



## Purwell Primary School

### SEN Information Report (School Offer)

At Purwell Primary School, we value all members of our school community. We are an inclusive school and work hard to meet the needs of all children. Our provision has been produced in line with Hertfordshire County Council's Local Offer (which can be accessed from [www.hertsdirect.org](http://www.hertsdirect.org)).

In the first instance, the report was produced by the SENCo, however, the Headteacher, staff, parents and governors have all been asked for their contributions via meetings and coffee mornings. **We welcome your comments on our report**, so please do contact us:

Headteacher - Mr Richard Cano,  
 Special Educational Needs Coordinator (SENCO) - Mrs Clare Day-Lewis,  
 SEN Governor - Mrs Jenny O'Sullivan.

Please find below information about our SEND provision and any questions you may have with regard to SEND at Purwell.

<p>How do we identify SEN pupils at Purwell?</p> <p>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?</p>	<ul style="list-style-type: none"> <li>• The four broad 'areas of need' are:           <ul style="list-style-type: none"> <li>○ Communication and Interaction,</li> <li>○ Cognition and Learning,</li> <li>○ Social, Emotional and Mental Health</li> <li>○ Sensory and Physical Needs.</li> </ul> </li> <li>• At parent teacher consultations and/or through our 'open door' policy, we will update you about your child's progress and welcome any information/ questions from yourselves.</li> <li>• We use a graduated approach of Assess-plan-do-review. We will monitor your child's progress over each term and, with your agreement, put in place interventions where we feel your child may be falling behind or need consolidation. You will be kept informed of what is taking place, however, please liaise with your class teacher as well.            If we do not feel the intervention is fully supporting your child, the class teacher would then speak with the SENCo (Mrs Day-Lewis) and then we would invite you to a further meeting, if you have not already contacted the school over concerns you may already have</li> <li>• Further support (after mutual discussion) may then be put in place, if appropriate, -or-</li> </ul>
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	<ul style="list-style-type: none"> <li>• We may then decide together to refer your child to professionals (see school provision document and page 4 about services), who can offer further advice.</li> <li>• We aim to identify needs as early as possible in order to put strategies in place from the start.</li> <li>• If you still don't feel things have been addressed, then you should ask for an appointment with Mr Cano, the Headteacher.</li> </ul>
<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> <li>• Under the Code of Practice, Quality First Teaching (QFT) underpins all classroom practice. This means that the class teacher will set individual targets from the children's marked work. We endeavour to maintain good to outstanding practice by all staff.</li> <li>• Each class is supported by a trained Teaching Assistant (TA), who will be working closely alongside the class teacher to work with targeted children. Targeted, and/or differentiated, work may be on an individual, paired or group basis.</li> <li>• High expectations for your child are held by the class teacher and any other professional within school.</li> <li>• Teaching is based on what your child already knows (prior learning) and looking at next steps. Your child's teacher will have carefully checked on your child's progress, and will have decided where the gaps are that need to be worked on.</li> <li>• Different ways of teaching and learning are planned for, so that your child is fully involved in all aspects of learning, and has full access to appropriate resources and learning aids.</li> <li>• In the afternoon, children requiring SEN support will often benefit from 1:1 work with a Learning Support Assistant (LSA) in order to work through an outside agency's targets and/or learning plan/ provision map targets.</li> <li>• A local cluster of SENCos meets, on a termly basis, to discuss new resources or ways forward.</li> <li>• The SENCo liaises with the link Governor (Mrs O'Sullivan) on a regular basis.</li> </ul>
<p>How will I know how my child is doing?</p>	<p>As a school we welcome and encourage two way dialogue between parents and school. It is paramount in supporting the child holistically.</p> <ul style="list-style-type: none"> <li>• Appointments can always be made to speak with your child's class teacher.</li> <li>• At parent teacher consultations, you will be updated about your child's progress, and staff are also</li> </ul>

	<p>available at the Open Day in the summer term.</p> <ul style="list-style-type: none"> <li>• Further meetings may be held to discuss progress with teacher and/or SENCo</li> <li>• A meeting with the parents (and SENCo when appropriate) will, happen at least once a term to decide on Learning plan targets for your child.</li> <li>• Team around the family (TAF) meetings may be held on a regular basis through a Common Assessment Framework (CAF). This is where several professionals and parents will all meet together to set actions.</li> <li>• Parents will be invited along to professionals' meetings where targets and next steps will be discussed.</li> <li>• On some occasions, we may ask you to meet on a regular basis with your child's teacher.</li> <li>• A home-school communication book may also be set up.</li> </ul>
<p>How will the learning and development provision be matched to my child's needs?</p>	<ul style="list-style-type: none"> <li>• Your child is monitored on a daily basis through class discussions, written work, group work and marking. Through this, the teachers will match your child's needs to the work planned for in lessons on a graduated approach of Assess-Plan-Do- Review.</li> <li>• Teachers and teaching assistants work daily with a targeted group, in order to meet children's next steps or to consolidate learning.</li> <li>• Work will be matched to your child's needs on a daily basis through differentiation (matching work to your child's level).</li> <li>• Your child may have access to an intervention in order to boost their learning for a limited period of time. You will be informed of this, and this does not mean your child needs SEN support</li> </ul>
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• We will create a safe environment and monitor the impact of this, through pupil and parent questionnaires.</li> <li>• We will make sure that your child has an adult that they feel confident and comfortable to approach.</li> <li>• Clearly labelled resources in class for children to access.</li> <li>• Assemblies cover areas of well-being.</li> <li>• Pupil voice sessions allow for concerns to be raised.</li> <li>• Personal, Social and Health Education (PSHE) sessions in class.</li> <li>• Staff are aware of, and have read, the Anti-Radicalisation policy, and Mr Cano has had the</li> </ul>

	<p>appropriate Workshop for Raising Awareness of Prevent (WRAP).</p> <ul style="list-style-type: none"> <li>• Our School Family Worker (Ms Wells) is trained for mentoring and counselling.</li> <li>• We have access to outside agencies for additional mentoring and counselling through Hitchin Partnership.</li> <li>• There are learning support assistants who are trained to support social, emotional and mental health areas of need.</li> <li>• All staff members have updated child protection training.</li> <li>• Various procedures such as Pastoral Support Programme (PSP), Behaviour Plans, Risk Assessment Management Plan (RAMP), Bright Stars group, Buddy system, Peer Mediators, Play Leaders, Y6 responsibilities, help support children's well-being.</li> <li>• Extra-curricular activities and clubs.</li> <li>• Events in school.</li> <li>• School trips/ visits.</li> <li>• Attendance assembly.</li> <li>• Certificate assemblies.</li> <li>• Fundraising events.</li> </ul>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p><u>Provision directly funded by school</u></p> <ul style="list-style-type: none"> <li>• Teaching assistant in every classroom.</li> <li>• School Family Worker (Ms Wells).</li> <li>• Two Learning Support Assistants (Mrs East &amp; Mrs Walker) who both have various training (inc SpLD Base work).</li> <li>• Bright Stars Programme (Mrs Lalite).</li> <li>• ELKLAN trained (Speech &amp; Language Programme) Mrs Clabburn.</li> <li>• Wellcomm trained staff for EYFS (Mrs Davies is our Communication Champion).</li> <li>• Hitchin Partnership - counsellors, mentors, family support workers.</li> </ul> <p><u>Provision paid for centrally by the LA</u></p> <ul style="list-style-type: none"> <li>• Educational Psychologist (EP).</li> <li>• Speech &amp; Language support (SALT).</li> <li>• Autism Advisory Service.</li> <li>• Specific Learning Difficulties (SpLD) Base.</li> <li>• North Herts Primary Support Service (NHPSS).</li> <li>• Woolgrove Outreach.</li> <li>• Early Years Teams.</li> <li>• Hitchin Partnership/ DSPL (family support workers,</li> </ul>

	<p>counsellors, mentors).</p> <ul style="list-style-type: none"> <li>• Young Carers.</li> <li>• Family Support Workers.</li> <li>• Social Workers.</li> </ul> <p><u>Provision paid for by Health</u></p> <ul style="list-style-type: none"> <li>• School Nurse.</li> <li>• Occupational Therapy.</li> <li>• Physiotherapy.</li> </ul>
<p>What training have the members of staff supporting children and young people with SEND had or having? (please also see question above)</p>	<ul style="list-style-type: none"> <li>• All staff are regularly trained, through the school's cycle of continued professional development (CPD).</li> <li>• All staff are performance managed. Under the Code of Practice, Quality First Teaching (QFT) underpins all classroom practice. This means that the class teacher will target class teaching. We work hard to maintain good to outstanding practice by all staff.</li> <li>• Staff meetings are held with regard to SEN. These are often led by professionals who have been invited into school, eg regular training on autism.</li> <li>• Staff are trained by professionals during 1:1 meetings for specific SEN support needs.</li> <li>• A local cluster of SENCos meets, on a termly basis, to discuss new resources or ways forward.</li> <li>• SENCo and School Family Worker attend termly SENCO Forums.</li> </ul>
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• The class teacher is available at the start and end of the day, or through a booked appointment to discuss your child's needs.</li> <li>• Other members of staff are available: SENCo, Headteacher, School family worker.</li> <li>• Class provision maps will be set up and reviewed on a termly basis.</li> <li>• Parent information evenings/ afternoons, eg phonics, SATs meeting etc.</li> <li>• Coffee mornings, sometimes with guest speakers.</li> <li>• Homework will be adjusted accordingly.</li> <li>• Occasionally, a home-school communication book will be set up.</li> <li>• Resources available to borrow.</li> <li>• An electronic-Common Assessment Framework (e-CAF) may be set up if several professionals are needed to support a child and/or family.</li> <li>• Parent consultations and end of year reports.</li> </ul>
<p>How will I be involved in discussions about my child and planning for their</p>	<ul style="list-style-type: none"> <li>• Meetings with the class teacher and/or SENCo, to set targets for learning plans.</li> <li>• Meetings with professionals.</li> </ul>

education?	<ul style="list-style-type: none"> <li>• Education, Health and Care Plans (EHCs) allow for complete involvement, and are very much driven by the parents and child/ young person.</li> <li>• An electronic -Common Assessment Framework (e-CAF) for multi-professional involvement, again allows for complete involvement by the parents and child, and the lead professional can also be the parent.</li> </ul>
How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> <li>• All children have access to all extra-curricular activities which are run in and outside of school, and staff are all well trained on how to deal with SEN support children.</li> <li>• All children access trips/ visits, and extra staff accompany the children, if required.</li> </ul>
How accessible is the school environment?	<ul style="list-style-type: none"> <li>• We have a stair lift from the dining hall to the main school hall.</li> <li>• There is wheelchair access from the field into the back of the KS2 classrooms.</li> <li>• We have a disabled toilet situated at the centre of the school.</li> <li>• Our school is on many levels and has several flights of stairs.</li> <li>• We have an accessibility plan, which is reviewed by the Governing Body, annually.</li> <li>• Resources will be acquired at the time for children, as the need arises, so that we can obtain the most up to date equipment, and any new building work will be carried out in line with the Disability and Equality Act.</li> </ul>
Who can I contact for further information?	<ul style="list-style-type: none"> <li>• Speak first with the class teacher and open up discussion about your concerns.</li> <li>• The class teacher may then speak with the SENCo (Mrs Day-Lewis).</li> <li>• If you still don't feel things have been addressed, ask for an appointment with the SENCo.</li> <li>• Mr Cano, the Headteacher, would then be the next port of call.</li> <li>• SEND Governor, Mrs O'Sullivan can be contacted via the school office.</li> </ul>
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?	<p><u>If your child is moving to another school/ Secondary transition for Y6</u></p> <ul style="list-style-type: none"> <li>• We will contact the SENCo and ensure that they know about the provision for your child.</li> <li>• All records for your child will be passed on.</li> <li>• Transition visits will be set up.</li> </ul>



	<ul style="list-style-type: none"> <li>• When transitioning to secondary school, the new staff will also visit Purwell to meet the children.</li> <li>• A DSPL SEND form will be filled in for the new setting and will go as an extra form.</li> </ul> <p><u>When moving classes</u></p> <ul style="list-style-type: none"> <li>• Information will be passed to the new class teacher during planned transition and pupil progress meetings.</li> <li>• A transition morning will be held, where your child will spend time with their new teacher.</li> <li>• Separately timetabled sessions will be built in, if required.</li> <li>• If your child has a 1:1 adult working with them, we try to keep that continuity.</li> </ul> <p><u>Transitions between Key Stage 1 and Key Stage 2</u></p> <ul style="list-style-type: none"> <li>• The Year 2 and Year 3 teachers work closely together on a transition project for the last few weeks of the summer term.</li> <li>• Moderation of work between the Year 2 and Year 3 teachers happens on a half termly basis.</li> </ul>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• Each class has equipment required for Quality First Teaching.</li> <li>• Dyslexic friendly audits are carried out annually by the SENCo.</li> <li>• Speech &amp; Language audits are carried out annually.</li> <li>• Particular resources are made available to SEN support children.</li> <li>• Interventions are held in every class, through allocation of TAs.</li> <li>• Two LSAs work in the afternoon to support SEN Support children.</li> <li>• There is a fully equipped resource centre (Chestnut Suite) for teachers to borrow resources/information.</li> <li>• Individual Plans will stipulate any resources required.</li> </ul>
<p>How is the decision made about how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• Progress will be checked on a daily and termly basis by teachers and senior leaders.</li> <li>• The SENCo will timetable the LSA work, to make sure that all children's outside agency targets are met, alongside the QFT teaching arrangements, and that parents are informed.</li> <li>• Targeted work in class with an adult will aid any child.</li> <li>• Education, Health and Care (EHC) plans can be applied for in particular circumstances.</li> <li>• Exceptional Needs Funding (ENF) can be applied for in particular circumstances.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents are invited to contribute their thoughts when discussing the Learning plan targets, reading through provision maps, PSPs, RAMPs etc.</li> </ul>
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## Purwell Primary School Provision

### Special Educational Needs and Disability (SEND)

<b>Intervention/ Provision in school</b>
<p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• School LSAs are trained for this, and support a child on the frequency of need, as a group or individually, as required.</li> <li>• Use of Educational Psychologist, as required.</li> <li>• Peer Mediators.</li> <li>• Circle of Friends.</li> <li>• Play Leaders.</li> <li>• Monitors, in each classroom and around school.</li> <li>• Social skills counsellors brought in, if required, (Hitchin Partnership).</li> <li>• Art therapy (Hitchin Partnership).</li> </ul>
<p><b>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</b></p> <ul style="list-style-type: none"> <li>• All classrooms are dyslexic friendly, and are audited each year for this.</li> <li>• ICT is available to all children, including Clicker 5 and Communication in Print.</li> <li>• Pre-taught vocabulary and word mats used.</li> <li>• Various resources are located around the classrooms and in the Chestnut Suite.</li> </ul>
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• Referrals made to Bedford Road Health Clinic, and programmes of support followed in school, through trained LSAs.</li> <li>• Makaton trained staff in Early Years Foundation Stage.</li> <li>• Elklan trained member of staff.</li> <li>• Wellcomm package used in the Early Years to support Speech &amp; language.</li> </ul>
<p><b>Mentoring activities</b></p> <ul style="list-style-type: none"> <li>• Peer Mediators.</li> <li>• Referrals made through Hitchin Partnership for professional mentoring, as required.</li> <li>• School Family Worker trained.</li> <li>• TA Bright Stars trained.</li> </ul>
<p><b>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</b></p> <ul style="list-style-type: none"> <li>• Referrals made, as required.</li> </ul>
<p><b>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</b></p> <ul style="list-style-type: none"> <li>• Support from mentoring professional / School LSAs, as required.</li> <li>• Visual timetables (personalised, where required).</li> <li>• Known adult for the child to speak to.</li> <li>• Diary/ means of communication, if required.</li> <li>• Home-School communication book, where required.</li> <li>• Meet and greet at the beginning and end of the school day.</li> <li>• 'Open Door' policy.</li> <li>• Open Day.</li> </ul>



<ul style="list-style-type: none"> <li>• Parent Consultations.</li> <li>• Annual reports.</li> </ul>
<p><b>Strategies to support/develop literacy inc. Reading</b></p> <ul style="list-style-type: none"> <li>• Daily/ guided reading for those children requiring further support.</li> <li>• Extra Phonics in KS1.</li> <li>• 1:1 Tuition as required for targeted children.</li> <li>• LSA 15 minute daily sessions for individuals or groups with regard to targets.</li> <li>• Small group support in class as required.</li> <li>• Intervention reading in school in each class.</li> <li>• Rapid Write intervention, as required.</li> <li>• Early Literacy Support in Y1 (intervention as required).</li> <li>• Parents invited to class, every other week, in KS1 and EYFS to read with their child.</li> </ul>
<p><b>Strategies to support modify behaviour</b></p> <ul style="list-style-type: none"> <li>• Staff training.</li> <li>• School Behaviour Policy and Code of Conduct.</li> <li>• Pastoral Support Programmes (PSP).</li> <li>• Commendation and award assembly.</li> <li>• Report cards, as required.</li> <li>• Detention,</li> <li>• Risk Assessment Management Plan (RAMP).</li> <li>• Behaviour Management Plan (BMP).</li> </ul>
<p><b>Strategies to support/develop numeracy</b></p> <ul style="list-style-type: none"> <li>• Weekly practice of times tables and mental maths.</li> <li>• 1:1 Tuition as required for targeted children.</li> <li>• LSA 15 minute daily sessions for individuals or groups, with regard to individual or class targets.</li> <li>• Y6 Booster.</li> <li>• Small group support in class as required.</li> <li>• Diagnostic Assessment of Number (DAN) for targeted work.</li> </ul>
<p><b>Provision to facilitate/support access to the curriculum</b></p> <ul style="list-style-type: none"> <li>• Dyslexic friendly classrooms.</li> <li>• Coloured acetates, to aid reading.</li> <li>• Personalised curriculum.</li> <li>• Resources in class.</li> <li>• Different learning styles catered for within a teacher's planning.</li> </ul>
<p><b>Strategies/support to develop independent learning</b></p> <ul style="list-style-type: none"> <li>• Building Learning Power: Work for 10 minutes independently before asking for help.</li> <li>• Use of visual timetables.</li> <li>• Use of Learning Intentions and Success Criteria.</li> <li>• Resources available for children to use and to help themselves to.</li> <li>• Intervention marking.</li> <li>• Lolly sticks to pull out name rather than hands up.</li> </ul>
<p><b>Support/supervision at unstructured times of the day including personal care</b></p> <ul style="list-style-type: none"> <li>• Extra -curricular activities.</li> <li>• Play leaders.</li> <li>• Peer mediators.</li> <li>• Circle of friends.</li> <li>• Lunchtime monitor jobs.</li> <li>• Mid time supervisors have particular roles/ children to look out for.</li> </ul>

**Planning and assessment**

- Individual Learning Plan/ Provision map.
- Termly monitoring, via pupil progress meeting (teacher and a member of the senior leadership team).

**Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**

- Liaison with a wide range of professionals for TAF meetings.
- Liaison with professions via SENCo.
- Contactline support through the EP service.
- Regular progress meetings with parents or phone calls to parents.
- LSA updates at parent meetings, or as required.

**Access to Medical Interventions**

- Referrals, as required.
- School policy for medication in school (see prospectus).
- Medical policy.
- EpiPen trained staff.
- Staff training for epilepsy.