

# Forty Hill C.E. School

## Special Educational Needs and Disability (SEND)

### Information Report



#### Introduction

Forty Hill C.E. School is a one form entry, voluntary aided Church of England Primary School which admits children from age 4 – 11, (Reception to Y6). We also have a Nursery that currently provides for 24 children, who will then need to meet our school admission criteria if they wish to join our Reception Class. All applications for admission to the school are dealt with initially by the school office.

#### Our Ofsted rating

The school was last inspected in 2006 when we were judged as Outstanding. To view the report

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102028>

#### Our SIAMS Inspection rating

As a church school, we are subject to the “Statutory Inspection of Anglican and Methodist Schools” (SIAMS). These inspections evaluate how well we, as a Christian school, meet the needs of all learners and deliver high quality religious education. We were judged to be Good in all areas in our latest inspection in November 2017.

#### Our Vision

Forty Hill C.E. School is a welcoming community that recognises every child as a unique individual and seeks to provide children with every opportunity to reach their highest achievable standards. We take account of each pupil’s experiences and needs, and provide a broad and balanced curriculum. We are committed to providing a high quality education for all children, including those with special educational needs. We are an inclusive school that seeks to raise achievement and remove barriers to learning so that our children can achieve their full potential, and meet our school vision of being ‘fulfilled, healthy and successful’. In meeting these responsibilities, Forty Hill has due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2010.

#### Aims and Objectives

At Forty Hill, we seek to:

- Ensure that all pupils are valued equally
- Ensure that all pupils make progress
- Ensure children with SEN engage in the activities of the school alongside pupils who do not have SEN
- Work in close partnership with parents/carers and children
- Ensure that Special Educational Needs are identified and assessed as early as possible
- Ensure that all children have access to a relevant, broad and balanced curriculum, embedding the principles in the National Curriculum Inclusion statement <http://www.gov.uk/government/collections/national-curriculum>
- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, environment and printed information for all.
- Work proactively with the Local Authority and other agencies involved when working children with Special Educational Needs and Disabilities
- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular and systemic basis

#### Our Vision

that our safe and welcoming  
Christian community gives  
every child every opportunity to be

**fulfilled, healthy and successful.**



We promote the early identification of any additional needs by assessing and monitoring pupil progress, and by working in partnership with parents and external agencies. Appropriate support is provided to overcome barriers to children’s learning through differentiated teaching, interventions, additional provision and from professional advice.

The four broad ‘areas of need’ are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

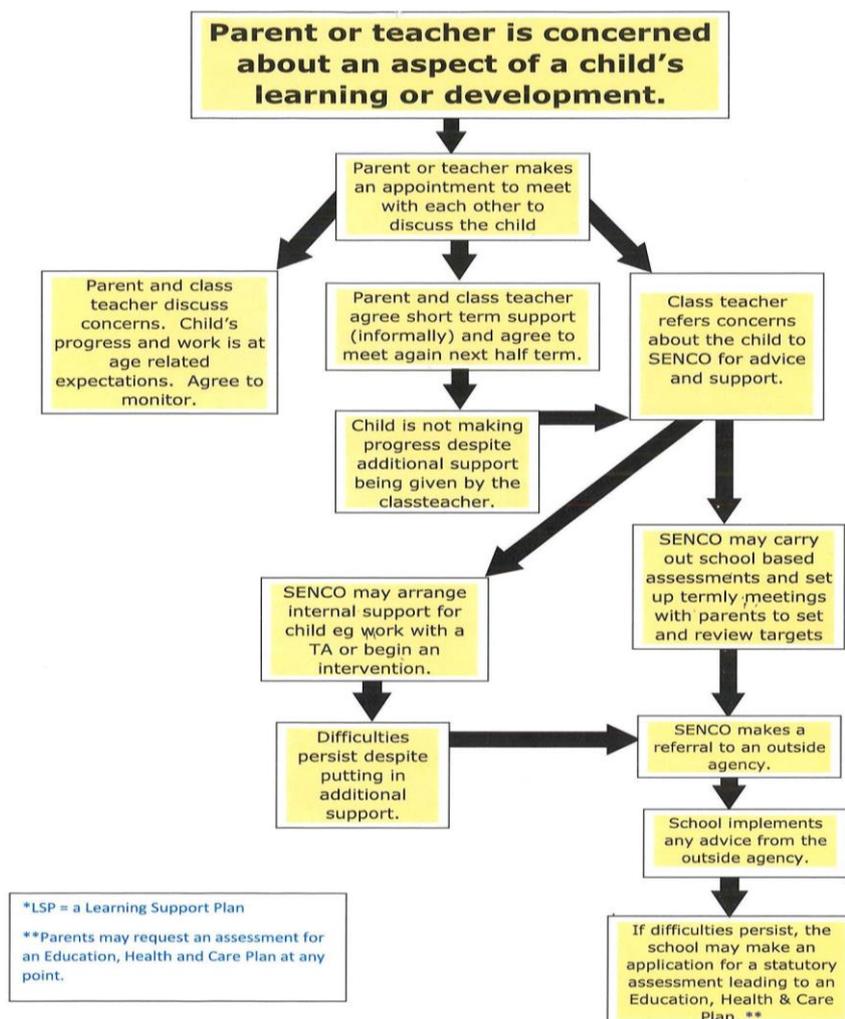
**Identification and Assessment**

We aim to identify children with a special educational need or disability (SEND) as early as possible. Information leading to the identification of children’s SEN may come from a number of sources. These include:

- For children entering nursery or reception we liaise with pre-schools, nurseries and external agencies and consider information provided by parents and pre-school transition meetings.
- For children entering Forty Hill at a later stage, we liaise closely with previous schools, parents and relevant external agencies.
- In school all children are routinely monitored through observations, weekly liaison meetings between the class teacher and teaching assistant, formal and informal assessments and half-termly pupil progress meetings.

Staff and parents can raise concerns about a child with the class teacher and/or SENDCo at any time. Based on the school’s observations, tracking of assessment data, progress and discussions between the class teacher and SENDCo, it will be decided what type of support is required to support the child to make progress and close the gap.

**Flowchart to explain the process of identification and support of children with SEND**



## **Different Types of Support**

Parents are consulted throughout the different stages of support and will play an essential part in the discussions, planning, decision making, target setting and possible involvement of external agencies from the first stages of identification and assessment.

### **a) Quality First Teaching**

The first stage for support will be reasonable adjustment within the classroom through Quality First Teaching strategies which may lead to specific differentiation, scaffolding, more practical learning, adjusting the classroom environment and appropriate resources readily available for SEN in class. The class teacher will plan to address the child's gaps in understanding/learning and use strategies sometimes suggested by the SENDCo to ensure the child is fully involved in learning in class and help them make the best possible progress.

### **b) Specific Group Work/ Interventions**

The child may benefit from an intervention group to target the specific need either in the classroom or in another room on a regular basis run by a teacher, a TA or the SENDCo.

Some children may need targeted support at different times during their schooling but this does not necessarily mean that they have a special educational need or a disability.

The provision, timescale and impact of targeted teaching and interventions are tracked on provision maps for each class, which are monitored half termly by the Senior Leadership Team.

### **c) Specialist advice from Outside Agencies**

This means a pupil has been identified by the SENDCo and class teacher as having a barrier to learning, and they have requested extra specialist advice from a professional outside the school. This may be from Local Authority Central Services:

- Educational Psychology Service (EPS)
- Occupational Therapy (OT)
- Behaviour Support Services (BSS)
- Speech and Language Therapist (SALT)
- Visual/ Hearing Impairment Services
- Autism Outreach Team
- Children and Adolescent Mental Health Service (CAMHS)

They will assess your child to understand their needs and make recommendations as to ways in which you child can be supported.

### **d) Specified Individual Support**

- Specified individual support is available for children whose learning needs are severe, complex and lifelong, and is usually provided via an Education, Health and Care Plan (EHCP). This means that your child will have been identified by a range of professionals as needing a particularly high level of individual or small group support.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. If the child has an EHCP, and requires specified individual support, they will most likely require specialist support in school from external professionals as well, such as the Speech and Language Therapist (SALT), the EP or experts from specialist schools such as Waverly.
- Children with an EHCP may sometimes have their own personalised curriculum and timetable to ensure they are able to access appropriate learning and be assessed on a range of different objectives such as the pre key stage standards or needs specific platforms such as the autism progression framework.

## **What is an Education, Health and Care Plan (EHCP)?**

- If the school, parents and outside agencies feel that the child has a complex and lifelong need, and requires specialist individual support, then a request can be made to the Local Authority Services to carry out a statutory assessment of your child's needs.
- After the request has been made to the SEN panel and all the relevant information provided, they will decide whether they think the child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved to write a report outlining the child's needs. If they do not think that the child needs an EHCP, they will recommend that the school continues with the current support.

- After the report, the panel of professionals will decide whether the needs of the child are severe, complex and lifelong, and if this is the case, they will co-produce an EHCP.
- The EHCP will outline additional funding the school will receive to support your child to make progress and narrow the gap between themselves and their peers. An additional adult may be employed to support the child with whole class learning, run groups or individual programmes including the child.
- The application takes approximately 20 weeks and the school will need to demonstrate that they have attempted to meet the child's needs themselves, but that they genuinely need additional help. All the professionals involved with the child, the parents/carers and the child themselves are part of the application process.
- The effectiveness of the support will be reviewed and updated termly, by Forty Hill School staff, and formally, with everyone who was part of the initial application, on an annual basis.

### **How will Forty Hill CE School support a child with SEND?**

- Class teachers, who are responsible for all the children in their class, provide excellent (Quality First) teaching. Class teachers plan learning to reflect pupils' level of ability.
- Tasks are differentiated to enable all pupils to succeed and pupils are challenged to achieve at a high level.
- Pupils are involved in responding to the class teacher's marking of their work.
- Children are given opportunities to meet the Learning Objective at their own level, using the 'must, should and could' process of success criteria.
- Marking supports next steps in learning.
- Class teachers have regular opportunities for pupil conferencing, with pupils encouraged to reflect on their own learning and respond to teachers' comments.
- The teacher then identifies needs using on-going (day to day) assessment for learning and co-ordinates how any additional classroom support is used.
- Each year group has a provision map (details of support across the school) which is updated when needed and provides a clear picture of all the additional interventions (special groups and activities) that the school is currently providing and their impact. These include:
  - *Tiger Team - to support with motor skills, co-ordinations skills, processing and attention deficiency.*
  - *Acorn Group- to support with communication and social skills for pupils with ASD in Phase 1.*
  - *LASS Group – to help develop language and social skills in Phase 1*
  - *IDL Literacy Support- an on-line programme to help children with literacy skills for low attainers and those with dyslexic indicators.*
  - *Daily Supported Reading*
  - *KS1 and KS2 Nurture Groups- to support with social and friendship skills, management of emotions, and a place to be for those who find the playground a challenge due to SEND.*
  - *Ongoing targeted teaching throughout the school, to pre-teach, reinforce or boost learning in core areas.*
- The impact of any support given is reviewed at the termly pupil progress meetings with reference to the 'Assess- Plan –Do-Review' graduated approach, which enables the SENDCo and class teacher to try a number of interventions and strategies to support the child and measure their impact.
- Children on the Special Educational Needs register may have an individual education plan (IEP) which is reviewed termly with the SENCO, the class teacher, the parent and, where practical, the child.
- Children with an EHCP will have a personalised one page profile, which is created in collaboration with the child, parents and teaching teams, to provide a clear and individual guide to the needs and strengths of the pupil as well as outlining what strategies and environments are beneficial to that particular child.

### **Monitoring and Communicating Progress**

- Children's progress is continually monitored by their class teacher.
- We assess the children every six weeks, following which the Head Teacher and SENDCo hold a pupil progress meeting with the class teacher and support staff if applicable. Here we look at whether any extra support or intervention is needed at this meeting.
- In June each year, the Year 1 children have the national Phonics Screening assessment. At the end of each key stage, (Y2 and Y6), all children are required to be formally assessed using Standard Assessment Tests, (SATs). The results of these tests are published nationally.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education including the parents/carers.

- Over the year, there are three parent consultation meetings held with the class teacher. Children are invited to be part of the parent consultation meeting. Parents are able to make an additional appointment with the SENDCo if they wish.
- If a child is still not making expected progress, the school will discuss any concerns with parents and whether any further interventions or referrals to outside professionals are needed.
- To ensure on-going communication between home and school, we sometimes find it helpful to employ additional short-term strategies such as a home/school communication book.
- Annual reports are sent out towards the end of the summer term.

### **What support is available for children's overall wellbeing?**

The school offers a wide range of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent voices mechanisms are in place such as School Council and our annual Vision Parliament, and these are monitored for effectiveness by the Senior Leadership team and the Governor responsible for this area.
- Nurture Groups are provided for Phase 1 and Phase 2 for targeted to support well-being. These are identified on the school provision maps and aim to support interaction skills, emotional resilience and self-awareness.

### **Pupils with medical needs (Statutory duty under Children's and Families Act)**

- Pupils with medical needs will be provided with a detailed individual Health and Care Plan, compiled in partnership with the school nurse, parents and Welfare Officer.
- Staff who administer and supervise medications will complete formal training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting Pupils at School with Medical Conditions* (DfE 2014).

### **How are Resources Allocated?**

The school receives funding to support SEND that includes:

- The Notional SEND budget that is devolved to schools to support them to meet the needs of pupils with SEND.
- For those with most complex needs, the school may be allocated additional educational needs funding from the Local Authority which is specified in their EHCP as hours.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- A contribution to the cost of employing a team of Teaching Assistants, some of whom are trained to deliver 1:1 programmes of support. Teaching Assistants are employed to support the children and the teacher in a variety of ways, one of which is to enable the class teacher to work with small groups.
- Targeted differentiation to increase access to texts and information
- Small group tuition to enable catch up
- Specific support, advice and guidance for parents and families to improve pupil's readiness for learning
- Provision of specialist resources or equipment including ICT. Resources are purchased in order to support children's access to the curriculum including training and purchase of specific interventions such as IDL Literacy Support. Curriculum co-ordinators also have responsibility for purchasing relevant equipment to support differentiation.
- Partnership working with other settings ( shared resources, expertise, alternative environments)
- Access to the school nurse and wider health professionals such as speech and language and CAMHS
- Implementation of strategies from support agencies e.g Behaviour Support Service.

### **What training have staff supporting children with SEND undertaken?**

Awareness training has been provided to teaching staff on:

- The Inclusive Classroom
- Writing and implementing an IEP
- Supporting Children with behavioural Difficulties
- Vulnerability of SEND children in Safeguarding Training

- Main features of Autism and Attachment Disorder (Support Staff with the SENDCo)

Enhanced training has been provided to:

- Understanding and Supporting Children with ASD (Nursery Lead Practitioner and two Teaching/SEN support assistants)
- Leading a LASS Group (Nursery Lead Practitioner and one Teaching Assistant)
- Use of Colourful Semantics to Support SLCN and ASD (Year 1 Class Teacher and SEN TA)

Specialist Training has been provided to the SENDCo on:

- The SEND Coordination Award ( NASENCo)
- The Dyslexic Classroom (with Year 1 Class Teacher)
- Use of IDL Literacy Support as an intervention and assessment tool
- Use of the Boxhall Profile in assessing the impact of Nurture Groups on individual pupils
- Use of the PODD Book as a form of communication with pupil with PMLD
- Regular visits from Speech Language Therapist, Behaviour Support Team and Educational Psychologist provide termly advice and plan structured support for targeted pupils and specific needs.

### **Transition**

- Our Nursery will develop a transition programme from Playgroup/Home to Nursery and from Nursery/Playgroup/Home to Reception. Currently we have an open morning for children entering the Nursery and meet with pre-Nursery providers for children with known SEND.
- The Early Years Team are in contact with pre-school providers, including SEND services Child Development Team, and Speech and Language services to facilitate the smooth transfer to our school. In the summer term, the children and parents of the new intake are invited to our Saplings group one afternoon a week to familiarise themselves with the building, the facilities and the staff. This is also an opportunity for parents to meet each other.
- The Early Years staff will hold a new parents meeting one evening in the Summer Term. Other key members of staff are also present. A home visit is arranged prior to starting in September for Nursery and new to the school Reception children. The SENDCo may attend the home visit if it is felt to be advisable. There is a phased system of starting school, with the youngest children starting first. By early October, all Reception children generally stay all day.
- With regard to casual admissions during the year, the children are invited to spend some time with their new classmates and are shown around the school by them.
- We aim to ensure that there is a smooth transition at the start of the academic year from one class to another within the school. The children visit their new class and have a meet-the-teacher morning at the end of the Summer Term. Key members of staff liaise to pass on any information that will aid this transition.
- Year 6 pupils are involved in a transition project after KS2 SATs. Because of our location, it is common for our children to move on to a wide range of different secondary providers within and outside the Borough of Enfield. The Year 6 teacher meets with representatives from secondary schools to ensure smooth transfer. Normally, these secondary representatives then meet with the children. Our SENDCo liaises with SENDCos from secondary schools to pass on relevant information.
- Children with SEND may need more support with the transition to Secondary school. Our TAs are able to take the child for additional mornings to see their school in action and to begin to feel at home there if parents feel this to be a good idea. They often take a camera, so that the child can take pictures of what they have seen to make a report to which they can refer over the summer if they start to feel anxious.

### **Inclusion for out of School Activities**

- Educational trips are planned to include all children as far as possible.
- We may ask for additional staff or parents of SEND pupils to accompany their child on certain trips to ensure their safety and that of others.
- Accurate risk assessments are written to ensure that all eventualities are planned for. We encourage our staff to be risk aware, not risk averse when planning trips.
- We welcome suggestions from parents regarding potential visits to places of interest.
- We aim to make all reasonable adjustments to ensure that children are included in activities that take place at Forty Hill C.E. School outside of the school day, such as extra-curricular after school clubs, breakfast and after school club.

## **Our School Environment**

- We will endeavour to make space available in our car park for any person with a valid disabled badge. There is no parking for parents on site, but there is parking at Forty Hill and Jesus Church, both a short distance away up the hill.
- Due to the age of our building and the surroundings, our school is not ideally suited to wheelchair users. The Victorian section of the building has steps into the playground. We do have a ramp to access the school. We have a disabled toilet but no shower facilities. Please note that in the Victorian section of the building, the corridors are very narrow.
- Due to the limited space in our school building, we do not have a permanent nurture (withdrawal) room and have few individual learning spaces.

## **Parent Involvement and Support**

- Parents/carers are encouraged to be involved in all aspects of school. The school also expects parents to support their children with regular reading and homework.
- Parents/carers are invited to support the school through involvement with the Association of Parents and Friends (APF) and the Governing Body. Apart from fundraising, the APF also arrange social activities for the children and their families.
- Parents/carers are invited to class assemblies, curriculum meetings, parental consultation evenings and a meet the teacher event at the start of the year. We encourage parents to share their understanding of their child's needs with the class teacher.
- The school organises a number of parent workshops during the year, which aim to be useful opportunities for parents to learn more about how to support your child's learning.
- There is regular communication with parents/carers through the fortnightly newsletter, the half termly curriculum booklets and the school website. Emails are sent to remind parents/carers of key events.
- The Welfare Officer, as well as members of the school Senior Leadership Team, are in the playground before school each day to note any medical or attendance issues, urgent messages for the class teacher, co-ordinating parents' meeting times and dealing with general parental queries.
- We are able to access the borough's translation service. Parents from the school/Church community are often able to support parents where English is not their first language.
- Each class has a pair of parent class representatives, who are a 'sounding board' of the parents. They liaise with the parents from their classes and then meet with the leadership team to discuss the school action plan from the parents' point of view.
- The SENDCo is available to meet with parents to discuss their child's progress and/or any concerns/worries they may have.
- All information from outside professionals will be discussed with the family of children with SEND.
- The SENDCo will readily provide information regarding SEND Parent Support Groups in the local area to develop the support network around the family.

## **Who to Contact for More Information or to Discuss a SEND Concern**

- If you have a concern, please speak to the class teacher in first instance. Appointments can be made either directly or by phoning the school office on 020 8363 0760 or email on [office@fortyhill.enfield.sch.uk](mailto:office@fortyhill.enfield.sch.uk)
- Alternatively, speak to the SENDCo, Ms Jonquil Izard, again via the office phone or email.
- Our current SEND Governor, Chichi Egwurugwu, can be found on the school website and can be contacted via the school office.

## **This SEND Information Report Should be Read in Conjunction with the Following:**

- Enfield Local Authority – Local Offer – [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)
- SEND Policy
- Teaching and Learning Policy
- Behaviour Policy
- Assessment Policy
- Child Protection Policy
- Accessibility Policy
- Equalities and Diversity Policy

**Other Useful Links May Include:**

- Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 0208 373 2700; email: [enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)
- Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315; email: [info@ourvoiceenfield.org.uk](mailto:info@ourvoiceenfield.org.uk)
- Community Parent Support Service – available to all families living in Enfield. Works with parents of children aged 0 – 18 dealing with concerns before they escalate and become a problem. Phone: 020 8372 1500

**Complaints**

- Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or SENDCo who will try to assess and resolve the situation.
- Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure and the Complaints Policy can be found on the school website.

***This 'Special Educational Needs and Disabilities Information Report' was produced in October 2018 by Ms Jonquil Iazard (SENDCo). This Special Educational Needs and Disabilities Information Report will be updated throughout the school year, as relevant, and will be reviewed in October 2019.***