



The Lea Primary School and Nursery

SEND Information Report 2023-24

The Information Report explains our approach to supporting students with SEND and the additional support and advice available to our pupils. The Lea Primary School and Nursery is an inclusive school that recognises and embraces the individuality of every child and therefore provides a diverse range of support strategies to enable all our children to achieve their full potential.

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Glossary:

ADD/AD(H)D - attention deficit disorder/attention deficit (hyperactivity) disorder, a term used for children or adults who have excessive difficulties with concentration sometimes with impulsiveness (hyperactivity)

Autism - a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them

Educational Psychologists - support families in partnership with schools to help children achieve their full potential

Education, Health and Care Plan (EHC Plan) - for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs

Five ways to wellbeing - a set of evidence-based actions which promote people's wellbeing-Connect, be active, learn, take notice and give

Graduated approach - a four-part cycle through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

NASENCo (National SENCo Award) - all SENCos must have achieved this accreditation within three years of appointment to this post

Philosophy for Children (P4C) - an enquiry-based approach to open up children's learning through the exploration of ideas

Precision Teaching - a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills

SCERTS™ Model (Social Communication Emotional Regulation Transactional Support) - a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with Autism and related disabilities, and their families

SEND - special educational needs and disabilities

SEND Code of Practice (CoP) 2015 - statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

SENCo (Special Educational Needs and Disabilities Coordinator) - every school must have a SENCo who is also a qualified teacher and have achieved the NASENCo qualification.

SENDIAS (Hertfordshire Special Educational Needs and Disability Information, Advice and Support

Service) - provides an impartial and confidential support service for parents and carers of children and young people up to the age of 25 with special educational needs and disabilities

Social communication difficulties - are characterised as difficulties with the use of verbal and nonverbal language for social purposes

Specific learning difficulties - refer to a difficulty with a particular aspect of learning e.g. reading, writing, spelling, maths, working memory

Speech and Language therapists - support and care for children with communication, eating or swallowing difficulties

Teaching Assistants (TAs) - support the teacher in managing the learning of the children in class and support the children where appropriate in accessing the learning

1. What are the key roles and responsibilities of school staff in relation to SEND?

Person	Summary of responsibilities
<p>Headteacher: Mrs Tracey Berry</p> <p>Deputy Head: Mrs Roz. Cross</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • The day to day assistance in all aspects of school life; this includes the support and provision for children with SEND • Ensuring that your child's needs are met. They give responsibility to the SENCo and teachers, but they are overall responsible. • Ensuring that the Governing Body is kept up to date on any issues in the school relating to SEND • Ensuring that all staff follow statutory guidance for all pupils, including children with special educational needs and/or with a disability
<p>SENCo (Special Educational Needs Coordinator): Mrs Sally Davey (Tues, Wed, Thurs)</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating all support for children with SEND and developing the school's SEND Policy to make sure all children have access to high quality teaching and provision • Ensuring that you are involved in supporting your child's learning and keeping you informed on the support your child is getting • Monitoring provision and the impact of interventions as part of the implementation of the graduated approach required under the SEN Code of Practice to support children in achieving good outcomes. • Reviewing your child's progress, including the review of Education, Health & Care Plans, and planning ahead for their needs • Liaising with other agencies who may be coming into school to help support your child's learning, for example: speech and language therapy, Educational Psychology Service, Specialist Advisory Teachers from e.g. Communication and Autism Team, Early Years Team, Specific Learning Difficulties Team
<p>Class Teachers:</p>	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to quality teaching and that the curriculum is adapted to the individual needs of all learners

The attainment and progress of all pupils is monitored frequently and consistently. Pupil progress meetings are arranged every term and individual children and their needs are discussed, based on teacher assessment data. Formal teacher assessments take place each term. These assessments give information about pupils' academic needs.

Some children are identified as needing additional support. Those children will be highlighted to all adults working with them and the SENCo. High quality teaching targeted at the areas of need will be put in place and the child's progress closely monitored over time. If progress continues to be less than expected it may be necessary to put in place further support. If there is an indicator of learning difficulties, then the child will be recorded as having special educational needs (SEN) with the provision to meet them clearly stated. **Parents will be involved and consulted with throughout this process.**

Some children will enter the school with special educational needs that have already been identified by their previous educational setting. In this case, a meeting to discuss ongoing needs and provision to meet them, will usually take place with parents, the new class teacher and the SENCo.

If you have concerns about your child and think that they may have special educational needs, you should talk to their class teacher or our SENCo.

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

For a child who has been assessed and shown to be in need of SEN support, we follow the graduated approach through a cycle of '**Assess, Plan, Do, Review.**' Meetings are held between teachers, parents and child (where appropriate) three times a year to review the child's progress. The voice of the child and the parents are central to these meetings.

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual aids are regularly used. Any additional support is recorded on the child's individual provision map.

Class provision is organised in three stages:

1. High quality teaching – all pupils
2. Small group interventions – some pupils
3. Individual interventions or support (usually with involvement from outside agencies or specialist advisors) – few pupils (where necessary)

Where appropriate, advice from external professionals will be sought and used to implement specific strategies or to access particular resources or equipment.

For some children with multiple needs a Families First Assessment Early Help Module (EHM) may be necessary, where multiple agencies / services are involved. An EHM is only instigated with parental consent. This enables parents/carers to meet with all the professionals involved at the same time, to ensure a cohesive and coordinated plan of support.

For a few children an Education Health and Care Plan (EHC Plan) may be required, again the views of the child and the family are central to putting together a coordinated plan that involves advice from education, health and social care.

If your child's needs are significant, it may be appropriate to undertake this statutory assessment of his/her needs. During this process, you will also be supported by the Herts Integrated Services for

Learning, SEN Team. They will ensure that you fully understand the process. The assessment may lead to the issue of an EHC Plan. Once an EHC Plan is in place, regular review meetings will be organised with the parents, the pupil (where appropriate) and the professionals and external agencies supporting the child.

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

We believe in working closely with parents/carers in sharing ideas and information to encourage children to aspire to achieve their best in their learning and their self-esteem.

- You will receive a written annual report on your child's attainment and progress at the end of the summer term
- Regular attendance at parent consultation meetings. Additional meetings can be arranged by appointment throughout the school year
- Provision maps with targets and agreed support, reviewed termly in October, February and May between teachers and parents
- Teachers also try to provide informal feedback at the end of the school day if something noteworthy has occurred and on occasions, work may be sent home for your child to share with you

See 11 below for children with more complex needs requiring EHC Plans

6. What SEND expertise is available at the school and how will school staff support my child?

The school will support your child through:

- High quality teaching
- Focused small group teaching / interventions or, for a few children, one to one support
- The use of TAs to support learning and free the teacher to support targeted groups
- Taking advice from senior teachers, the SENCo, or specialist advisory support depending on the individual child's needs
- Teaching small group interventions or, for a few children, one to one support
- Maintaining close relationships with parents and carers

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specialist Advisory Teachers for specific learning difficulties or autism spectrum condition. A referral will not be made without parental permission.

Provision in school includes:

- Two specialist Elklan trained speech and language assistants. Elklan training for supporting children with speech & language & communication difficulties is available and we can also use SCERTS™ Model for children with social communication difficulties
- Our SENCo, Mrs Davey is an experienced and qualified teacher and fully qualified holder of the National Award for SEN Coordination (NASENCO). She attends ongoing SEN training in specific areas and regularly attends SENCo cluster meetings and SENCo Forum meetings. She is also a leading Autism Practitioner certified to deliver Level 1 Autism training to all staff.
- Qualified Early Years Practitioners supporting the teachers in the Nursery and Reception
- TAs, including three Higher Level TAs are available for most of the day in all classes
- Class teachers and TAs with expertise in supporting pupils with AD(H)D, autism and other

learning difficulties

- Some TAs are trained to deliver bespoke literacy and maths interventions
- Some TAs are trained to deliver social skills interventions including Lego® Therapy, Comic Strip Conversations and Social Stories™
- Some TAs can deliver Precision Teaching to a few children needing to learn in small steps
- One Emotional Literacy Support Assistant (ELSA) who helps children to understand and regulate their own emotions, learn to respect themselves and others around them and develop their personal resiliency
- Support from TAs for one to one and small group work
- All staff are trained in Level 1 Mental Health Awareness to help identify, support and manage difficulties that children may experience from time to time
- Our Mental Health Lead and Deputy Head have certifications for Level 2 Mental Health Awareness and Mental Health First Aid
- All teachers are trained in 'Hertfordshire Steps' - A therapeutic approach to positive behaviour management.
- Behaviour Lead Teacher certified to deliver the 'Herts Steps' training

7. What specialist services relating to SEND is the school able to access?

In addition to the expertise within our school, our SENCo can also seek further advice from, or make a referral to, an appropriate external agency or service. This will follow regular discussion about your child's progress and needs as part of his/her provision and will not go ahead without parental permission.

External services that the school may access include:

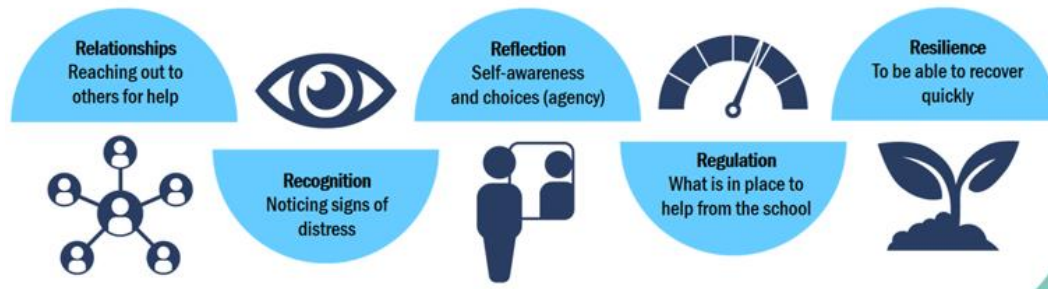
- Educational Psychologist.
- Herts SEND Specialist Advice and Support Specialist Advisory Teachers from the Communication and Autism Team
- Herts SEND Specialist Advice and Support Specialist Advisory Teachers for specific learning difficulties working with or providing advice to support children with specific difficulties in English and maths.
- Herts SEND Specialist Advice and Support Early Years Advisory and Consultancy Service
- Herts SEND Specialist Advice and Support Vision Impairment and Hearing Impairment Team
- Health services – School Nurse and Speech and Language Therapy; the Occupational Therapy and Physiotherapy Team; Community Paediatrician, PNI team – Physical and Neurological Impairment team (some of these referrals are made via your GP and we will work with you to provide as much information for you to discuss at appointments)
- Harpenden Plus Partnership - support parents and schools with a range of services
- Families First Hertfordshire and parent support workers
- St Albans Bereavement Support
- CAMHS - Child & Adolescent Mental Health Service
- LINKS Academy Schools Intervention and Support Team for behaviour support
- The Collett School Outreach Team for pupils with severe learning difficulties

8. What support will there be for my child's overall wellbeing?

One of our key aims is to foster a nurturing approach to positive behaviour, mental health and emotional well-being. We focus on developing children as well-rounded, happy, confident people. In June 2022 we achieved The Healthy Young Minds in Herts Accreditation for Emotional Wellbeing and Mental Health Awareness. We follow the Five Rs whole school approach to mental health and

wellbeing model, which fits with the NHS Five Ways to wellbeing model and our own values of Respect, Kindness, Ambition and Pride.

Five Rs model



Five ways to Wellbeing



We know that physical health and mental wellbeing are interlinked, and we put great emphasis on teaching across the whole school so that pupils understand that good physical health contributes to good mental wellbeing. From September 2021 the whole school will be taking part in the Stormbreak programme of mentally health movement which fits well with our PSHE and PE curriculum focusing in heathy bodies and minds. It focuses on five key areas of Resilience, Relationships, Self-care, Self-worth and Hope and Optimism. The activities which take place at least once a day are well thought through, modelled well and each one introduces or repeats key mental health vocabulary by explaining what aspect the activity is working on and what it means. In this way we believe it will help children's understanding of what good mental health means and how it can be achieved. It works alongside all the other wellbeing activities the children take part in which include:



- Hertfordshire Steps therapeutic approach to behaviour management
- Weekly celebration and sharing assemblies

- Team points based on the 'Five ways to wellbeing'
- Headteacher's Awards
- Team point certificates and rewards from 'The Golden Box'.
- Class circle time
- Philosophy for children
- Mindfulness sessions
- Growth mindset
- Stormbreak programme of activities
- Valuing pupil voice – through the school council and through pupil voice interviews and questionnaires
- Modelling positive relationships between staff, pupils and parents and carers
- Promotion of class and school rules as explained in the school's Positive Behaviour Policy
- Involvement in extra-curricular activities
- Information regarding medical conditions is handled sensitively, in line with our policy, and the appropriate staff will be informed of specific needs.
- Year 6 play leaders in the playground
- 'Meet & Greet' at the beginning of AM and PM sessions with an adult for identified pupils
- Social skills programmes run by experienced support staff
- Indoor lunchtime area with activities and quiet space for children who find lunchtimes tricky
- Sensory breaks including use of our Sensory Walk to gain the sensory input they need in their bodies to stay alert, on task, and focused
- Use of our Wellbeing Hub incorporating space for children who become dysregulated to rest, rebalance their emotions, access calming activities and tasks to reset and talk through their worries with an attuned adult
- Worry Boxes in any classroom for children to use to let us know they want help
- Mental Health Calendar of opportunities to celebrate or take time to reflect eg World Mental Health Day, Anti-Bullying Week, Healthy Eating Week
- Feeling Good Week in February each year

We believe firmly in early identification of needs and provision of timely support. For those children needing extra help we can access our Emotional Literacy Support Assistant (ELSA) to understand and regulate their own emotions, learn to respect themselves and others around them and develop their personal resiliency. We can also access crisis counselling via Harpenden Plus Partnership and refer direct to CAMHS in consultation with parents.

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

All teachers and TAs have access to in-service training and professional development opportunities to enable them to enhance their professional skills. External training courses are accessed as appropriate. Where relevant, the teachers, TAs and SENCo work closely with external professionals to implement their advice. Regular support from the Speech and Language Therapy team, Educational Psychologist, Communication and Autism Team), Vision and Hearing Impairment team, Physiotherapy and Occupational Therapy Service and Specific Learning Difficulties Team is sought.

Our SENCo attends ongoing SEN training in specific areas. In addition:

- SENCo regularly attends SENCo cluster meetings and SENCo Forum meetings.
- Staff training for Autism Awareness Level 1, Mental Health Awareness Level 1 and Attachment and Trauma Aware
- Our Behaviour Lead delivers 'Herts Steps training
- All staff attend relevant courses for continued professional development and have access to many training opportunities throughout the year e.g. Social stories, precision teaching
- Elklan training for supporting children with speech & language & communication difficulties is available and the SCERTS Model for children with social communication difficulties.
- All staff including Administration staff, Midday Supervisors and our Site Manager receive the statutory safeguarding and first aid training on an ongoing basis

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

Parents are invited to 'Meet the Teacher' at the start of each school year and to our 'Headteacher Coffee Mornings' throughout the year.

We value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home.

Formal parent/carers' consultation meetings take place in the autumn and spring terms. Teachers will explain how the learning takes place in class and advise on any areas that you can help your child with at home.

An annual written progress report is provided for your child at the end of each summer term. The curriculum map for each class is sent home at the beginning of each term so that parents are aware of what their child will be learning each term and thereby support their child's learning.

Our SENCo will also be available at a consultation session in the autumn and spring terms if you would like to discuss your child's strengths and needs with her and explore further ways in which you can support your child's learning. If you want to talk to the SENCo at another time, please make an appointment with her via email or selecting the SENCo option by telephone.

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

In addition to formal parent/carer consultation meetings, you can also discuss your child's education with their class teacher, SENCo or Headteacher by making an appointment via the school office.

- For some pupils, a school/home liaison book may be used to enable regular information-sharing and updates between key school staff and parents/carers.
- For some children with multiple needs a Families First Early Help Module (EHM) may be necessary, where multiple agencies / services are involved – an EHM is only instigated with

parental consent. This enables parents/carers to meet with all the professionals involved at the same time, to ensure a cohesive and coordinated plan of support.

- For a few children, whose needs are significant and/or complex, an Education Health and Care Plan (EHC Plan) may be required. Again, the views of the child and the family are central to putting together a coordinated plan that involves advice from education, health and social care. During this process, you will also be supported by the Herts Integrated Services for Learning SEND team. They will ensure that you fully understand the process. The assessment may lead to the issue of an EHC Plan. Once this is in place, regular review meetings will be organised with the parents, the pupil (where appropriate) and the professionals and external agencies supporting the child.

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

Children have a wide range of extra-curricular activities to enjoy at our school.

Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and DBS clearance. Where necessary, the individual needs of a child will be shared with supervisory staff at playtimes and lunchtimes to ensure their health and wellbeing. Staff leading Breakfast Club and After School Club will also be made aware of any specific needs of pupils attending the clubs. Additional facilities, including a sensory play area and mindful colouring separate from the playground, and Lego Club, are available for children who find lunchtimes challenging, to help maintain their mental health and wellbeing

School trips, including residential, are a regular feature. These experiences are hugely enriching, both from a learning and social aspect, and all children regardless of their level of ability, are encouraged to take advantage of them. Every effort will be made to overcome difficulties to enable participation and support them during the activities. Before a trip can take place, the appropriate risk assessments will take place to identify and problem solve any individual issues which might arise. Individual risk assessments will be completed for pupils in need of greater supervision or one to one care. Social stories may be used to familiarise the child with where they are going and what they will do when they get there.

13. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment

We have an Accessibility Plan in place (<https://lea-pri.herts.sch.uk/download/accessibility-plan/>) and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010.

We recommend that parents visit our site (always make an appointment first), to make their own assessment of suitability, and contact us to discuss any specific requirements. We are also willing to liaise with external professionals involved with your child to gain further advice on how we can make the learning environment accessible.

14. 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?

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about induction or moving on, please contact the class teacher.

Prior to starting in Nursery, home visits will also be arranged to allow key school staff to meet parents/carers and children in their home environment first.

As children progress through the school, they will all 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 may also become involved during this 'handover'.

'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. When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. They may be accompanied by a familiar member of staff from The Lea and together they will take photos as part of a transition book for the new school. This will have photos of key staff and places at their new school and important information for the child. The book will then be sent home so that the child's parents can share the book with their child over the holidays, to prepare the child for their start at the new school. Meetings between parents/carers, key primary and secondary school staff and the pupil can be 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.

All Year 6 teachers meet with the secondary representatives in the summer term to discuss the children who will be starting secondary school in September. All Year Six pupils participate in transition programmes run in school where they are supported in becoming more aware of the changes coming their way. Empower provide a programme for us to help prepare all the children with this transition.

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

The school has an amount identified within its overall budget called the notional SEND budget. This is used for resources to support the progress of children with SEND. This is used to employ TAs to meet the needs of children with SEND, buy specialist equipment, books or stationery or provide specialised training for staff.

Children with an EHCP may be eligible for additional funding, where it is identified that the level of needs meets certain criteria. Funding levels (1 to 5) are calculated via a Banding Tool based on the extent of the child/s needs at the time the initial EHCP is agreed and at subsequent Annual Reviews in consultation with the school, parent(s) and Local Authority.

In addition with effect from October 2020 applications for Local High Needs Funding can be made to help support a child with emerging needs pending the allocation of an EHCP or to help meet short term difficulties. For full details of SEND funding please visit www.thegrid.org.uk.

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

We strive to provide a stimulating and inclusive education alongside high quality teaching. Sometimes, pupils need support which is different or additional to that of their peers as defined in the SEND Code of Practice 2015, reasonable adjustments must be made to enable them to access the learning in our setting. Any adjustments or interventions put in place for a child will be clearly detailed, agreed with parents/carers and shared with relevant staff, and the pupils, as necessary.

At The Lea we believe in developing and maintain strong school /parent partnerships, so that we can all work together in their child's best interests and to achieve the best outcomes possible for their child.

All additional support children receive will be recorded on the child's individual provision map and impact of this support on the children's progress or development will be measured each term as part of the 'Assess, Plan, Do, Review' cycle in October, February and May or at more frequent intervals as appropriate. If a pupil has an Education, Health and Care Plan the level of support needed by your child will be indicated in the EHC Plan document.

17. 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 SEND Local Offer can be found at:

www.hertsdirect.org/localoffer

Please also visit:

https://www.herefordshire.gov.uk/info/200207/family_support/826/sendias

18. What is the school's complaints procedure?

We always welcome feedback, whether positive or negative.

Should it be required, a copy of the complaints procedure is available from the school office and outlined on our website: <https://lea-pri.herts.sch.uk/download/how-to-complain/> We take seriously any problems that may arise.

Please direct any general feedback to your child's teacher or SENCo.