

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

To be reviewed September 2019

White Notley CE Primary School

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

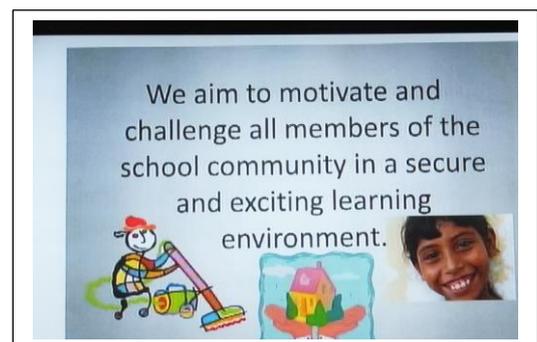
What kind of Special Educational Needs [SEN] are provided for?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and / or physical



How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

- Baseline tests – reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / Professional instinct
- Parent information concerns
- Tracking progress through intervention groups
- Target tracker analysis
- Phonics screening
- Speech and language screen
- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language Statement o
- If children come into school with an EHCP already in place



- **Who is responsible for the Special Educational Needs provision in school?**
- The Special Educational Needs Co-ordinator (SENCO) is Mrs Louise Dickinson
- The governor responsible for SEN is Mr Henry Heath
- The Learning Mentor is Mrs Nicky Jones

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

- *Formal*
 - Parent consultation meetings
 - Review meetings
 - Annual reviews for children with a statement / plan
 - Parent views
 - Invite parents in to meet with the specialist teachers and other outside agencies
- *Informal*
 - Open door policy with class teachers/learning support assistants- LSAs/ SENCO/ Learning Mentor/ Head teacher
 - Home/school books
 - Emails/telephone calls

The caring environment and special needs provision at this school have made an immeasurable difference to our son. The change in him is amazing.

What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

- One page profile
- My views document
- Conversation with teacher / LSA / SENCO/Learning Mentor

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Progress reviews
- Range of assessments in school and by outside agencies
- Pupil views
- Parent views
- Observations



What arrangements are there for supporting children and young people in moving between phases of education?

- *Pre-school to Foundation*
 - Home visits
 - Nursery visits
 - Team around the child [TAC] meetings
 - Welcome meetings and booklet
 - Transition visits
 - Photo books
 - Liaison with pre-school SENCo

- *Foundation to Key Stage 1*
 - Move round days
 - Teacher/SENCO liaison

- *Key Stage 1 – Key Stage 2*
 - As above

- *Key Stage 2 – Key Stage 3*
 - As above plus:
 - Extra visits to secondary schools
 - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
 - Support for parents when visiting secondary schools
 - Secondary SENCo to visit children in primary school
 - Year 5 annual reviews

- *Moving between schools*
 - Liaison between the SENCos
 - Paperwork to be forwarded as soon as possible
 - If children are from out of county, EHCP to be re-written into the Essex Format
 - Meeting with the parent and child
 - Visit to school

We feel that school has supported us in transition from Nursery in a very effective manner.

Everyone has strengths and weaknesses. You will be better at some things and not so good at others.

What is the approach to teaching children and young people with Special Educational Needs?

- 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; June 2014: 6.36]
- Graduated approach linked to assess, plan, do, review
- Quality First Teaching / SEN Support / Education, Health and Care Plan
- Provision which is 'additional to and different from'
- Relevant research based intervention programmes
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to specialist outside agencies

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

- Changes and adaptations to the physical environment
 - Ramps to make the site accessible
 - Toilets adapted for disabled users
 - Double doors in some parts of the building
 - High marking – making the edge of steps more visible
- Use of assistive technology
- Visual timetables
- All advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parents recommendations
- Please see the following documents:
 - Disability Policy
 - Accessibility plan
 - Equality policy



What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?

- All staff have received some training relating to SEN
- Educational Psychologist advice
- Speech and Language Therapist advice
- Occupational Therapist advice
- Physiotherapist advice
- Advice from Emotional Wellbeing and Mental Health Service (CAMHSEWMHS)

- Learning Mentor
- SENCO update meetings and specific training
- School nurse
- All staff will receive specialist training when required and available
- Attend various training programmes organised by the local authority

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

- Target Tracker [TT]
 - P scales and Pre Key Stage assessments
 - National Curriculum assessment / end of key stage statements
 - Intervention reviews
 - Annual Reviews / Person Centred Reviews
 - Parent Views
 - Child's views
 - Teacher reports
 - Ofsted
 - Annual school reports
-
- If appropriate progress has been made, children may be removed from the SEN register

He has been included, and well supported, in every activity.

How are children and young people with Special Educational Needs enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs?

- General inclusion in activities / curriculum
- After school clubs
- Social skills groups
- School residential
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Additional resources
- Life skills
- Enrichment activities
- School council



What support is there for improving emotional and social development?

- Learning Mentor individual and group sessions
- Home / school liaison
- Pupil surveys
- Enrichment days
- School council
- Christian Youth Organisation [CYO]
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-Bullying policy
- Yo Yo project (Farleigh Hospice) for bereavement



How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy
- Learning Mentor
- Referrals as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - EWMHS
 - Speech And Language Therapist [SLT]
 - Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]
- Family Support to include signposting to:
 - Families in Focus
 - Family Solutions
 - Play And Resource Centre [PARC]
 - SENDIASS
 - IPSEA
 - And various other local support groups
 - Please see the Local Authority Offer for details

The course was so informative and a really valuable tool. We came aware with lots of ideas and these have really strengthened the home/school partnership.

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

- Please refer to the school's complaints policy

Summary

- All of the information here applies to children with special educational needs, including those who are looked after by the local authority.
- This information should be read alongside the information provided by the local authority which can be found at www.essexlocaloffer.org.uk