

### Statutory Information Report

#### **How does Abel Smith School know if children need extra help?**

The special educational needs and disability code of practice: 0 – 25 years (January 2015) states that a child of compulsory school age has a learning difficulty or disability if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age, or
2. Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

#### Step 1 – Initial Concern (6 weeks)

We review progress against each lesson's learning on a daily basis. On - going assessment feeds in to pupil progress meetings with the SENCO and class teacher each term. If a pupil is below age related expectations then planning will be differentiated to the needs of the child. There could be various interventions in place to plug any gaps in knowledge.

#### Step 2 – Cause for Concern - (6 weeks - 1 term)

If after 6 weeks of targeted support the child has continued to make insufficient progress, then the teacher will meet with the SENCO. At this stage, parents will be informed via a meeting with both the SENCO and the teacher. An initial concern template will be completed with the parents. The teacher would review, revise and refine the interventions and strategies used in step . New strategies may be implemented at this stage.

#### Step 3 – SEN support - (1 term)

If the SENCO and teacher thinks the child may need SEN support then she would meet with the parents and discuss the SEN process. The SENCO will arrange a meeting for the class teacher, parents and child (if appropriate). If it is not appropriate for the child to be present then targets will be discussed and shared with the child in a child - friendly manner after the meeting. It is during this meeting that we will discuss the area of need and the targets that will be in place. These targets will be in place for 1 term and then reviewed by the parents and class teacher. We will be following the 4 part cycle of SEN support which is: Assess, Plan, Do and Review. If after reviewing the targets we feel that we need to seek further advice then we can complete a referral for support from outside agencies such as the educational psychologist or speech and language therapist.

#### Step 4 – Outside agency support



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Headteacher: Mrs G. H. Langan

Should we need to seek further advice or support then the parents consent will be requested. Once the child has been observed/reviewed by the requested agency and some strategies or a plan suggested then the class teacher would include this in their planning and into the provision for the child. This will once again be constantly monitored. As in step 3 a review meeting will be held once a term unless a shorter time span is necessary.

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

If a parent or carer thinks their child may have a special educational need, they should make an appointment with the class teacher to discuss concerns. At an appropriate time, it may be necessary to involve the SENCO.

### **How will with school staff support my child?**

The class teacher is responsible for planning and personalising the curriculum to meet the needs of every child in their class. The following is in place to effectively respond to concerns over a child's progress or attainment:

- High quality teaching is the primary response to overcoming barriers to learning for any child. The class teacher will adapt the lesson planning, resources and environment to enable every child to access the learning and make progress.
- Where progress continues to be less than expected the class teacher and SENCO will assess whether the child has a special educational need.
- Class teachers are supported by Subject Leaders, who offer expertise and advice for their subject area.
- Teaching assistants are deployed to help and support the class teachers to provide effective intervention. They may work with small groups or individual children to support and extend their learning.

Mrs Law is the SENCo. Mr Simon Tilbury is the governor with responsibility for overseeing SEND.

### **How will I know how my child is doing?**

In October and February there are Parent Evenings which provide an opportunity for parents to discuss their child's progress with the class teacher. In December and July a written report is sent to parents which summarises their child's progress over the year, states their level of attainment and gives targets for the following year.





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To supplement the formal meeting times, Abel Smith has an open door policy, which means that if at any time you wish to discuss your child's progress or attainment, you can make an appointment to see their class teacher.

Parents of children who are receiving SEN support will be invited to a longer meeting to review targets each term as opposed to the normal parent consultation.

All children with a Statement or EHCP will meet all involved with the child annually at the annual review meeting which is chaired by the SENCO.

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

Abel Smith also ensures that reasonable adjustments are made for children with SEND in accordance with the Equality Act (2010). Each class teacher plans for ongoing reasonable adjustments to ensure inclusion is fully considered for each and every child. Examples of this could include a child having an early lunch to avoid sensory overload in the lunch queue, or ensuring a dyslexic child does not have to write out homework.

Differentiated learning is the main vehicle through which a class teacher plans the learning for their class. Differentiation is an approach to teaching that endeavours to ensure that all children learn well, despite their many and varied differences. Differentiation enables teachers to effectively adapt the learning to accommodate differences in learning style, motivation, experience, prior learning or specific learning difficulties such as dyslexia.

### **What support will there be for my child's overall wellbeing?**

Our core values are: Care, Courage and Commitment. These are reflected through a daily assembly and PSHE curriculum which supports the child's individual development and their understanding of relationships with others and the school community. All children are supported within the caring ethos of Abel Smith School.

Pastoral support is key to happy learners at our school. All staff strive to be aware of children's feelings and emotions. Children are given the chance to talk, share and have the time they need to be calm and confident learners.

Children feel confident to talk to all staff, teachers and teaching assistants. The SENCO and head teacher are also available to help and support every child to ensure they enjoy their learning. If additional support is needed in the class or at times on the playground then this is identified and supported. This support can be in the form of a nurture group, buddy system, one to one chat or small groups with an emphasis on social skills.





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

Our aim is to involve parents in all aspects of their child's education. The SENCO and class teacher will talk with parents regularly to set clear outcomes and review the progress towards them. We will discuss the activities and support that will help achievement and identify the responsibilities of the parent, the pupil and the school.

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

As the parent, we believe that you are the expert on your child. As well as regular discussions at parent consultation evenings and written reports, parents of children with SEND will be involved in every stage of the Assess, Plan, Do and Review process.

### **How will my child be included in activities outside the classroom including school trips?**

Schools are required by law to ensure that all children, including those with SEND and Disability, can participate in all aspects of school life which includes off site visits. Where necessary, risk assessments will be carried out and reasonable arrangements will be made according to each child's needs.

### **How accessible is the school environment?**

All Hertfordshire schools comply with the Equality Act of 2010 and will make reasonable adjustments to the school site to make it accessible for all. Abel Smith is accessible to all children. In the main school building there is a disabled toilet and a lift to get from one level to another. The doors are accessible and there is access to the outside playgrounds.

The Early Years building that houses nursery and reception classes is a Grade II listed building. Every effort has been made and will continue to be made, to make the site fully accessible. However there is currently some limited wheelchair access. For more information please see our Accessibility Plan.

### **How will the school prepare and support my child to transfer to a new school or the next stage of education and life?**

Before joining the school, opportunities to visit Abel Smith and experience the class setting are arranged. In Nursery and Reception, your child will also receive a home visit before they start. The school will contact any previous education setting, such as pre-schools or another primary school. We have excellent contacts with the local secondary schools. A thorough and supportive transition programme is in place to support the successful move from one school to another. Year 6 children visit their secondary school in the summer term and additional visits for SEND pupils can be arranged





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if necessary. All documentation is passed securely to the relevant people and transition activities are arranged where appropriate.

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

The majority of children at Abel Smith, including those with special needs, have money allocated through the school budget.

#### Notional SEND Budget

Abel Smith is given money to spend on SEND, calculated according to the number of pupils at the school; the number of children who qualify for free school meals and the attainment of pupils. The funding is used to support individuals, small groups and whole classes through the deployment of teaching assistants. The SENCO also has a budget to spend on resources e.g. books and equipment.

#### Exceptional Needs Funding

A very small number of pupils will qualify for Exceptional Needs Funding. These children are identified as having the most complex needs, not just within our school.

In conjunction with the parents, the SENCO will apply for this funding. It is a County Council Panel which determines whether the need is exceptional or not. If a child meets the threshold for Exceptional Needs Funding, then part of the cost will be met through the school's budget and any additional money will be allocated to the school from County Council Funds. Allocations are specific for the needs of the individual child, and will follow the child if they move schools. Allocations last until the end of the key stage and then further applications need to be made if the child still requires Exceptional Needs Funding.

### **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?**

You can visit the Herts Direct website [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

