

*I praise you because I am fearfully and wonderfully made;  
your works are wonderful,  
I know that full well. Psalm 130:13-14*

Edwinstree Middle School  
A Voluntary Controlled Church of England School



# ***Special Educational Needs and Disability Information Report***

**Adopted :** January 2024  
**Review:** January 2025

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## **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 review' of learning is adopted at Edwinstree School which enables early identification of additional needs and 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>

### **Edwinstree Middle School SEND Information Report**

This report utilises 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.

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**Your Child has Special Educational Needs. What can we at Edwinstree Middle School offer you?**

**Roles and responsibilities:**

**The class teacher**

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 (SENDCo) know as necessary.
- Supporting the writing Pupil Progress targets/Provision Maps (PM).
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND 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.

**The SENDCo: Ms Campany / Mrs Thornewill**

Responsible for:

- Developing and reviewing the school's SEND policy and ensuring its effective implementation across the school.
- Maintaining a school provision map.
- 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.
- Leading the team of SEND support to share and review EHCP learning plans with parents at least once each term and planning for the next term.
- 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.
- Supporting children who are, or who have previously been, in local authority care.

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**The Head teacher: Mrs Joanne Gant**

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 SENDCo 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 SEND Governor: Mrs Catherine Tallis**

Responsible for:

- Liaising with the head teacher and SENDCo and reporting to the governing body on SEND at Edwinstree Middle 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: 01763 271446, or email: [admin@edwinstree.herts.sch.uk](mailto:admin@edwinstree.herts.sch.uk)

**Alternatively, please call into school to speak with someone directly**

**How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- Children are monitored at school through: observations, marking, assessment, data analysis, information shared from parents, other settings and outside agencies.
- If you think your child has additional needs you should speak to the class teacher in the first instance. The class teacher will advise you and if necessary refer you to Ms Company/ Mrs Thornewill (SENDCo) or another member of the Senior Leadership Team (SLT).
- An appointment can be made with members of staff via the school office.

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### How will school staff support my child?

Children are supported in a range of ways (see Wave 1-3 overview for more detail)

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Trained staff can support the needs of your child in lessons where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Staff are available to support children through the day including lunchtimes. Midday Supervisors support the children during lunchtime and a member of the teaching staff is on duty each day in the reflection room during lunchtime.

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

Parent consultations take place in the Autumn and Spring terms. Parents will receive an annual school report in the Summer term.

Your child's progress is continually monitored by his or her class teacher. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.

Through reporting procedures school will discuss with you any referrals to outside professionals to support your child's learning:

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The INCO/SENDSCO will also check that your child is making good progress within any individual work and in any group that they take part in.

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

Each child has individual targets. Children with Special Education Needs and Disabilities (SEND) Children with medical needs have a care plan in place (if appropriate). Class Teachers meet with members of the Senior Leadership Team, including the SENDCO to map provision for children.

### **All children have High Quality Teaching (Universal)**

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 based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCO or external agencies) are in place to support your child to learn.

### **Some children who have gaps in their understanding will be offered an intervention (Universal+). The group may be**

- Led either in or out of the classroom.
- Led by a Teacher or a Teaching Assistant (TA) who has had training to run these groups.

For your child this would mean:

- He or she will engage in group sessions with specific objectives to help him/her to make more progress.

### **Outside agency support (Targeted)**

- 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 or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them effectively.
- The specialist professional will work with your child to understand their needs and make recommendations.

### **A small minority of pupils with significant, complex needs may have an Education, Health and Care Plan (previously Statement of Special Educational Needs (Targeted+))**

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**For your child this would mean:**

- The school (or you) can request that the Local Authority 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 school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs 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 support in place.
- The Local Authority will decide if your child needs are complex, significant and long term to require an Educational Health Care Plan (EHCP). If so specific targets will be written and a plan formulated, this plan will be reviewed annually.

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

- Support from all members of staff, from the Headteacher and teachers to Midday Supervisory Assistants.
- The following interventions can be offered to children where school staff and parents feel there is a need for intervention.
  - Wellbeing Hub mentors
  - Peer / buddies
  - Bereavement counselling
  - Positive relationship groups
  - Feelings management groups
  - Nurture clubs
  - Transition programme bespoke starting at May and involving for year 5 the last two weeks of the Summer.
  - Drawing and talking therapy
  - Adult mentors
  - Happy Human project – calming our minds
  - Forest schools
  - Horse riding
- A referral can be made to an outside agency for any unmet needs.
  - School Nurse support
  - Outreach support- Children's Centre
  - Counselling
  - Family Support Workers
  - Mental Health partner working with the NHS.
  - Step 2
  - Nessie
  - ESMA
  - Services for young people

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- Sandbox
- Speech and Language
- CAMHS
- Amwell View
- The Rivers

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

Many of the agencies operate a tiered system, in order for a referral to be accepted, criteria must be met and a period of school support is likely to be needed first.

- Educational Psychologist Service
- Speech and Language Therapy
- Communication and Autism Team
- Thorley Hill SpLD Base intervention
- Amwell View Outreach Services
- Behaviour Support Team
- Education Welfare Officer Involvement
- Play and/ or Art Therapy
- School Health Services
- Counselling
- Family Support Workers
- Visual Impairment/Hearing Impairment/ Physical Impairment team
- Children Adolescent and Mental Health Service

**What training have the staff, supporting children and young people with SEND, had or are having?**

- The school has effective CPD opportunities for all staff to improve the teaching and learning of children including those with SEND. The school provides training on many SEND issues including whole school Autism Level 1 and for LSA level 2. ADHD training with SPACE for all staff. While our SEND team have trauma-based training we are on the waiting list for whole staff training.
- Outside agencies have provided regular training e.g. staff have received training in: EpiPen training.
- Speech and Language Therapists provide training to support staff and teaching staff in many aspects of communication.
- All staff have had safeguarding, and training in Hertfordshire Steps including two members of staff who are trained as trainers for Steps.
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

- The Class Teacher is available to discuss your child's progress or any concerns you may have; the SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- All information from outside professionals will be discussed with you, or where this is not possible communicated in a report.
- Opportunities to learn more about how to support your child:
  - Invitations to school during the school day
  - Introductory meetings for transitions into new classes/year groups
  - Sign posts in the weekly newsletter to County and local training and partnership groups.
  - Workshops on mental health, sleep etc run by our Mental health partnership work.
  - Regular and weekly communication with the wellbeing hub, sunrise room and pupil power units.

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

- Parent/Teacher consultations
- Parent voice in Edwinstree Learning Plans
- Parent voice in Education, Health and Care Plans and annual reviews
- Parent questionnaires
- Organised Keeping in Touch (KIT) meetings
- Liaison with external professionals either directly or through the School SENDCO

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

- We aim to be fully inclusive throughout the school for all pupils
- Pupils are invited to take part in trips/clubs- letters home/emails/newsletter
- Residential trip in Y7
- School clubs after school
- All pupils included on school trips with additional support including planning and individual risk assessments if necessary

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### How accessible is the school environment?

- We have a dedicated toilet with disabled access
- Disabled spaces in car park
- Appropriate equipment, aids and resources provided for children with disabilities e.g.
  - Inclusive visual learning environment advised by SpLD Outreach workers
  - Modification to environment- ear defenders, modified toilets, writing slopes/ colour overlays/ laptops for SpLD pupils' writing
  - Ramps to external doors
- Further details are available in the Schools Accessibility Plan.

### Who can I contact for further information?

- Class Teacher / Team Leader / SENDCO / Member of Senior Leadership Team.

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

- At Edwinstree we are fully inclusive for the admission of all pupils including those with special educational needs and disabilities. Further information can be found in our Admissions Policies.
- Robust transition programmes are in place between year groups, key stages and settings.
  - We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- If your child is moving to another school:
  - We will pass on any records and contact the school to ensure he/she knows about any special arrangements or support that need to be made for your child.
- If your child joins Edwinstree from another school:
  - We will expect or request any records from the previous school.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEND information will be shared with the new teacher.
- In Year 8:
  - The Class Teacher / INCO/SENDCO will discuss the specific needs of your child with their middle school.
  - Your child will have focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school; in some cases, staff from the new school will visit your child in this school.

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**How are the school's resources allocated and matched to children's special educational needs?  
How is the decision made about how much support my child will receive?**

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School Governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:
  - the children already getting extra support
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected.

They decide what resources, training and support is needed.

- All resources, training and support are reviewed regularly and changes made as needed.

**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?**

Contact:  
SEND Department  
Farnham House  
Six Hills Way  
Stevenage  
SG1 2FQ

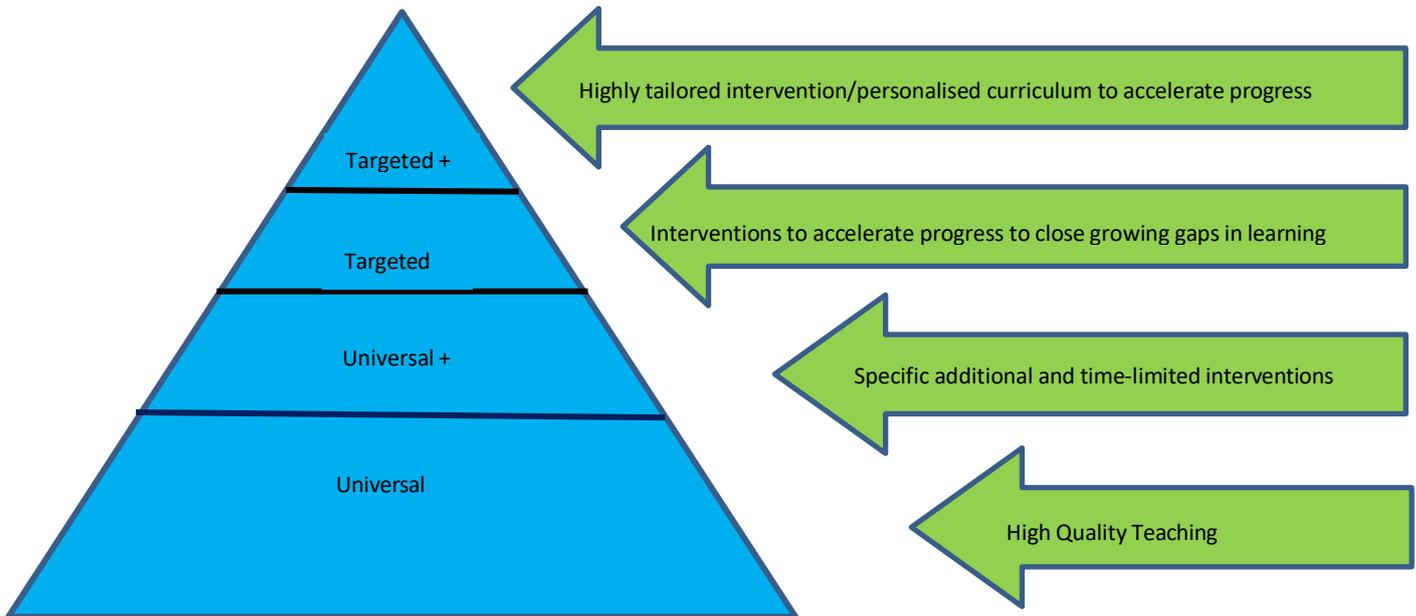
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## Hertfordshire's Descriptors of Need

Following the **Hertfordshire's Descriptors of Need**, children with SEND are categorised into 4 levels of need (see pyramid below). The criteria for each level of need is available to view on our school website:

<https://www.edwinstree.herts.sch.uk/parents/sen-info-report.aspx>



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## Intervention to Support Children

Universal = High Quality Teaching	Universal+ = Short term (school concern) intervention to address a gap in learning and no further intervention necessary	Targeted = Sustained intervention to address a specific need i.e. GDD, phonics or a SEMH need (SEN register) (referrals to external agencies)	Targeted + = Sustained and differentiated support (child with EHCp)
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning activities, delivery and outcome</li> <li>• Appropriate setting on ability</li> <li>• Broad and balanced curriculum</li> <li>• Differentiated pace to suit different lessons</li> <li>• Visual aids and modelling</li> <li>• Visual timetables</li> <li>• Hooks for learning</li> <li>• use of metacognitive strategies</li> <li>• Multisensory teaching approaches: visual, auditory and kinesthetic</li> <li>• Differentiated questioning</li> <li>• Thinking time</li> <li>• Use of writing frames</li> <li>• Table based resources-rulers, number lines etc.</li> <li>• Seating</li> <li>• Talk partners</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate interventions for all abilities within Phonics, Writing, Reading and Maths</li> <li>• Protective behaviour</li> <li>• Phonics intervention</li> <li>• In class EAL support</li> <li>• In class behaviour support</li> <li>• Maths booster</li> <li>• Peer mentors/ buddies</li> <li>• Bereavement counselling</li> <li>• Individual reading</li> <li>• Fine motor group</li> <li>• Positive relationship groups</li> <li>• Feelings management groups</li> <li>• Wellbeing Hub pass</li> <li>• Transition programme – bespoke.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Services for Learning (ISL) – advisory teacher support</li> <li>• Millfield Learning Plan</li> <li>• Educational Psychologist Service</li> <li>• Speech and Language Therapy</li> <li>• Thorley Hill SpLD Base intervention</li> <li>• Amwell View Outreach Services</li> <li>• Behaviour Support Team</li> <li>• Education Welfare Officer Involvement</li> <li>• Art Therapy</li> <li>• School Health Services</li> <li>• Counselling</li> <li>• Family Support Worker</li> <li>• Small group support for Social skills</li> <li>• Visual Impairment/Hearing Impairment/ Physical Impairment team</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and Autism Team</li> <li>• Amwell View Outreach Services</li> <li>• Advisory support service</li> <li>• Personalised curriculum/timetable.</li> <li>• EHCp/ENF funded.</li> <li>• Children Adolescent and Mental Health Service</li> <li>• Families First</li> <li>• Pupil power room</li> <li>• Sunrise room.</li> </ul>

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<ul style="list-style-type: none"> <li>• Access to teacher or TA during independent learning time.</li> <li>• Success Criteria</li> <li>• Communication Friendly Classrooms</li> <li>• Peer and self-assessment</li> <li>• Whole school and class behaviour policy</li> <li>• Interactive/informative displays</li> <li>• Parent workshops, parent consultation, reports, open evenings</li> <li>• Differentiated homework/ Homework Club</li> <li>• Guided reading/guided writing</li> </ul>		<ul style="list-style-type: none"> <li>• 1:1 targeted literacy intervention</li> <li>• 1:1 targeted Maths intervention</li> <li>• 1:1 targeted social support</li> <li>• Education Welfare Officer (EWO) involvement</li> <li>• Play and Art therapy</li> <li>• 1:1 support during physical sessions e.g. PE, D.T</li> <li>• School Nurse support</li> <li>• Outreach support- Children’s Centre</li> </ul>	
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Report Updated January 2024

**Glossary:**

EAL	ENGLISH AS AN Additional Language	SATs	Standard Assessment Tests
ECAF	Electronic Common Assessment Framework	SEND	Special Education Needs and Disability
EHCP	Education Health Care Plan	SENDCO	Special Educational Needs and Disability Co-Ordinator
EWO	Education Welfare Officer	SLT	Senior Leadership Team
INCO	Inclusion / Inclusive Co-Ordinator	SpLD	Specific Learning Difficulties
MSA	Midday Supervisory Assistant		
PE/PT	Physical Education/ Physical Training		

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