

**Special Educational Needs and Disability Information Report**  
*Include, Achieve, Inspire*  
**September 2022**



**We asked our families what they want to know about the support available when a child needs extra help to support their learning at Pixmore School**

Our parents told us that they want information to be simple, and to the point; to know who to contact if their child needs help, including photographs to make people easy to identify. Most importantly of all, they want to be able to come into school and speak to someone in person to share any concerns about their child's learning. Our children said that they want to know who supports them with their learning and to feel able to ask for help when they need it

**The aim of this document is to provide this information**

### *Ofsted report June 2019:*

*Parents value what the school provides, and the overwhelming majority say that their children are happy to go to school and are making good progress. Parents welcome the nurturing and caring environment. As one parent commented on Parent View, Ofsted's online questionnaire, 'All the teachers and support staff are wonderful and really seem to know the children. I really feel like they care about my child as an individual.'*

#### **Introduction**

All Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by their local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. A graduated approach, based on termly 'assess, plan, do and review' of learning, is adopted at Pixmore School, which enables early identification of additional needs and the implementation of timely support.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

#### **What is the Local Offer?**

##### **The LA Local Offer**

The *Children and Families Bill* (2014) sets out a requirement that Local Authorities must 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 will also be an important resource for parents in understanding the range of services and provision in the local area. Information about the Hertfordshire Local Offer can be accessed by following the link below.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

##### **The Pixmore School SEN Information Report**

This report utilizes the Hertfordshire LA Local Offer to identify how we can meet the needs of children with SEND, as determined by school policy, and the provision that the school is able to provide

#### **Your Child has Special Educational Needs. What can we at Pixmore Junior School offer you?**

*At Pixmore School, we recognise that every child is different and therefore the needs of every child are different.*

## Summarising what the SEND Code of Practice (2015 update) means for all schools:

The code states that all children and young people are entitled to an appropriate education, and “every school is required to identify and address the SEN of the pupils that they support”. To achieve this, schools are obligated to:

- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- inform parents when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children, and their accessibility plan that illustrates how they plan to improve access progressively over time
- SEN children should also be identified on a SEN Register with provision mapping in place
- training must be delivered to help staff identify and support children with SEND to ensure early identification

### Specific roles and responsibilities linked to the areas highlighted above:

#### The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary where additional advice or support are required – the SENCo monitors the progress of all children on the SEND register every half term.
- Writing Pupil Progress targets/Provision Maps (PM), based on the smaller steps outlined in BSquared Small Steps, cross-referenced against or the government assessment advice given in the document:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903553/2021\\_Pre-key\\_stage\\_2\\_-\\_pupils\\_working\\_below\\_the\\_national\\_curriculum\\_assessment\\_standard\\_PDFA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf)
- From September 2021, schools are required to refer to the latest government guidance based on the Engagement Model for children working well below the level of the key stage and who are not engaged in subject-specific learning:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)
- Sharing and reviewing these small steps with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school’s provision map.

- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEND. Our teachers recognise that they are all teachers of children with special educational needs and disabilities.
- **Mrs Susan Willans** has additional responsibility for ensuring support is provided for children who are, or who have previously been, in the care of the local authority.

#### **The SENCo: Mrs Sue Willans**

Responsible for:

- Developing and reviewing the school's SEN policy and ensuring its effective implementation across the school.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and those with other vulnerabilities, such as children who are looked after by the local authority and children with medical needs which impact on their ability to enjoy and engage in learning.
- Liaising with you to ensure that you are:
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Referrals to, and liaison with, all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Low Incidence Team, Communication Disorders Team, ESMA
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- Providing support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve their potential.

#### **The Head teacher: Mrs Alex Evans**

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND

## The SEN Governor: Mrs Caroline Nicholson and Mrs Kath West

Responsible for

- Liaising with the head teacher and SENCo and reporting to the governing body on SEND at Pixmore Junior School
- Ensuring that policies relating to SEND are up-to-date and that practice matches policy
- Making sure that the necessary support is provided for any child with SEND who attends the school
- Being a point of contact for parents

All staff and governors responsible for supporting children with SEND can be contacted via a message to the school office:  
telephone number: 01462 620555, or email: [admin@pixmore.herts.sch.uk](mailto:admin@pixmore.herts.sch.uk)



Alternatively, please call into school to speak with someone directly

## What you need to know – your questions answered

1. How do the staff at Pixmore know if my child needs extra help?

- Thorough and individualised assessment of all children, including: observation, termly class-based assessment, individual diagnostic assessment.
- By communicating and consulting with the child, parents, teachers and SENCo through termly parents' evenings, pupil progress meetings, target setting with children and regular monitoring of progress towards targets.
- Involvement of, and assessment by, external professionals in consultation with parents.
- Monitoring and review of progress during interventions, and through differentiated class-based activities.

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

- Firstly, come into school and talk to your child's class teacher. We encourage parents and carers to share their knowledge about their child and to tell us if they have any concerns.
- By arranging a meeting with the **SENCo, Mrs. Sue Willans**, either by calling the school office on **01462 620555** or by email to [suewillans@pixmore.herts.sch.uk](mailto:suewillans@pixmore.herts.sch.uk)
- If you wish to speak about matters relating to your child's needs beyond their education, you can speak to one of our **Key Workers, Mr. Dan King (Year 3), Miss Alex Hammett (Year 4), Mrs Martine Connor (Year 5) and Miss Budd or Mrs Dougherty (Year 6)** by calling on **01462 620555**
- If you have any particular concerns about how your child's needs are being met, you may also contact our **SEN Governor, Mrs Caroline Nicholson** through the school office
- 

3. How will school staff support my child?

We are an inclusive school and as such value every child as an individual. We adopt a graduated approach to managing the needs of children with additional needs using a process of **assess, plan, do , review** on a termly basis.

The following summarises how we support all children and how targeted support is used where needed:

**Class teacher input, via targeted classroom teaching  
(Quality First Teaching).**

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve multisensory approaches and the use of additional hands-on resources.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child's learning.
- Your child's teacher will have carefully checked on their progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

**Specific group work based on targets set by class teacher:**

Intervention which may be:

- in the classroom or learning area outside of class.
- lead by a teacher or a teaching assistant (TA) under the direction of the class teacher
- lead by outside agencies, e.g. Speech and Language therapy

**SEN Code of Practice 2015: SEN Support**

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority services, such as the ASD Outreach Team, Behaviour Support Team, Occupational Therapy Service, Low incidence team (for students with a hearing, neurological or visual need), Educational Psychologists

- Outside agencies such as the CAMHS

**What could happen:**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is supported in school, which may include additional intervention in school. You will be involved at all stages.
- Wherever possible, we try to ensure that interventions do not reduce your child's access to core subjects, or to subjects they particularly enjoy.

**Specified Individual support**

- This type of support is available for children whose learning needs are severe, complex and possibly lifelong
- Additional support is also available for children who fall within vulnerable groups, such as those for whom the school is allocated Pupil Premium money, or those who are looked after by the local authority where they have been identified as having SEN. Our teacher for children who are, or have previously been looked after, is our SENCo, Mrs Sue Willans, who monitors their progress and ensures that additional support is given if necessary to address learning and the emotional needs of this group of children
- Support may be provided via an Education, Health and Care Plan (EHCP - 2014). This means that your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- Some children are supported through Local High Needs Funding (LHNF), which schools have to apply for and prove that the needs of a child are exceptional across our district.

- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups alone
- Your child will also need specialist support in school from a professional outside of the school. This may be from:
  - ❖ Local Authority central services such as the Communications Outreach Team, Behaviour Support, Specialist Teacher Services, SpLD teachers, and the team supporting children with visual or hearing difficulties.
  - ❖ Outside agencies such as the Speech and Language Therapy (SALT) Service, mentoring services

**For your child this could mean:**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are sufficiently complex that they should be set out specifically. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support, and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan will outline the individual/small group support your child will

	<p>receive and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child</p> <ul style="list-style-type: none"> <li>• Additional adults may need to support your child with whole class learning, run individual programmes or run small groups which include your child</li> <li>• The SENCo will, on occasion, apply for NHS medical funding for children with complex medical needs who require medical intervention during the school day, and without which their health would be at risk.</li> </ul>
<p>4. How will I know how my child is doing, and how will I be involved in discussions about, and planning for, my child's education?</p>	<p>To support you with this, we offer:</p> <ul style="list-style-type: none"> <li>• Termly parent's evenings with the class teacher – our SENCo is also available to discuss concerns</li> <li>• Targets are reviewed termly as part of our assess, plan, do, review monitoring cycle – children with SEND are closely monitored to ensure that they make good progress from their starting points</li> <li>• Key workers in each year group who are also responsible for family liaison, and work closely with parents and staff</li> <li>• SEN focus Parent Forum to share ideas and offer support to parents</li> <li>• Relevant information about how parents can support their child at home available on website and in printed form outside school office</li> <li>• Annual report to parents</li> <li>• Our open-door approach means that you can pop in and speak to either your child's class teacher, head teacher, SENCo or key workers if you wish to discuss your child's progress or other issues at other times</li> <li>• Please refer to the SEN section of our school website to see the document 'Steps Taken at Pixmore to Support Learning for Children with SEND'. This document describes how we identify children who require SEN Support</li> </ul>
<p>5. How will the learning and development provision be matched to my child's needs?</p>	<p>Children with SEND are inclusively educated within an age appropriate classroom with their peers most of the time. In order to provide equality of access, we offer:</p> <ul style="list-style-type: none"> <li>• Teaching and resources which are differentiated to ensure that children are able to achieve objectives</li> <li>• Classroom displays and table-top displays and resources support children's independence</li> </ul>

- If additional support is identified as being necessary, children may take part in planned, time limited and evidence-based intervention provided at a time to suit need
- Support is personalised and targeted and based on individual assessment either by the class teacher, SENCo or, if necessary, a specialist advisory teacher
- Adults working with a child with SEND communicate regularly to ensure a consistent approach to learning and teaching
- Class-based TAs work alongside the class teacher to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEND
- Links are made between classroom and intervention to ensure continuity, through verbal communication and written feedback to class teachers.
- Provision, targets and outcomes are discussed every half term during pupil progress meetings, which the SENCo attends

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

- We are aware of our obligation to support your child's overall well-being and may offer the following on an individual basis as necessary, and in collaboration with your child and you:
- Planned support programme delivered by learning mentor following protective behaviours and nurturing principles
  - Use of network hand
  - Peer mentors – circle of friends
  - Meet and greet at the beginning of the day
  - Parental contact weekly by face-to-face meeting, telephone or email
  - Home school contact book
  - Positive achievement book
  - Key worker support
  - Individual break and lunchtime timetables and support arrangements
  - Use of Families First Assessment to maintain contact via Team Around the Child (TAC) meetings to support any unmet needs

- Occasionally more specialist support may be requested
- Additional mentor support from Coaching Direct
- Pixmore staff are experienced in liaising with a wide range of professionals and accessing specialist support where necessary
- Recommendations are implemented and progress monitored regularly
- Parents are welcome to make an appointment or call in to see the head teacher, class teachers or SENCo at any time.

7. How will you help me to support my child’s learning?

We recognise that parents know their child better than anyone else and we will actively seek your support in helping us to help your child. We will support you in the following ways:

- By making you aware if we think your child has a difficulty and by taking any concerns you or your child may have seriously
- Class teachers are always the first point of contact, either in person or by requesting an appointment at the school office
- The SENCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report
- Personal targets on Provision Maps for children with EHCPs and individual targets for maths and literacy will be reviewed with your involvement every term
- Homework will be adjusted as needed to your child’s individual requirements
- A home-school contact book may be used to support communication with you when it has been agreed that this will be useful for you and your child

8. What specialist services and expertise are available, or accessed by the school?

When it has been determined that support from specialist services is necessary, we can use our referral system to access the following services:

- Educational Psychology Service
- Speech and Language Therapy Service
- SpLD Base outreach support

- Communication and Autism Specialist Team
- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Centre (CDC) – community paediatricians
- Occupational Therapy Service
- Physiotherapy Service
- Herts Steps advisors
- Neurological Impairment Team
- Specialist Teachers for the Hearing Impaired
- North Herts. Primary Support Service (emotional health concerns)
- Woolgrove School Outreach
- ESMA – for children who are absent from school for long periods of time as a result of medical needs
- Stand By Me – Bereavement support
- Safe Space – counselling for emotional support in school
- NESSIE – various therapies for emotional well-being
- Letchworth Family Support Worker team – support in the home for families who need additional support and guidance

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

- Staff access appropriate training to support them in meeting the needs of your child. Support staff are also given the opportunity to specialise in an area of interest relevant to the needs within the school
- Some of our staff have received specialist training to support children with an Autism Spectrum Condition (ASC), specific learning difficulties (SpLD) e.g. dyslexia, speech and language (ELKLAN) and courses for children with a hearing or neurological impairment
- Our behaviour support team, head teacher and SENCo have all received training in pre-emptive strategies for behaviour management using the Hertfordshire Steps approach
- The SENCo has the National Award for SEN Co-ordination, Autism foundation module, ELKLAN L3: speech and language, OCR L5: Working with children with specific learning difficulties and an MA in Equality and Diversity in Education
- Our lead for social, emotional and mental health is Mrs Susan Willans, who has completed NESSIE training and attends network meetings and accesses training relevant to the children we support
- An audit of need is conducted at the beginning of each academic year to ensure that staff receive training to allow them to support the needs of children at the school. Additional training and support is provided as necessary to ensure that no child is disadvantaged as a result of inadequate training and/or knowledge.

<p>10. How will my child be included in activities outside the classroom, including school trips?</p>	<p>We make every effort to ensure that all children can have access to activities outside the classroom, including school trips.</p> <ul style="list-style-type: none"><li>• For some children, careful consideration and planning needs to be take place to identify potential barriers to inclusion on some trips and visits. This may include an individual risk assessment</li><li>• We sometimes ask parents to accompany us on visits where we believe that this would enable a child to have a successful and safe visit</li><li>• We always involve parents in any decisions concerning access to particular visits and will always do our best to include children in all activities</li></ul>
<p>11. How accessible is the school environment?</p>	<p>We make every effort to ensure that all children are able to access the school environment.</p> <ul style="list-style-type: none"><li>• The school is fully compliant with the Disability Discrimination Act (1995) requirements and senior leaders conduct an annual review of the Single Equalities Scheme to ensure that compliance is maintained to take account of changes in needs within the school community</li><li>• We meet the requirements of the Equalities Act (2010) through the Single Equalities Scheme (Review Autumn Term 2019)</li><li>• Resources and teaching are differentiated to meet individual needs and adjustments made where a more individualised approach is required</li><li>• The school is on one level, with easy access and ramps, including onto the raised playground area. An action plan was produced following a wheelchair access audit conducted in August 2017, with actions to be completed by early during the Autumn term 2017. It was agreed that additional provision could be made, as required, to meet the needs of wheelchair users in the school</li><li>• There is a disabled toilet, shower area and changing facilities</li></ul>

- We ensure wherever possible that equipment used is accessible to all children regardless of their needs and will make reasonable adjustments to ensure access wherever possible
- We are aware that some children have sensory needs and can provide quiet areas to work and other aids, such as ear defenders, privacy boards etc. to reduce sensory over stimulation. We work with children and parents to identify any sensory difficulties
- After-school provision and activities are accessible to all children, including those with SEND
- The classrooms at Pixmore are small relative to the number of children at the school. However, careful planning of the classroom layout and seating arrangements for individual students ensures that all children are able to have full access and enjoyment of their learning with their peers. We will endeavour to make necessary adjustments to the physical learning environment wherever possible to support children with additional needs.

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

- In considering our provision, we acknowledge that every child is an individual and that some children will require access to a greater range of resources to enable them to access the curriculum as fully as possible and to make good progress in their learning
- For most children, including those receiving SEN support, the school is able to provide the support needed to meet the individual needs using funding provided by the Local Authority. Provision is identified and tracked using a system of provision mapping which takes place every half term, and which enables provision to be matched to needs
- Occasionally a child's needs are determined to be exceptional. This generally means that the provision required involves a range of professionals and a high level of sustained intervention in order for a child to be able to access the curriculum as fully as possible. If this is the case, the school can make an application for Local High Needs Funding (LHNF), which if given to children who are identified as having a level of need judged as being exceptional across the district

- We will always endeavour to meet the needs of children with special educational needs and disabilities in consultation with parents/carers, and specialist services as necessary.
- We always have the best interests of a child in mind and may, in exceptional circumstances, and following consultation and careful consideration, advise parents that we feel we are not able to meet the needs of their child. This is a very unlikely scenario and we take pride in our efforts to ensure that all children are included and able to enjoy and achieve in their learning.

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

We recognise that transfer to new schools and transitions between classes, or for some children, even changes to routines, can be stressful for children and parents and promote feelings of anxiety. We provide the following support to minimise the difficulties associated with these changes:

**If your child is joining us from another school:**

- The SENCo visits our feeder infant schools and liaise with class teachers and the SENCo, and meet the children and often their parents
- We run a transition programme with our main feeder school and invite children from all other feeder schools to take part, particularly where they have additional needs. This programme includes 2-3 additional visits to Pixmore before transition day to familiarise the children with the school environment and the adults who will be supporting them
- If your child needs a book/passport to support them in understand moving on, then one will be made for them
- Your child will be able to visit our school, often on more than one occasion and be given a booklet with photographs to familiarise themselves with the school, their teachers and other significant adults

**If your child is moving to another school:**

- We will contact the school SENCo and ensure they know about any special arrangements or support that your child needs. A planning meeting will take place with the SENCo from the new school
- We will make sure that all records about your child are passed on as soon as possible
- If your child needs a book/passport to support them in understand moving on, then one will be made for them
- Parents will be encouraged to make arrangements to meet the SENCo at the receiving school to share their knowledge of their child
- The SENCo will arrange extra visits to the new school in addition to transition day

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance during a planning meeting. Provision Maps will be shared with the new teacher to include specific information relating to particular needs or adjustments
- If your child needs a book/passport to support them in understand moving on, then one will be made for them. They will be involved in preparing this
- Children will be given the opportunity to meet their next teacher and to visit the classroom during the half term before they move up in order to familiarise themselves with their new surroundings and the people who will be supporting them

**In Year 6:**

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting will take place with the SENCo from the new school, to which you will be invited
- For children with an EHC Plan, the SENCo will attend the review meeting prior to transfer

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead</li><li>• Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school</li><li>• If your child needs a book/passport to support them in understand moving on, one will be made for them</li></ul> |
|--|---|