



Cassiobury Junior School

School Offer for Special Educational Needs and Disability Provision (SEN Information Report)

Written in consultation with staff, parents and carers and governors. To be read in conjunction with the Policy for SEN available on the school website and the DfE: SEN Code of Practice 2015 ([link on school website](#))



Welcome

I would like to take this opportunity to welcome you to Cassiobury Junior School.

Over the last few years, the school has reviewed, adapted and improved our SEND Offer.

We are proud of the feedback we have had and are always seeking ways to improve.

*Miss Jenny Sherry,
Head teacher*

Introduction

This SEN Information Report or School Offer, as it is also known serves as an information source for all parents but especially parents of children who have, or may have, needs in school, which are different to those of their peers.

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Cassiobury Junior School has a capacity of 360 children. We currently have 3% with an EHCP and 14% with SEND Support.

Please note, for the purposes of this document, Cassiobury Junior School may refer to the SEN Information report and SEND as Special Educational Needs and Disabilities.

Special Educational Needs is defined in the SEND Code of Practice 2014 as :

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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



Special educational needs and disability code of practice: 0 to 25 years

**Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities**

January 2015

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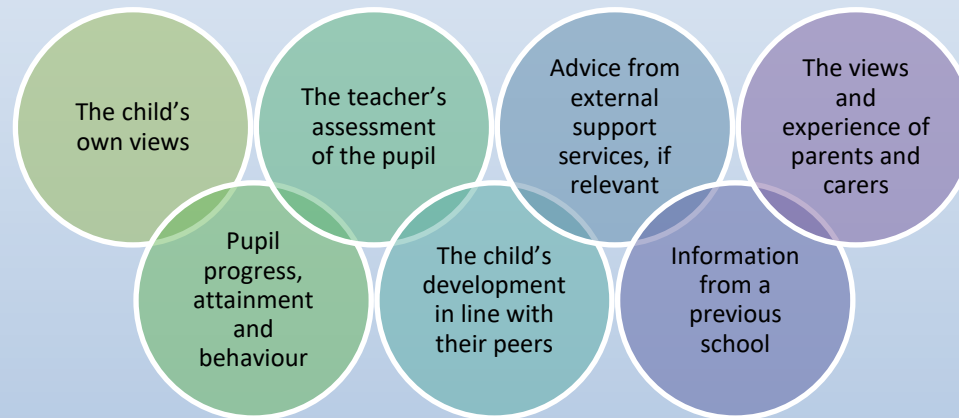
1a. How does Cassiobury Junior School know if children need extra help?

Hertfordshire Local Offer states:

- Children and young people with special educational needs may get extra help if they find learning more challenging than their classmates.
- The SEND code of practice states that schools, colleges and early education providers must do their very best to make sure that children and young people with SEND get their needs met through appropriate support. This is called SEND support.
- [The Ordinarily Available Provision guidance for schools \(pdf 838 kb\)](#) sets out the adaptive teaching and reasonable adjustments that should be part of everyday inclusive teaching and learning in schools: the 'SEND support' that will help children with additional needs to overcome any barriers to learning.
- In Hertfordshire we have levels of support for children and young people in education, according to their needs. **The levels start with universal, ordinarily available provision and move through a range of other targeted and specialist provisions.** We call this the 'graduated offer' - an approach which is all about making sure that children and young people, including those with SEND get the right support at the right time. Mainstream providers can support most children and young people.

1a. How does Cassiobury Junior School know if children need extra help

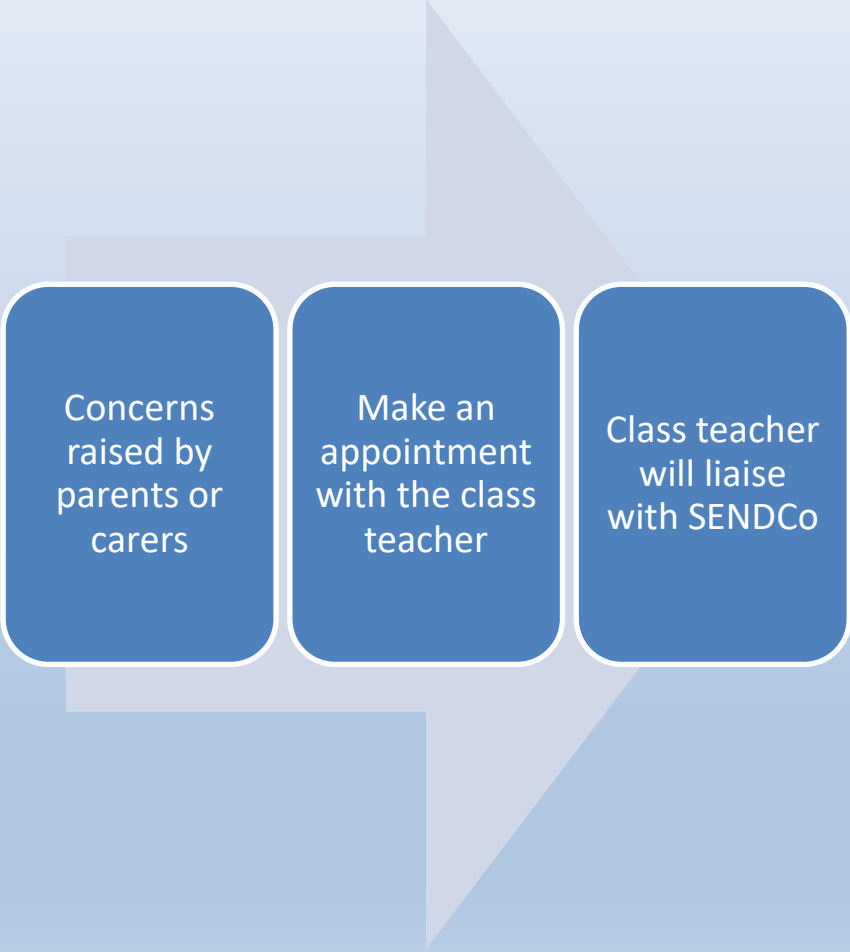
- Before identifying a child as needing SEND Support, the class teacher, working with the SENDCo, will establish a clear analysis of the pupil's needs. This will draw on the following



- If staff have concerns, they will always speak to parents and carers to work collaboratively to understand the needs of the child and create a plan to support.

1b. What should I do if I think my child may have special educational needs or a disability (SEND)?

- If parents and carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with the SENDCO as appropriate.
- Parents and carers can contact the SENDCo by emailing admin@cassioburyjm.herts.sch.uk FAO SENDCo or booking an appointment via the school office.

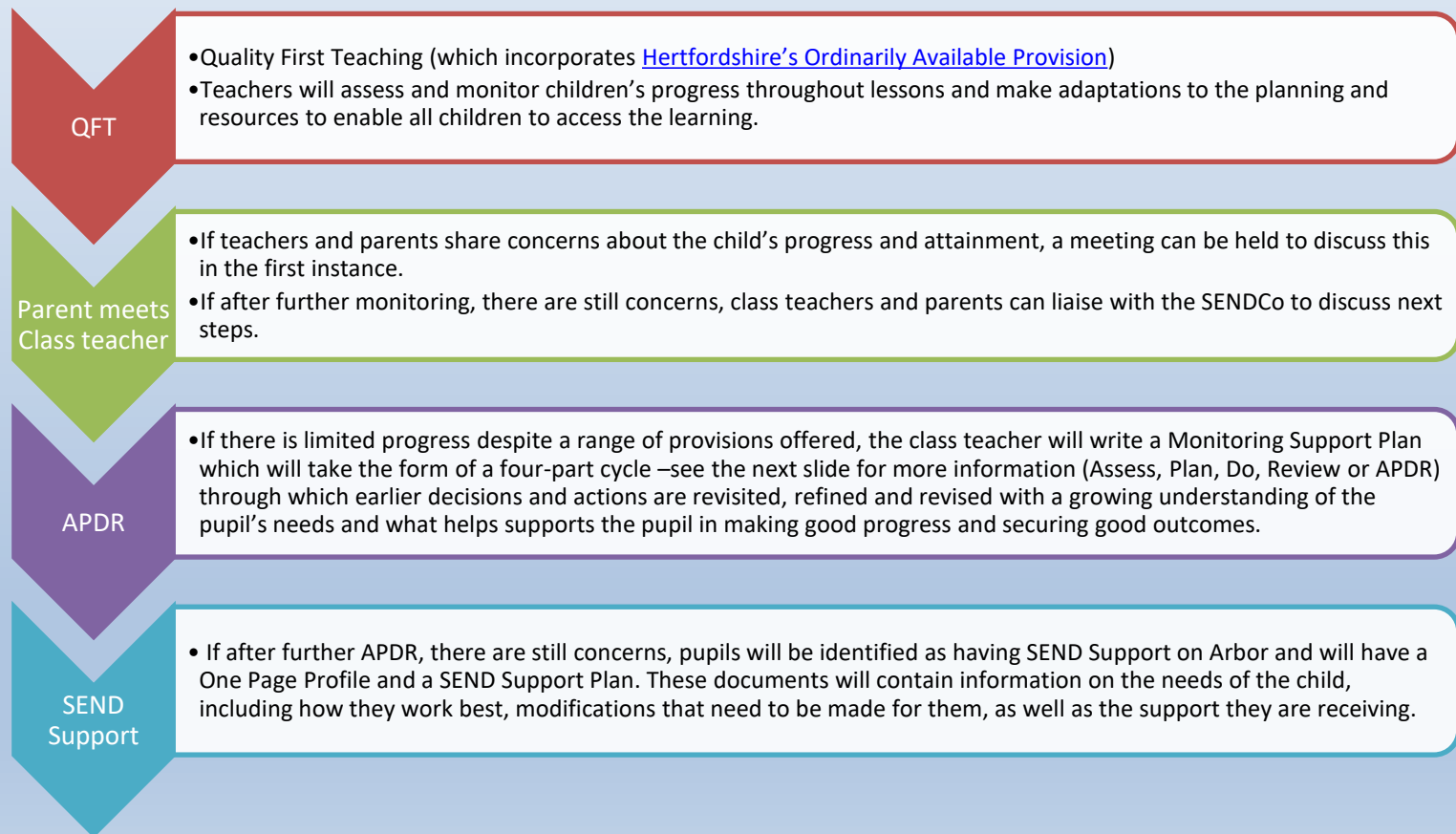


Concerns
raised by
parents or
carers

Make an
appointment
with the class
teacher

Class teacher
will liaise
with SENDCo

2. How will school staff at Cassiobury Junior School support my child?



Four Part Cycle

Assess – taking into consideration all information from parents and carers, the child, the class teacher, support staff and assessments. This is where we identify the barriers to learning and establish a baseline for measuring impact.

Review – this stage is where we measure the impact of support provided. Children, parents and carers, teachers, support staff and the SENDCo contribute and changes may be made to the provision. SEND Review meetings are also held 3 times per year and are part of the review stage.



Plan – this stage details what additional support will be provided to overcome the barriers. Decisions will be recorded on provision maps and will form the basis for termly review meetings.

Do – this stage details where the planning is carried out. Support for a child will be provided as set out on the class provision map. The class teacher and SENDCo are responsible for monitoring the quality of the intervention/support through observations, work scrutiny and discussions with pupils.

3. How will I know how my child is doing?

- Parents and carers are given feedback on their child's learning during **Parents Teacher consultations** in the Autumn and Summer Term.
- Every child will also receive an **Annual report** in the Spring Term.
- When appropriate, parents may meet with the class teacher or SENDCo to discuss the support that the school is providing and how they can help their child at home.
- Parents and carers who have children who require SEND Support are offered termly **SEND Support Plan Meetings** with the class teacher, where experiences, view and concerns are shared as well as successes celebrated. One Page Profiles are updated with the child and all SEND Support Plans reviewed and sent home to parents and carers.
- Children with EHCPs have their **Annual Review meetings** as well termly SEND Support Plan Meetings with the Class teacher and SENDCO.

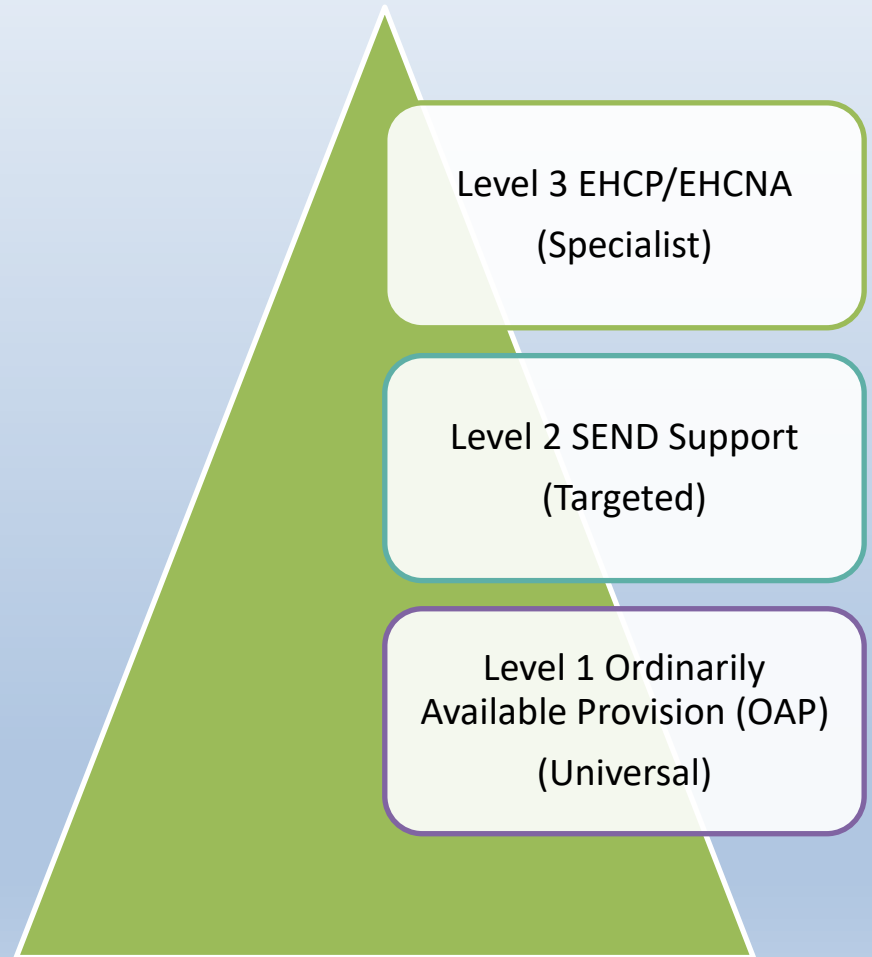


4. How will the school's approach to teaching and learning be matched to my child's needs?

- All children have access to Quality First Teaching (See [Teaching Policy](#) on the school's website) and work is adapted to ensure that all pupils are able to access the learning. This might be through adapted questioning or the use of physical resources to assist.
- When a SEND Support Plan or EHCP is in place, specific targets and strategies will be in place to support a child. Advice from other professionals will inform the SEND Support Plan (Assess, Plan, Do, Review cycle).
- Sometimes, children may be placed in a small intervention group to support with spelling, maths, reading or social, emotional, mental health support. This will be run by a teacher or teaching assistant and the length of time of the intervention will vary according to the programme offered.
- The [interventions](#) will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. The school provision map shows the range of interventions in place.

4. Continued - How will the school's approach to teaching and learning be matched to my child's needs?

- The pyramid on the right shows the tiers of support as seen in Hertfordshire's Ordinarily Available Provision linked below:
<https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision>
- EHCNA/EHCP (Specialist) is for **few** pupils;
- SEN/D Support (Targeted) is for **some** pupils;
- Ordinarily Available Provision (OAP) (Universal) is for **all** pupils.



4. Continued -How will the school's approach to teaching and learning be matched to my child's needs?

Access Arrangements for assessments

- Class teachers with the assessment lead and SENDCO will work with the children to understand the level of support required to access assessments.
- Some children require additional time for processing needs, a reader, a rest break or modified texts for visual impairments.
- These adjustments **MUST** be used as part of normal classroom practice as outlined in the KS2 Access Arrangements guidance.



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

At Cassiobury Junior School, we put the children's well-being at the centre of our vision. We believe that a supportive and nurturing environment is essential for learning and personal growth. Here's how we support children's well-being:

1. Pastoral Support:

Our pupils are supported by a dedicated pastoral team, including class teachers, teaching assistants, a well-being lead and mental health and well-being team, who provide guidance and support where needed throughout the year.

2. Mental Health Support:

We have trained staff, including a well-being lead and mental health first aiders, available to support children with emotional or mental health concerns. We also offer referrals to external services when needed.

3. Safeguarding:

Our safeguarding policies are robust, and all staff are trained to identify and respond to concerns promptly. We are committed to ensuring every child feels safe and protected at school.

4. PSHE Curriculum:

Our Personal, Social, Health and Economic (PSHE) education helps children develop the knowledge and skills they need to manage their well-being, relationships, and responsibilities as they grow. This is integral to the curriculum and is also taught explicitly over each half term following the Jigsaw Programme.

5. Inclusive Environment:

We foster a school culture where diversity is celebrated, and every child is valued and respected. We actively promote kindness, empathy, and respect in all areas of school life.

6. Extra-Curricular and Enrichment Opportunities:

We offer a wide range of clubs, sports, and creative activities that support social development and build confidence.

7. Open Communication with Families:

We believe in working closely with parents and carers. Regular communication and parent meetings ensure that you are informed and involved in supporting your child's well-being.

If you have any specific concerns or feel your child would benefit from additional support, please don't hesitate to reach out—we're here to help every step of the way.

You can contact our Well-Being lead directly: wellbeing@cassioburyjm.herts.sch.uk

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

Continued



- At Cassiobury Junior School, we are trained in the *Hertfordshire Therapeutic Thinking* approach to behaviour. Children and families work with the school to understand needs and develop a programme of support.
- More information about the school's Mental Health and Wellbeing offer can be found using the link below:
- <https://www.cassioburyjm.herts.sch.uk/mental-health-and-wellbeing/>
- We may use a social skills group to promote positive friendships.
- Throughout the school, success in achieving learning goals is celebrated and used to enhance self-esteem.
- All rewards shared are put on the newsletter. Examples of what we reward are:
 - House points
 - Special Mentions in the newsletter
 - Individual Class Rewards
 - Pen Licence

5. Continued - What support will there be for my child's overall wellbeing?

Further Support

CAMHS

- We may refer children to CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes and gain support in understanding a child's mental health needs.

Families First - Early Help Module

- When multiple agencies are involved with a child and their family, the use of the Early Help Module is accessed as an early intervention single assessment tool is set up. It brings together different agencies and services to share information and work together in a co-ordinated way. It is a voluntary process that is designed to support the whole family in managing a child's needs.



First Aid

- In school we have a medical area for use by children who are hurt or unwell and there is a team of staff who are first aid trained. Medical support is provided on an individual basis, using a Healthcare Plan if needed, and specialist training may be provided.

Medical Needs

- The school will work closely with parents and medical staff to understand the medical needs of a child. An Individual Health Care Plan will be written with parents and used to monitor a child's medical needs.
- The SENDCo will organise any specialist medical training for staff to support the needs of a child.



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

- The school has half termly SEND Staff Meetings for teachers and regular Support Staff meetings. The focus areas are considered at the start of the year where they look at the needs of the current cohort of children for example if there is a higher than usual number of children requiring Speech and Language support.
- The school has received the Hertfordshire Autism Training – Tier 1 and part one of Tier 2.
- Staff are sent training offers from Delivering Special Provision Locally (DSPL9) and will consider the current needs of their classes. For example, we have staff trained in modifying text for children with visual impairments; or understanding how to support children with new diagnosis of Autism and Anxiety.
- All staff receive annual training in the *Hertfordshire Therapeutic Thinking* Approach to Behaviour as well as annual Trauma and Attachment Training.
- Regular input is received from Other Professionals for specific training on areas such as supporting Dyslexia and Autism within the classroom.
- Additionally, the SENDCo has gained the Masters Level National Award for Special Educational Needs Coordination and receives ongoing SEND training in specific areas.



7. What specialist services and expertise are available at or accessed by Cassiobury Junior school?

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



Specialist Advisory Teams (e.g. Visual Impairment, Hearing Impairment, Speech, Language, Communication and Autism Team, Physiological and Neurological Impairment), ESMA (Education Response for Medical Absence), Ask SALI advisors for SEND

NHS Speech and Language Therapy (SALT), School Nursing service

Colnbrook Outreach (this is now only available to children with EHCPs);
Chessbrook Education Support Centre at Tier 3;
The Acorn Centre at Tier 4, EBSNA (Emotional Based School Non Attendance) Team

DSPL9, Families First and South West Herts Partnership, Virtual Schools

Child and Adolescent Mental Health Service (CAMHS), Step2, Positive behaviour, Autism, Learning disability and Mental Health Service (PALMS)

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



- Advice to support learning will be shared during Parent Teacher Consultation evenings, meetings with the SENDCo or Head teacher.
- Termly SEND Support Plan Meetings, with the class teacher, allow for additional discussion around supporting your child at home.
- Children may be offered alternative ways of managing their home work using personalised tasks.
- The whole school receives curriculum newsletters each term which outlines the focus areas – further information on these areas can be sought through the class teacher.

9. How does the school enable constructive partnership working with families?

- The school offers an open door policy whereby parents and carers are able to speak to staff at the end of the school day; and appointments can be made throughout the year to liaise with the class teacher, SENDCo or Head teacher.
- Parent and carers views are sought through newsletters and at the Termly SEND Support Plan Meetings with Class teachers.
- The SENDCo seeks input for the SEN Information Report to ensure stakeholder collaboration on the schools offer.



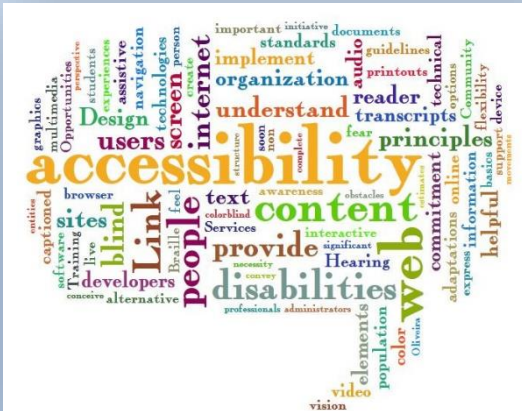
10. How will my child be included in activities outside the classroom including school trips?

- Procedures are put in place to enable all children to participate in as many activities both inside and outside of the classroom as possible. We work with parents and carers to understand the scope of support needed outside the school setting.
- Risk assessments are carried out by members of staff.
- If it is deemed necessary for a child to have 1:1 support on a school trip then the school, in consultation with the parents, will endeavour to provide this.
- A range of clubs are offered during the course of the year and where possible staffing is increased to support the needs of individual children in consultation with the parents and carers.



11. How accessible is the school environment?

- We adhere to the [Equality Act 2010](#) to ensure that all children are able to access the school setting and will make adjustments to improve the accessibility of our environment to meet individual needs.
- We follow the advice of professionals and use specialist equipment for individuals as and when recommended such as ramps for wheelchair access, highlights steps and posts for those with visual needs, a safe space called the Rainbow Room.



12. Who can I contact for further information?

1. Class Teacher

2. SENDCo

3. Head Teacher

Parents and carers can also seek advice through SENDIASS Hertfordshire linked below.



- In the first instance, parents and carers should arrange to speak to their child's class teacher.
- Following this, parents and carers can contact Mrs Natasha Newman, SENDCO
admin@cassioburyjm.herts.sch.uk
01923232411
- If the concerns remain, parents and carers should request a meeting with the Head teacher.
- Refer to the Cassiobury Junior School Complaints Policy for further information. This can be found on the schools website using the link below.

<https://www.cassioburyjm.herts.sch.uk/policies/>
This Complaints Procedures is in accordance with the Hertfordshire LA guidelines.

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

We understand that transition from one school setting to another can be difficult, especially for children with SEND, therefore we have put into place the following strategies:

- Regular visits for Year 2 pupils with SEND, with their peers and parents and carers. These include attending performances, playtimes, having school tours and one to one time with new adults.
- Year 2 pupils are paired with a Year 5 buddy.
- Transition booklets are made for Year 2 pupils containing photographs and information about the school and the staff. This transition booklet offer has been extended to all children in the school as they transition through the school so they have photos of their new adults and new classrooms ahead of the summer holidays.
- Pupils with SEND may have additional visits to familiarise them further with the school building and their support staff.
- Our Wellbeing Lead, Mr Rutherford, is available for parts of the Summer Holidays to support our children and families.



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

Year 6 Secondary Transfer

All Year 6 pupils spend a day at their new secondary school

Year 6 pupils may take part in specialised transition groups run by [Chessbrook Education Support Centre](#) or their new secondary school, which are arranged in consultation with the SENDCo and class teachers. Parents and carers will be made aware of this beforehand.

Specialist teachers and advisors may be involved in the transition of pupils into Cassiobury Juniors or onto their new schools, to assist the child, family and school staff in the change of setting.

The SENDCo will contact and meet the Inclusion teams from secondary schools where necessary to discuss individual children.

All SEND reports and paperwork will be securely passed on to the relevant secondary schools using a secure file transfer portal.

14. 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 additional support or resources dependent on the needs of an individual or particular group.
- The SENDCo and the other members of the Senior Leadership Team, will identify the needs of the current pupils and ensure that the budget is used to its greatest effect.
- Hertfordshire County Council are currently updating funding procedures for children with EHCPs.
- The Local Offer states: *We have a local version of Top Up High Needs Funding (HNF) in place, known as Local High Needs Funding (LHNF), that meets the emerging needs of children and young people and those with complex needs who do not have an EHCP.*
- HNF is allocated to children with EHCPs and LHNF is allocated to children with emerging needs following a referral to the LHNF panel.

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



- We understand the importance of Quality First Teaching and all our pupils have access to this.

Quality First Teaching, from the class or subject teacher, is the way that the needs of the vast majority of pupils must be met.

Should additional support be required, this is undertaken after consultation with the relevant staff, specialist advisors, the pupil and their families as necessary.

All interventions are monitored for impact and outcomes are defined at the start of any intervention.

The Senior Leadership Team (SLT) oversee all additional support and regularly discuss this with relevant staff.

16. Where can I find out about the local authority's local offer of services and provision for children and young people with SEND?

- The Hertfordshire local offer can be accessed at: www.hertsdirect.org/localoffer or click the link below.



- The Children and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for all the children and young people with SEND aged 0 – 25. This makes up the Local Offer.
- The aim of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area

What is DSPL9?



- DSPL is a Hertfordshire-wide partnership approach where parents, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community that :
 - Meets the needs of children and young people with special educational needs and/or disabilities (SEND), aged 0-25, as close to home as possible.
 - Improves outcomes for wellbeing and attainment
 - Widens choice for children and parents/carers
 - Removes barriers to learning
 - Uses resources more effectively
- For more information visit: <http://dsplarea9.org.uk/>

Education, Health and Care (EHC)

EHCNA (Needs Assessment)

- Parents and carers will work closely with the school to complete an Education, Health and Care Needs Assessment. The school requires input from members of staff who have worked with the child.
- For further information, see the link below:
<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/requesting-an-assessment.aspx>

EHCP (Plans)

- For children with an EHCP, we work alongside the local authority to review that plan at least every twelve months.
- An EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support.
(DfE 2016 Online:
<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

EHCP suggestions from Cassiobury Junior School

- When an EHCP is agreed, always look at Section F Provisions and consult with the Education, Health and Care Coordinator (EHCCo) about any questions or queries.
- If you are thinking about Specialist Provision for your child, consider researching as soon as you can do you can make an informed decision for your child's secondary placement. **Please note, for specialist secondary placements, the SENDCo is required to send an evidence pack to the provision panel that shows the needs of the child.**
- We recommend discussing Secondary school options when an EHCP is finalised so that the school can be effective in supporting you.
- When a plan is finalised, and provision is outlined in Section F, the school will implement provisions in a timely manner as specific provision may impact the deployment of teaching assistants across the whole school.
- Due to the high needs in some areas, there may be waiting lists to access Social, Emotional and Mental Health support.

For further information

- If there is an element of the report that requires further explanation or additional information please do not hesitate to contact the SENDCo at:

admin@cassioburyjm.herts.sch.uk

Working days: Tuesday, Wednesday and Friday

Term Time only

The role of the SENDCo

- The SEN code of Practice (2015:108-109) states:

6.87 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The role of the SENDCo continued

6.90 The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

Our SENDCO at Cassiobury Junior School

- Mrs Newman is the SENDCo.
- She has 20+ years experience teaching children from EYFS to Year 6 and has maintained a high level of Quality First Teaching in her career.
- She was awarded the National Award for Special Educational Needs Co-ordinators (NASENCo) in 2015.
- She gained the National Professional Qualification for Senior Leaders (NPQSL) in 2018
- Mrs Newman's working days are Tuesday, Wednesday and Friday term time only.
- Emails should be sent to admin@cassioburyjm.herts.sch.uk and will be responded to within 10 working days via Arbor communications.

Glossary

- **Differentiation** refers to a wide variety of teaching techniques and lesson adaptations that educators use to support the needs of children within a group.
- **Inclusion** All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.
- **Intervention** refers to additional support that may be provided for a child who has significant gaps in their learning. This may be provided on a one to one basis or in a small group.
- **Reasonable adjustments** - An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).