

SEN information report



AUTUMN 2016

Vision statement:



- *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.*

*“We have no special needs children.
Just children.. with special needs.”*

- Uwe Maurer

Please click on each section to read more information



- What kind of Special Educational Needs [SEN] are provided for?
- How will children with Special Educational Needs be identified and what sorts of assessments will be completed?
- Who is responsible for the Special Educational Needs provision in school?
- What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

(Cont)

Please click on each section to read more information



- What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?
- 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?
- What arrangements are there for supporting children and young people in moving between phases of education?
- What is the approach to teaching children and young people with Special Educational Needs?

(Cont)

Please click on each section to read more information



- How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?
- What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?
- How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?
- How are children and young people with Special Educational Needs able to engage in activities available with children and young people in the school who do not have Special Educational Needs?

(cont)

Please click on each section to read more information



- What support is there for improving emotional and social development?
- 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?
- What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

Summary



- All of the information that follows 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
- It must be noted the interventions and support are put in place when appropriate for individual children.
- This information report has been written and discussed with parents, teachers and governors.

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



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



- Baseline tests – reading ages / spelling ages
- Teacher / HLTA / LSA / SENCO identification through observation / marking / gut instinct
- Parent information concerns
- Tracking progress through intervention groups
- Target tracker analysis
- Phonics screening
- Speech and language screen
- Early Years baseline
- Literacy assessments
- Maths assessments
- Working memory assessments
- Provision guidance banding descriptors
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language
- If children come into school with a statement / EHCP already in place



Who is responsible for the Special Educational Needs provision in school?



- The Senco is **Mrs. Sue Edwards**
- The governor responsible for SEND is **Mrs Beth Gask**
- The Pastoral Support manager is **Mrs. Petra Breen**
- The Learning Mentor is **Mrs. Rachel Reid**

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



- *Formal*

- Termly Learning Consultations [TLC]
- Termly review meetings
- Parent views

- *Informal*

- Discussion at the door
- Communication books
- Emails
- Annual reviews for children with a statement / EHC plan
- Invite parents in to meet with the specialist teachers



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



- One page profile
- SEND plan
- My views document
- Conversation with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- Snack and chat
- Progress reviews



I make sentences on the computer.

A teal-colored speech bubble with a white border and a white shadow. The bubble is rectangular with rounded corners and a pointed tail pointing towards the bottom-left. It contains the text "I make sentences on the computer." in a white, sans-serif font.

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes?



- Progress reviews
- Range of assessments in school and by outside agencies
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach

She really cares about us and is funny and helps us when we are stuck.

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
 - Tea and chat
 - School tours
 - Transition visits
 - Transition programme
 - Photo books
 - Liaison with pre-school SENCo

(cont)

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



- *Foundation to Key Stage 1*
 - Transition programme
 - Welcome meetings to set out expectations
 - Move round days
 - Key Stage 1 teachers to visit Foundation children
 - Joint moderation and hand over meeting
- *Key Stage 1 – Key Stage 2*
 - As above plus:
 - Transition programme
 - Transition visits
 - Liaison with SENCO

(cont)

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



- *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
 - Year 7 children to visit to share their experiences
 - Secondary SENCo to visit children in primary school
 - Year 5 annual reviews

(cont)

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



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

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; January 2015: 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 linked with provision guidance
- 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
- Use of assistive technology
- Visual timetables
- All advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parents recommendations
- *Please see the following documents:*
 - *Accessibility plan*
 - *Equality policy*



Our specialist teachers have a wealth of knowledge and advice and support us in supporting the children.

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 EWMHS (formally known as CAMHS)
 - Play therapist support
 - Home / school liaison worker
 - Counsellor
 - Senco update meetings and specific training
 - School nurse
-
- All staff receive specialist training when required and available and 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?



- Raise Online
 - Fischer Family Trust [FFT]
 - Target Tracker [TT]
 - P scales
 - National Curriculum levels / 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*



How are children and young people with Special Educational Needs able 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
- Bubble groups
- School residential
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Life skills
- Enrichment activities
- School council



What support is there for improving emotional and social development?



- Bubble groups
- Counsellor
- Home / school liaison worker
- Parent groups
- Nurture groups
- Play therapy
- Traffic light behaviour system
- Forest schools
- Relax kids
- Circle club
- Gym trail
- Pupil surveys



What support is there for improving emotional and social development?



- Enrichment days
- School council
- Well-being mentor
- Worry boxes
- Christian Youth Organisation [CYO]
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-Bullying policy
- Resilience training
- Circle of Friends
- Smart Thinking
- Yo Yo project (Farleigh Hospice) for bereavement
- Access to the GROW project



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
- Referrals as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - Colchester Primary Ophthalmic Clinic [CPOC]
 - Emotional Well-Being and Mental Health Service [EWMHS] – formally known as CAMHS
 - Speech And Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]

(cont)

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?



- Family Support to include signposting to:
 - Family in Focus
 - Family Solutions
 - APEX parent support group
 - Play And Resource Centre [PARC]
 - ARK
 - Parent Partnership
 - Essex Dyslexia Support
 - ADHD Chelmsford Group
 - And various other local support groups
- *Please see the Local Authority Offer for details*
- Pastoral Care manager
 - Home / School Liaison worker



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