

Watford Field School  
Infant and Nursery



Special Educational Needs and  
Disability (SEND) Information  
Report  
September 2017

**Watford Field School Infant and Nursery**  
**SEND Information Report**  
**September 2017**

**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?**

**School**

- Teacher's carry out formal and informal assessments continuously and are therefore able to identify children who are not yet working at age related levels.
- Pupil progress meetings are held termly. The head teacher, deputy head, Inclusion Leader, and class teacher identify and discuss children who are exceeding age related levels and those who are not yet working at the expected level.
- The Inclusion Leader will carry out initial observations of any identified children and meet with the parents to discuss concerns and consider any additional assessments (i.e phonological awareness or auditory memory) or interventions needed to support this child or clarify any specific difficulty. A date for a review meeting (after approx 6 weeks) will be arranged with all staff to evaluate any interventions and look to any next steps. Along with the children's academic ability the Inclusion Leader will also look at issues outside the classroom (social and emotional development)
- Through both formal and informal conversations during the school day, the Inclusion Leader may decide to observe a child that has been identified to her. As above this observation will always lead to a meeting with the parents.
- Within the Early Years (both Nursery and Reception), each child is allocated a key worker, therefore any concerns or discussions can be shared with your child's key worker and the school Inclusion Leader.

**Parents**

- If you have any concern relating to your child's progress you must arrange to meet with your child's class teacher in the first instance, to share your concerns. Teachers will ask for background information on your child e.g when did they start walking/talking etc.
- Following on from this meeting the class teacher will decide if it is necessary for the Inclusion Leader to observe the child and then meet with the parents.
- If your child is currently not attending the school and you feel a meeting with the staff, external professionals and yourself would be beneficial to discuss the needs of your child this can be arranged prior to them starting. This meeting will allow all involved to discuss the transition into school and what would suit your child best. Alongside supporting the child it also gives all professionals the opportunity to meet and handover important information.

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

Those children with SEND (Special Educational Needs and Disabilities) are supported by class teachers, class teaching assistants and learning support assistants. The level of support that they receive depends on their degree of need.

The support provided by staff include:

**Teachers:**

- All class teachers provide quality first teaching for all children in their class.
- Ensuring the curriculum is differentiated to enable all children to achieve a learning objective that is appropriate to them.
- Differentiated questioning to allow all children the opportunity to participate in whole class teaching.
- Use of appropriate resources to enable all children to participate and access the curriculum.

- 1:6 group time support. Teachers ensure they work with all groups throughout the week and use appropriate questioning and differentiated guided work.
- Any specific needs may be addressed through individual target based activities using an SEN Support Plan (SSP). Where possible these targets are addressed through class based activities.

#### Teaching assistants

- During direct teaching sessions teaching assistants are assigned to support SEND children to enable them to access the learning. During these times the TA can re-word or explain any concepts and use additional resources.
- 1:6 group time support. Teachers ensure they work with all groups throughout the week and use appropriate questioning and differentiated work.
- 1:1 individual support. Those SEND children who are working on specific targets through SEN support plans are assigned specific 1:1 time to allow targets to be worked on.
- Teaching assistants feedback to class teachers on a daily basis through annotation of the planning and verbal feedback.

Both teachers and teaching assistants are there to provide personal and social support along with academic.

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

As a school we feel our home school partnership is strong. This is demonstrated by the formal and informal opportunities you have to find out about your child:

#### Formal opportunities

- Parent consultations held twice a year (October and February)
- Written end of year report (July)
- End of key stage assessments
- Year 1 phonics screening
- Termly review meetings of SSP targets
- Parents of SEND children who have external professional working with them will be invited to attend meetings on a regular basis to discuss reports, advice and feedback.
- EHCP Review meetings

#### Informal opportunities

- Teaching assistants are always available at the beginning of the day and teachers at the end of the day to take a message or for a 'quick chat'. However if you feel more time is needed then a meeting can be arranged after school with the class teacher.
- The school Inclusion Leader is another point of contact and aims to be available to meet at the beginning and end of the day.

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

- Each class has a map which identifies the provision being used for all children in the class (provision map), this is updated termly. This shows how specific areas of the curriculum are differentiated at Tier 1, 2 and 3 (Tier 1; all children, Tier 2; some of the children, Tier 3; a few of the children). It also identifies targeted interventions at certain levels and those children who are receiving these interventions.
- Gifted and talented children are also identified on the class provision map and activities are planned to ensure that their learning is extended.
- Differentiation of learning is planned for each lesson. For those children who are working at the 'p' levels (pre-curriculum levels) the teachers plan their objectives through a track back document which ensures the work is pitched at the correct level for the children.

- Resources are always available to aid the children's learning e.g visual timetables, now and next boards, numicon.

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

- Within the curriculum at both Early Years and Key Stage One, Personal, Social and Health Education (PSHE) is taught throughout the year. These lessons include 'circle times' where feelings, concerns and problems which have been expressed can be discussed and resolved.
- For those children who find expressing themselves difficult, measures are taken to ensure they are able to do so; this can be done through pre-teaching/conversations to allow children to rehearse responses.
- The school has skilled and proactive staff who work in whole class and small group situations to ensure that all children have opportunities both formal and informal to talk to a grown up.
- School assemblies follow the value of the month and the school's code, along with reinforcing the schools behaviour policy.
- The school's open door policy is a key strength and allows both children and parents to come to staff if they have any concerns and worries.
- For those children who find lunchtimes and non-structured times of the day difficult, our MSA (Midday supervisors) are made aware of the children. The school also has a daily lunchtime club, run by one of our teaching assistants and held outside in our pagoda for children who need a quieter environment.
- Support and advice from our School Nurse.
- Our School Council comprised of Year 1 and Year 2 children who meet regularly.
- Each class has a 'Wishes and Worries Box' where children can jot down anything that they wish or worry for. This information is then seen by the class teacher and addressed.
- Emotion Faces at the entrance of each classroom allow all children to share how they are feeling throughout the day without them having to verbalise it. These faces also allow teachers and teaching assistants to then have a conversation with the children regarding their feelings on that day and how they can help.
- Our midday supervisors are assigned to each class to ensure there is a familiar adult on the playground and in the dining hall.

More specialist support (where needed and after consultation with teachers and staff) includes:

- Social skills nurture group
- Drama and play therapists
- Nurture group at playtimes
- Chessbrook Outreach Teacher Support
- CAMHS (Children and Adolescent Mental Health Services)

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

The school currently has involvement from the following external professionals:

- Speech and Language therapist
- Educational Psychologist
- Colnbrook Outreach Teacher Support
- Laurance Haines SPLD Base Outreach Teacher
- ASD specialist teacher
- Early Years Advisory Team
- Occupational therapist
- Physiotherapist
- School nurse
- Paediatrician
- Family Support Worker

- Chessbrook Outreach Teacher Support
- Drama Therapist

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

Academic year 2016-17 SEND training (linked to the School Improvement Plan):

Academic Training:

- Precision Teaching Training – October 2016
- Intensive Interaction Training – February 2017

Medical Training:

- Diabetic Training – 11.09.17
- Epi Pen training – 06.09.17
- Asthma Training – January 2016

Along with the above training:

- The Inclusion Leader networks on a termly basis with other Inclusion Leader's and external professionals through attending cluster groups, moderation meetings and SEND county briefing meetings.
- The Inclusion Leader has built strong links with the Inclusion Leader at the linked Junior School.

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

### Formal Opportunities

- Termly topic meetings and topic information.
- Termly meetings with the class teacher to discuss SEND support plans provide an ideal opportunity to share ideas and provide strategies that you can use to support your child at home.
- The Inclusion Leader is always keen to provide any resources that you can use with your child at home. Previously this has included auditory memory games, RWI flash cards, letter and number formation sheets, coloured overlays and pencil grips.

### Informal Opportunities

- As mentioned previously each morning and at the end of the day there are members of staff available should you need to ask for any additional support or strategies.
- The Inclusion Leader is available throughout the day should you wish to speak to her about specific support.
- We pride ourselves on being an approachable staff and our Open Door Policy reflects this.

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

Working in partnership with our parents is a key aspect of our SEND policy and the new SEND Code of Practice. This is a key strength of the school to which the new Code of Practice will allow us to continue building upon.

- From the moment a child has been identified by the class teacher and Inclusion Leader, the parents are involved through the initial meeting. This involvement continues throughout.
- Parents' comments and concerns are recorded on our SEND cover sheets (a brief summary of the child) to ensure all adults working with the child are aware of the parents' views.
- Any involvement from external professionals needs parental consent and can therefore not happen without parents' permission.
- Parents are always invited to meetings with external professionals.
- Termly meetings to discuss SEN support plans provide an opportunity for parents to share any

comments or views.

- The Inclusion Leader continues to make herself available where possible to meet with parents whenever necessary.
- Throughout any transition be it from pre school to nursery, nursery to year one or year two to year three, parents are always involved in the process and have an opportunity to share any concerns or views about how to help make the transition smooth.
- New to reception and nursery home visits take place at the beginning of the Autumn Term to allow staff and parents to share information about the children.

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

As a school, inclusion and equality is important to us (see Equality Scheme on the school's website).

- The school will ensure that all children are able to participate in all school activities and trips.
- Planning in advance is crucial and if necessary this may include liaising with parents to seek views and ideas to support their child during the trip.
- The school ensures reasonable adjustments are made to ensure all children are able to access such activities; to date this has included the use of a pushchair on a school trip to allow a child to visit a farm and additional adults on visits to ensure the safety of SEND and the staff are considered.

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

- The school sits on one level making it accessible for all children.
- The early years' garden area has both steps and a ramp to access the grass area. These steps are the only steps on the premises.
- The school has a disabled toilet.

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

Inclusion Leader: Gemma Hall  
01923 227306  
[admin@fieldinfants.herts.sch.uk](mailto:admin@fieldinfants.herts.sch.uk)

### **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?**

#### Before joining the school

- Arrange a meeting to enable yourself, the Inclusion Leader, class teacher and head teacher to discuss your child.
- If necessary the Inclusion Leader and class teacher will make a visit to the child's current setting. Here they will observe them in comfortable surroundings and have the opportunity to speak to key workers/class teachers.
- Provide your child with a photo book of the staff and significant areas i.e. toilets, playground etc for you to share and to enable your child to familiarise themselves with before joining us.
- New to reception and nursery home visits take place at the beginning of the Autumn Term to allow staff and parents to share information about the children.
- The school runs a detailed transition to ensure your child knows their new teachers, teaching assistants and classroom before joining us.

#### Transitioning to a new school

- Ensure transition visits are put into the diary as early as possible. This gives your child the opportunity to familiarise themselves with their new surroundings.

- Transition visits will always involve a familiar adult for the child (teaching assistant)
- Provide your child with a photo book of the new staff and significant areas i.e. toilets, playground etc.
- Meet with your child's new class teacher, Inclusion Leader and teaching assistant to share information. (This may be done through a telephone conversation)
- If appropriate hold a meeting with yourself and significant staff from both schools to discuss your child.
- Those SEND children transitioning to Field Juniors complete at least 2 additional visits (during the Summer Term) including one visit with their parents, to allow them extra time to get to know their new setting.

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

- When setting the budget the head teacher and governors consider the needs of all children and the deployment of staff to ensure good use is made of the schools income.
- Those Teaching Assistants working with an individual child through Exceptional Needs Funding have individual timetables to support children.
- If a child is working below age related expectations, appropriate resources are used to ensure the children can access the learning.
- The school has purchased appropriate packages for both English and Maths to support those SEND children. These include Numicon; a tactile and practical resource to support the development of number, and Lift Off; an onset and rime approach to learning spelling and word families.

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

- In discussion with parents and all professionals involved with your child.
- Parent Partnership will support parents in helping them to find out what support is available locally.
- Local Authority SEN Officer will offer advice to parents and school on what support should be considered for individual children based on the overall needs of all children within the school.
- Additional funding if thought necessary can be applied for through the Exceptional Needs Funding Application which occurs termly.

#### **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 regarding Hertfordshire's local offer can be found at [www.hertsdirect.org/services/healthsoc/childfam/specialneeds/](http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/)

Author: Gemma Hall, Inclusion Leader  
Date: September 2107

This report will be reviewed in full by the Governing Body annually.

Review Date: July 2018

***This report was reviewed and updated September 2017***