. Our Accessibility policy can be found on the school website

15. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office or send in a letter to arrange a meeting with:

- The class teacher
- SENCo – Hellie Mann -senco@windhill.herts.sch.uk
- Pastoral Support – Louise Merrell- louise.merrell@windhill.herts.sch.uk
- The Executive Headteacher (in the last instance unless specific need to do so) Mrs Moore.

Additional support services for parents of pupils with SEN:

Hertfordshire SENDIASS provides information advice and support which is accurate and confidential in ways that is accessible for young people and parents.

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

Under the Children and Families Act 2014 each Local Authority is required to publish a Local Offer detailing what provision and services were available in their area for children and young people with SEND.

Visit the website for full details: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

We hope these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.