Special Educational Needs and Disabilities (SEND) Information Report

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision being made for them.
A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice 2014

All pupils at Rickmansworth Park JMI School receive quality first teaching. We work hard to ensure children are successful at our school. In order to achieve this, appropriate steps are taken by staff to support each child's learning journey.
However, for some children there are occasions when special educational provision may be needed to help them achieve their targets.

Under the new SEND Code of Practice, there are four broad areas of need identified:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

For children and young people who have more complex needs, a request can be made to the Local Authority to put in place a co-ordinated assessment process and a 0 -25 Education Health and Care Plan (EHC Plan). This replaces Statements and Learning Difficulty Assessments (LDAs).

It is a statutory requirement for all schools to explain their provision for SEND by providing the answers to a range of set questions.

Below are Rickmansworth Park JMI School's responses to these questions.

- How does the **school know if children/young people need extra help?**

We know when pupils need help if:

- Pupils have been previously identified at the partner school/setting.
- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour.

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

- The class teacher is the initial point of contact for parental concerns.
- These concerns will be discussed with the Special Educational Needs Coordinator (SENCo), Ms Kate Tamayo, and considered in the light of other information available e.g. academic progress, medical reports or assessments from other outside agencies.
- Slow progress and low attainment do not necessarily mean that your child has SEND. Your child's class teacher will give you guidance on this. In all cases, the school will identify what action is required based on need rather than a diagnostic label.
- If age appropriate, we will ask for the child's views – Pupil Voice.

- How will school staff support my child?

- We provide high quality teaching. Work, differentiated for individual pupils, is available in every class.

- Each child's learning objectives will be planned by the class teachers sometimes in liaison with the SENCo. It will be differentiated accordingly to suit the pupil's individual needs.
- Every reasonable adjustment is made to make our classrooms inclusive to overcome barriers to learning.
- Half-termly meetings led by the Head Teacher (Jane Linch) together with the class teacher, Assessment Coordinator and SENCo are timetabled to discuss the progress of each child based on assessments carried out in class. From these discussions, some children may be highlighted as needing addition support.
- Where necessary, additional support sessions, delivered by a Teaching Assistant (TA), are provided on a one to one (1:1) basis. These take place outside the classroom on a regular basis to address a particular need i.e. phonics.
- Additional support is sometimes delivered by the SENCo to small groups of years 5 and 6 pupils.
- Pupils who have a significantly greater difficulty in learning will be placed on the Special Educational Needs and Disability (SEND) Register and a Provision Map will be drawn up for them by the class teacher. This may result from consultations with the SENCo, your child and you. Specific targets may then be set and reviewed termly. Pupils on the SEND register may receive specialist 1:1 or TA 1:1 support. This takes place outside of the classroom. The frequency and length of this regular intervention will vary according to need.
- When pupils require support from an outside agency e.g. Speech and Language Therapist, Educational Psychologist, Family Support Team etc., a referral will be made with your consent. After a series of assessments, a programme of support will be planned. Parents will be involved at every stage of the process.

If you have any queries related to any intervention, please do not hesitate to contact your child's class teacher.

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

- Rickmansworth Park JMI School has an open door policy and will always respond to parents who request a meeting.
- A New-to-Year parents meeting take place at the beginning of September for each class. Your new class teacher will discuss the

homework timetable and helpful websites which will aid your child's learning.

- Regular open mornings allow an opportunity for parents and carers to see children being taught core and foundation subjects in the school environment.
- Autumn and Spring term parent consultations will give you the opportunity to discuss your child's progress with their class teacher who may suggest ways you can support your child.
- There is an additional consultation for parents of Reception children in the Summer Term to discuss their progress as they transition into Key Stage 1.
- The class teacher and/or SENCO may meet with you to discuss how to support your child with different strategies if there are difficulties with a child's behaviour/emotional needs. A 'Pastoral Support Plan' may be put in place if weekly discussions between the SENCo, class teacher, parents and the child are deemed appropriate.
- If external agencies have been involved, suggestions and programmes of study are often provided which can be used at school and home.

We will be happy to work with families and recognise that collaboration and a consistent approach between school and home is essential.

❖ How will the curriculum be matched to my child's needs?

- We provide high quality teaching, differentiated for individual pupils in every class.
- Each child's learning objectives will be planned by the class teachers and differentiated accordingly to suit the pupil's individual needs.
- When a pupil has been identified with SEND, their work will continue to be differentiated by the class teacher to enable them to access the curriculum.
- A child may be given extra support sessions to target a specific need i.e. phonics. These sessions are TA led and take place outside of the classroom.
- If a child has been identified as having a special need, they will be given a Provision Map. Targets may be set according to their area of

need. These will be monitored by the class teacher and SENCo and reviewed at least three times per year.

- If appropriate, specialist equipment may be provided e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors to assist them in lessons.

❖ What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.
These include:

- The class teachers and SENCo being readily available for pupils who wish to discuss issues and concerns on a 1:1 basis
- A variety of extra-curricular clubs available before school, at lunchtimes and after school to increase the pupils' well-being and fitness levels
- Buddy systems where each Reception child has a Year 6 'buddy' and every Year 2 child has a Year 5 'buddy'. Year 6 buddies shadow Reception children during lunchtimes in their first few days at school and buddy reading sessions are timetabled weekly
- PSHE (Personal, Social and Health Education) and Computing lessons which include instruction on anti-bullying, internet safety and relationships
- Daily assemblies or 'Thoughts for the Day' to encourage the children to reflect on their thoughts and actions
- School Council meetings to provide opportunity for the children to put forward and act on their ideas
- Year 6 being trained as play leaders to teach inclusive games to Key Stage 1 (KS1) children on their playground at lunchtimes
- Access to agencies to gain support for emotional and social development e.g. Children's Centre, South West Herts Partnership Family Support Team, CAMHS (Children and Adolescence Mental Health Services), Chessbrook Education Support Centre, school nurse
- Regular monitoring of attendance registers and prompt follow-up contact as necessary
- Procedures and training in place for the administration of prescribed medicines

- An automated defibrillator on-site and all staff having undertaken initial training and biennially refresher courses.

❖ What specialist services and expertise are available at, or accessed by the school?

At times it may be necessary to consult with external agencies to receive specialised expertise.
The agencies used by the school include:

- Chessbrook ESC – Secondary Transfer Support
- Chessbrook Outreach Counselling Service
- Child & Adolescent Mental Health Service (CAMHS)
- Colnbrook School Outreach Team
- Communication Disorder/Autism service
- Educational Psychologist
- Education Attendance Officer (EAO)
- School Nurse
- Social Services
- South West Herts Partnership Family Support
- Speech & Language Therapy (SaLT)
- Visual Impairment and Hearing Impairment Support Services

Since September 2017, Rickmansworth Park JMI School have budgeted for a Family Support Worker (FSW) from the South West Herts Partnership Team to work within our school for 4 hours a week. With parental consent, the FSW works regularly with the child and family to help with a range of issues including: confidence, resilience, attendance, organisation, anger and healthy relationships. Again, we recognise that collaboration and a consistent approach between school and home is essential.

A Parent Partnership Plan (PPP) is a structured intervention for children and their parents who find themselves needing extra help with behaviour or social/emotional issues at home. It can be requested by the parents or identified by school when it becomes apparent that additional help would be beneficial. PPPs involve parents and their child, the SENCo and class teacher coming together in weekly time-limited meetings focusing on specific behaviours which are causing disharmony or concern within the

family unit. Each week, SMART targets are agreed upon and reviewed the following week over a set period (e.g. 6-7 weeks). The aim of a PPP is to create a healthier family environment where children can focus on their mental wellbeing and education.

What training have the staff supporting children and young people with Special Educational Needs and Disability (SEND) had or are having?

Staff have received a range of SEND training including:

1. Literacy interventions
2. Maths interventions
3. Speech and Language support
4. Behaviour and nurturing support
5. Supporting Autism Spectrum Disorder (ASD) in the mainstream classroom

Staff regularly attend courses and outside agencies are invited to staff meetings to provide whole school training in a variety of disciplines.

All staff are trained in:

- Safeguarding
- First Aid
- Epipen administration
- Asthma Care
- Defibrillator operation.

In addition, the Early Years Foundation Stage (EYFS) Team are qualified in Paediatric First Aid and relevant staff are also trained to check sugar levels for Diabetic children and administer appropriate glucose injections.

- Ms Kate Tamayo (SENCo) has gained the National Award for Special Educational Needs Coordination Post Graduate Certificate.

❖ How will I be involved in discussion about planning for my child's education?

The SEND Code of Practice places an emphasis on working with parents to agree and review the outcomes of the support offered. All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher or SENCo

- Parent Consultation evenings in the Autumn and Spring terms (with an additional consultation for parents of Reception children in the Summer Term)
- Discussions with the class teacher when targets are being set for Provision Maps. Parents are encouraged to comment on their child's targets and make possible suggestions for greater cohesion
- Discussions with other professionals from outside agencies at meetings arranged at school
- Becoming a Parent Governors on Rickmansworth Park JMI School's governing body
- Becoming an active member of our Parents, Teachers Association (PTA) – Rickmansworth Park Parents Association (RPSA)
- Completing the Parent Questionnaire sent out annually.

❖ How will I know how my child is doing?

- Hearing your child read and checking their homework will help a parent to know how their child is doing.
- Termly Newsletters explain which topics will be covered in the weeks ahead.
- Rickmansworth Park JMI School has an open door policy, parents/carers are welcome to make an appointment at a mutually convenient time with the class teacher or SENCo to discuss any concerns with you.
- You will be able to discuss your child's progress at our Parents' Evenings in the Autumn and Spring Term (with an additional consultation in the Summer for Reception parents).
- By attending the regular open mornings which allow an opportunity for parents and carers to see children being taught core and foundation subjects in the school environment.
- By communicating with your child's class teacher via the Home School Link Books used in KS1.
- Pupil annual reports are sent out in the Summer Term
- When an outside agency is carrying out assessments on your child, the SENCo will invite you to attend a consultation to discuss the findings with the medical/health professional. A report documenting their findings will be sent out following this meeting.

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

- The class teachers may suggest ways you can support your child.
- Termly curriculum newsletters explaining topics.
- Autumn, Spring and Summer parent consultations.
- SEND Support meetings with teacher and/or SENCo.
- Communicating in the Home School Link book in EYFS/KS1.
- Weekly homework and/or reading tasks.
- Advice shared through the school website.
- End of year reports.
- The SENCo may meet with you to discuss how to support your child with strategies if there are difficulties with a child's behaviour/emotional needs.
- If external agencies have been involved, suggestions and programmes of study are often provided that can be used at home.
- Rickmansworth Park JMI School has an open door policy and will always respond to parents who request a meeting.
- We will be happy to work with families and recognise that collaboration and a consistent approach between school and home is essential.

❖ How will my child be included in activities outside of the classroom including school trips?

Activities and school trips are available to all. Rickmansworth Park is a fully inclusive school and all clubs and trips are mixed ability and open to all. When planning a school trip:

- Risk assessments are carried out and procedures are put in place to enable all children to participate as far as possible
- If it is deemed that an intensive level of 1:1 support is required it may be agreed that a parent or carer could accompany their child during the activity.

❖ How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Two toilets adapted for disabled users
- Wide doors in some parts of the building
- Specialised equipment. This would be provided upon recommendation of medical/health professionals for children with SEND to ensure their physical needs are catered for within the school environment.

Rickmansworth Park JMI School is built on multiple levels so access is restricted within the building itself – access only being available to all areas via the playgrounds.

❖ How will the school prepare and support my child when joining Rickmansworth Park JMI School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous and receiving schools prior to all children joining or leaving
- All pupils attending transition sessions where they spend some time in their new school – either Reception or their new secondary school
- A New-to-Reception parents' induction evening in July
- A New-to-Reception pupils' induction morning in July
- A Year 6 parents' secondary school transition evening led by the Year 6 teacher
- Additional transition meetings which can be arranged depending on need
- Transition Plans, completed with the pupil if deemed necessary, to include photographs of the new environment and personnel involved
- Members of staff meeting with parents/carers prior to their child joining the school
- Local secondary school Year 7 staff visiting pupils prior to them joining their new secondary school
- Kate Tamayo (SENCo) liaising with the SENCos from the receiving school to pass on information regarding SEND pupils
- A Transition Support Service offered by Chessbrook Education Support Centre

- Transition Support is also given to some Y6 children by our in-house Family Support team.

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

- The SEND budget is allocated each financial year. The money is used to provide TA support to SEND children and those identified as needing a short term focus intervention during the termly review of each class between the Head and individual class teachers.
- Relevant courses are attended and resources purchased depending on the range of need of pupils currently attending the school.
- Additional provision may be allocated after discussion with the SENCo when setting targets for Provision Maps or if concern has been raised at another time during the year.
- Where a child requires provision which matches the Local Authority banding descriptiors, an EHCP can be requested and then applied for.
- The Local High Needs Funding (HNF) system can support children with emerging high needs or those who fall outside the EHCP process.

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

These decisions are made in consultation with the Head Teacher, class teachers, SENCo and Assessment Coordinator through:

- Pupil Progress meetings where data tracking is analysed from that academic year, the previous academic year, end of Key Stage 1 and EYFS results to identify those on target, exceeding or not reaching their targets. All interventions are time limited and monitored to ensure the pupil is making progress
- Concerns identified due to the pupil's lack of well-being. At this point interventions in school or from outreach services will be arranged.
- The amount of support received by a child with physical disabilities would also be assessed on an individual basis after consultation with relevant medical/health professionals.

❖ What is the process of handling complaints for parents of children with SEND?

- Please see the Rickmansworth Park JMI School Complaints Policy and Equality Policy on the website.
- SENDIASS provides impartial information and support to parents of children with SEND and can contacted be through these channels:

❖ How can I find information concerning the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability:

ttps://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

The authority's local offer of services and provision for children and young people with SEND can be accessed through:

info@hertssendiass.org.uk

Telephone: 01992 555847

❖ How can I contact the school SENCO:

admin@rickmansworthpark.herts.sch.uk

Telephone: 01923 770265

Reviewed February 2026