



Bernards Heath Infant and Nursery School

SEND Information Report

March 2023

Welcome to our SEN Information Report. The purpose of this report is to inform parents and carers about how we identify, support and make effective provision for children with special educational needs and disabilities (SEND). Bernards Heath is an inclusive school where we work to ensure that reasonable adjustments are made to overcome barriers to learning. We are a three form entry Infant school with a Nursery.

We hope you find this report useful. We always welcome any views or contributions regarding the content of this Information Report.

The school's SEND (Special Educational Needs & Disability) policy can be found on our website here:

[Click here](#)

Contents:

1. How does Bernards Heath Infant and Nursery School know if children/young people need extra help?
2. What should I do if I think my child may have special educational needs?
3. How will Bernards Heath Infant and Nursery School staff support my child?
4. How will I know how my child is doing?
5. How will the learning and development provision be matched to my child's needs?
6. What support will there be for my child's overall wellbeing?
7. What specialist services and expertise are available at or accessed by the school?
8. What provision does the school make for Children Looked After (CLA) and Previously Looked After (PLA)?
9. What training have the staff, supporting children and young people with SEND, had or are having?
10. How will you help me to support my child's learning?
11. How does the school enable constructive partnership working with families?
12. How will my child be included in activities outside the classroom including school visits?
13. How accessible is the school environment?
14. Who can I contact for further information?
15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?
16. How are the school's resources allocated and matched to children's special educational needs?
17. How is the decision made about how much support my child will receive?
18. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

1. How does Bernards Heath Infant and Nursery School know if children/young people need extra help?

We know that children need help when:

- Concerns are raised by staff, parents, carers or a previous setting.
- The child is not making the progress we expect.
- Observations and discussions with parents and staff highlight a need
- We observe a change in a child's behaviour, self-esteem or friendships.
- They tell us – we use pupil voice whenever appropriate to listen to our learners to find out how they are doing and how they would like to be supported in school.

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

If you think your child may have a special education need please arrange to meet your child's class teacher in the first instance.

After that, the teacher might ask Mrs Steadman our SENCo (Special Educational Needs Co-ordinator) to make an appointment to talk to you. If appropriate, Mrs Steadman may refer you to another specialist linked to our school. As outlined in the SEN Code of Practice 2015 there are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

3. How will Bernards Heath Infant and Nursery School staff support my child?

Class teachers are responsible for the learning and progress of all children in their class and this starts with quality first teaching.

Teachers continually assess, track and monitor all children's progress through daily observation, marking, feedback and more formal statutory assessments. Each child is tracked using a variety of tools that enable teachers to check that they are making progress in line with the expectations for their age group.

Where a child is making less-than expected progress strategies and provision are put in place. We deliver a graduated approach which is:

- **assess** the child's needs
- **plan** any adjustments or interventions that need to be put in place
- take forward and **do** the agreed plan
- **review** the effectiveness of the support and interventions

If a child has needs related to more specific areas of their education, e.g. phonics, handwriting or numeracy then they may become part of a small focus group. Other provision may include a WellComm communication intervention or gross motor intervention.

The class teacher, in consultation with parents, may also create an individualised Additional Support Plan to address specific learning needs.

As part of the graduated approach, provision is regularly reviewed by all involved to establish the effectiveness and to inform future planning.

Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of children in their class.

Occasionally a child may need more expert support from an outside agency such as The Links (Behaviour Support Team), an Educational Psychologist or a Speech and Language Therapist. A referral will be made following parental consent. Parents and school maintain communication to keep up-to-date with outcomes, provision and progress.

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

Through Parent Teacher Consultations. These are held 3 times a year in the Autumn, Spring and Summer terms. A written report will be provided alongside the opportunity to meet with your child's class teacher. This report contains information about how they are doing in relation to Age Related Expectations.

As required, other opportunities include:

- Informal meetings with the class teacher / SENCO
- Additional Support Plan Review meetings (termly)
- Termly Updates and an annual review for children with an Education Health and Care Plan.

5. How will provision be matched to my child's needs?

Our curriculum is accessible to all children and where a child is making less-than expected progress our first response is through 'quality first' teaching targeted at the area of weakness. Reasonable adjustments are made and scaffolding of learning is implemented to support a child to make progress. Our Early Years Curriculum (For Foundation Stage) and Progression Documents (for Key Stage 1) provide more information about the expected end points in each area of learning. Our Progression Documents can be found here : [Click Here](#)

The class teacher is responsible for the progress of all children and they will ensure reasonable adjustments are made to ensure that barriers to learning are removed and that adaptations are embedded into our curriculum. Adaptations are designed to allow pupils to access tasks at a level which is appropriate for them whilst still maintaining independence. This scaffolding and the adaptations could involve:

- Changes to the task
- Adapted environment
- Use of different equipment and resources
- Alternative methods of recording answers
- Use of and access to ICT
- Individual timetables
- taking part in a small focus group

If a child is not making expected progress the teacher, in consultation with parents, may create an Additional Support Plan (ASP) to address specific learning needs.

We use the Assess/Plan/Do/Review model to help ensure that the right provision and support is being given. This graduated approach ensures that adjustments and provision respond to a child's needs and are changed as required. Provision is regularly reviewed.

For some children advice may also be sought from outside agencies so that specific and achievable targets can be set based on specialist advice.

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

The school offers a variety of pastoral support for children who are encountering difficulties.

Social and Emotional Wellbeing:

- All members of staff know their classes well and support children in their emotional and social development
- We take a proactive approach to positive mental health and have embedded times of the day for mindfulness, stillness and reflection. A mindfulness club is also run for small groups of children.
- Our Learning Heroes (Bear, Dog, Duck, Monkey and Giraffe) provide an age appropriate means of building the children's understanding of learning behaviours, feelings and being inclusive.
- We apply the Zones of Regulation across the school, an approach that helps the children to understand their feelings and emotions and the feelings and emotions of others.
- Our Mental Health Leads are Suzanne Steadman and Helen Flanagan
- In addition, and always following parental consent, we may access support from an outside agency such as the school nurse service, or counselling services such as Nessie.

Children with Medical needs

- If a child has an ongoing medical need a Care Plan is compiled to ensure they receive appropriate care and all relevant adults know what this looks like
- A large majority of staff have first aid training, and other medical training as necessary, to support children at school
- Mrs Turl and Mrs Kingham are our Medical Needs Leads

Behaviour Policy

- We practise a therapeutic behaviour approach to behaviour management. The principles behind our policy, agreed by governors, outline how our staff understand, analyse and respond to behaviours. We understand that all behaviour is communication and link back to child's feelings and experiences. Our policy is available on our website [Click here](#) to read more. Jon Fisher (Y1 lead) and Hannah Rimmer (head teacher) are our school's therapeutic behaviour leads.

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

At times it is necessary to consult with outside agencies to receive specialist advice. Agencies used by the school include:

- Education Psychologist
- Speech and Language Therapist
- Physiotherapists & Occupational Therapists
- Advisory Teachers for Speech & Language Communication Disorders, Visual & Hearing impairment and the Autism Advisory Teachers
- Outreach teacher from the Collett MLD School
- School Nurse
- Family Worker
- Social Workers

8. What provision does the school make for Children Looked After (CLA) and Previously Looked After (PLA)?

The school has a designated teacher for CLA (Antonia Onyeze) who attends relevant training provided by Virtual Schools. She is a link between the school, foster family and other agencies involved with the child. Excellent communication is a very important part of this role.

- Recently adopted children and their families are still able to access Virtual Schools support
- A local Adoption Support Service Advice Line is available Mon to Fri 9.00am – 8.00pm and Sat 10.00am – 4.00pm on 01438 844488
- The school has a separate Children Looked After Policy which is available on our website.
[Click here](#)

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

Training is on-going depending on the needs of the children and staff working with them.

- The SENCO holds the National Award for SEN Co-ordination
- Staff have had Hertfordshire Steps 'Step On' training
- Other training includes training from the Hearing Impairment team, update training from the DSPL and Autism Advisory Team.

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

- The school has an 'open door' policy where parents are welcome to discuss their child's with staff.
- Parents are informed if a child is having extra help at school and how they can support this at home.
- The school leads parent workshops to explain methods used in teaching key subjects. Recent workshops have been held in Maths and phonics/reading and writing.
- Some children maybe given an Additional Support Plan. Parents of children with Additional Support Plans are invited into school at least termly to review progress and next steps. Parent contributions to these plans are very important.
- Each class has a 'blog' on the school website which is updated regularly with advice on what learning has been happening at school and how this can be supported at home.
- Parents are encouraged to come and volunteer at school and support regularly (following the guidance in Keeping Children Safe in Education)

11. How does the school enable constructive partnership working with families?

The school values strong relationships and communication with parents and understand if home and school work effectively together, children are well supported. Our home school triangle underpins our approach to constructive partnership working.



- Parents are informed if a child is having extra help at school and how they can support this at home.
- SENCo meetings
- We operate an 'open door' policy

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

We are an inclusive school and activities and offsite school visits are planned for all children. Risk Assessments and Risk Reduction Plans are written and procedures are put in place to enable all children to participate as appropriate. 1:1 ratios may be used for specific activities or visits and parents may be asked to accompany the class. Discussions will be held with parents and school staff as necessary in advance of visits and activities to ensure that any required adjustments are in place and information has been shared.

13. How accessible is the school environment?

- All areas of the school can be accessed by all children, parents and staff
- All steps are visible with yellow marking
- The school has dedicated disabled parking
- Signs clearly show visitors where they need to go to access the school building
- We have a quiet space in school with a range of sensory resources that is used regularly by children and for intervention groups

The school Accessibility Plan can be found on the school website under the Policies section. [Click here.](#)

14. Who can I contact for further information?

- Your first contact is your child's class teacher
- Mrs Steadman is the Special Educational Needs Coordinator (SENCO)
- The Head Teacher, Mrs Hannah Rimmer

All these people can be contacted via the school office - 01727 852106 or admin@bernardsheath.herts.sch.uk

- Our complaints policy can be found on the school website under the Policies section.
- SENDIAS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). It is a service for children, young people with special educational needs

and/or disability (SEND) aged 0 to 25 years and their parents on issues relating to SEND. They provide free, confidential and impartial information, advice and support through their helpline service, online resources, at events and workshops as well as through individual casework.

More information can be found here: [SENDIASS](http://SENDIASS.org.uk). They can be contacted via: info@hertssendiass.org.uk or Telephone: **01992 555847**

15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

Strategies are in place to enable the children's transition to a new school to be as smooth as possible. These include but are not limited to:

- Discussion between previous or receiving schools prior to the children joining/leaving
- Planned visits to pre-school settings and Bernards Heath Junior School as and where appropriate
- Annual transition day when all children at Bernards Heath Infant and Nursery School meet their new teacher and teaching assistant
- A more individualised transition plan as appropriate - discussed with parents
- Photos of new staff and key areas to share at home (as appropriate)

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

- The SEN budget is allocated each financial year. The money is used to provide additional adult support or resources dependant on need. When appropriate, an application can be made by the school to the Local Authority for Local High Needs Funding (short term additional funding for up to 3 terms).
- Provision maps are updated termly in pupil progress meetings and provision is adapted as needs change

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

- The decision is made through continual assessment of how your child is progressing, what type of support your child needs and advice given by outside agencies
- It is our aim to develop the independence of all children and no child will receive full-time support from the same adult

18. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.
- The Hertfordshire Local Offer can be accessed at: [click here](#)
- Further useful information can be found on the St Albans, Harpenden and Villages DSPL site: <http://www.dspl7.org.uk>