



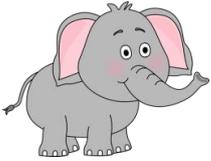
Supporting Special Educational Needs

Information Report for Special Educational Needs and Disability 2016



We value all children equally, whatever the differences in their abilities or behaviours, and believe that every child matters. We aim to meet individual needs and provide opportunities for children to make good progress; all children should enjoy reaching their goals and have this achievement celebrated. We want all our children to be safe, achieve well, be healthy, be happy and grow up to be successful adults who make a positive contribution to the society in which they live.

ERIC



Children gain in confidence during their time at the school and their achievements are celebrated by both staff and pupils. In addition all children are encouraged to work with **Effort**, show **Respect**, gain in **Independence** and show effective **Communication** as part of our ERIC project. You can find out more about ERIC on the school website where he has his own page explaining all the awards that any child can achieve!

To find out more about our school parents can visit the school; come and meet the SENCO (Special Educational Needs Co-ordinator), look at the school website, or read our Special Educational Needs Policy for further information. This can be found on the school website on our Special Needs page.

CONTENTS

1. [Who is the SENCO and how can I contact them?](#)
2. [What kind of expertise does the school have?](#)
3. [What facilities does the school have?](#)
4. [How does the school identify pupils with special educational needs?](#)
5. [How does the school consult with parents of pupils with special educational needs?](#)
6. [How does the school consult with children who have special educational needs?](#)
7. [How does the school support children and help with transition?](#)
8. [How does the school adapt the curriculum for children with SEN?](#)
9. [How does the school assess and share progress?](#)
10. [How does the school work with health, social care, local authority support services and others in meeting the needs of pupils with SEN?](#)
11. [Where can I find the Local Authority's 'Local Offer' for SEN?](#)
12. [What is the school complaints process?](#)

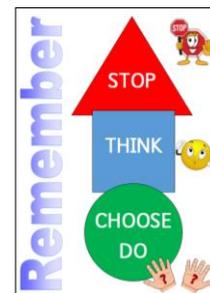
Love learning, investigate ideas, have fun!

Who is the SENCO and how can I contact them?

The school SENCO (Special Educational Needs Coordinator) is Mrs McGaughey and she works 1 day a week (usually a Monday). Please contact the school office for an appointment (01245 380220) with Mrs McGaughey, or with the head teacher who is our Assistant SENCO. They will be pleased to answer any questions you may have.

What kind of expertise does the school have?

The school has experience of a range of special educational needs. We have effectively included children with physical needs, hearing impairment, speech and language needs, medical needs and social communication and other learning difficulties. Staff have some training in speech and language needs and use the support of other professionals and specialist teachers to help us with special needs outside of our experience. The school also has a strong focus on supporting social and emotional development with regular PSHE lessons and a wide range of resources including Smart Thinking (stop, think, choose, do). Any child can speak to any adult if they have any worries or concerns. A programme of training for staff is put in place each year and the SENCO undertakes a range of training too. Where a child has a specific need, staff may receive basic training in order to support that child (e.g. basic MAKATON for a child with language difficulties).



What facilities does the school have?

Governors are committed to ensuring all pupils with SEND take part in all aspects of school life. There is an Accessibility Plan and this is regularly updated and resourced to meet Statutory requirements. There is a small sensory area in our Resource Room and a few specialist resources such as COMMUNICATION in PRINT software, writing slopes and support seating cushions. The school is a single floor building with no stairs and there is one disabled toilet near the school office.

- General and specific LSAs are provided as part of the school's delegated budget and we also employ specialist LSAs to support children with an EHC plan;
- There is a portion of the SEN subject budget allocated for provision of minor resources such as coloured overlays or writing slopes to use in the classroom.
- A speech therapist is employed by a group of local schools and works with children who are not on the NHS caseload.
- An Educational Psychologist is also employed and makes visits to school to observe and assess some children as requested by school staff with parents' permission.
- Governors are committed to a yearly budget for the WADSIP speech therapist and educational psychologist while they continue to have an impact on achievement, and as budget allows.



How does the school identify pupils with special educational needs?

All children are regularly assessed by their teachers and we hold a meeting each term with the teachers and head teacher to check the progress of all our children. The class teacher, head teacher and the SENCO all use assessment information and their knowledge of each child's progress to identify those who may have a Special Educational Need.

- If a child is identified as having additional needs, we consult with parents and then draw up a plan together with the SENCO, teacher, parents and the child. Targets set are focused on the child's personal and academic achievement;
- Specialist help may be sought from NHS services or the Local Authority Specialist Teacher team to help us;
- Pre-schools and nurseries can help us identify and plan for the needs of some SEN children on entry to school;
- A small number of children may need an Education, Health and Care Plan (EHC plan) so a detailed assessment is carried out in consultation with the parents and specialists and then the school may make a request for Statutory Assessment;
- Where a child is awarded an EHC plan, additional support may be allocated with extra funding;
- Where a child joins the school with an EHC Plan, a One Page Profile and plan is drawn up and agreed with parents;
- Where a child has a specific medical issue, the school works with the school nurse and parents on a Health Care Plan.

How does the school consult with parents of pupils with special educational needs?

The school works hard to include all parents in their children's education as we believe in the partnership between home and school.

- Parents of children with significant SEND have a termly review meeting with school staff and SENCO are consulted when specialists might become involved;
- Individual plans are reviewed termly when everyone talks about how effective the plan has been and the progress made;
- For some children, there is also a home/school communication book;
- Teachers are available for individual appointments every Monday straight after school;
- All parents are offered consultation meeting appointments at Parents' Evenings with their child's class teacher in the Autumn and spring;
- There is an Annual Report following final assessments in reading, writing and mathematics at the end of the school year.



How does the school consult with children who have special educational needs?

Children with special needs are involved in their termly reviews by talking with their teacher, the SENCO and any Learning Support Assistants that work with them. The adult helps them to fill in a pupil views sheet for their One Page Profile. All children have conversations about targets or next steps and progress with their teacher.

How does the school support children and help with transition?

All classes have general Learning Support Assistants (LSAs) for at least part of the day, but there is full time help in reception classes. There is extra shared support time in the afternoons in Key Stage 1 classes which may include some support for children with special needs. A transition programme ensures good communication between local early years settings and the school, between teachers as children progress through the school, and then into our adjacent Junior School. There is a close working relationship between the on-site privately run nursery and adjacent Junior School (N.B. St Andrews Junior School is a separate school to the Infant school);

- Where children transfer between schools there are planned transition arrangements put in place e.g. SEND children moving to the partner Junior school have a special transition book and extra planned visits in addition to the usual transition arrangements;
- As part of transition, there are shared meetings with parents and staff from both the settings;
- All paperwork and records transferred from one setting to the next with permission from the parents;
- The SENCOs from both settings meet to discuss individual needs of SEND children.



How does the school adapt the curriculum for children with SEN?

All teachers plan at least three levels of work: each topic or subject is planned at a level for most of the class and then adapted for those who are working above or below this level. All children are regularly assessed by the teaching staff and this progress tracking gives us evidence of who may benefit from extra help. When appropriate, parents are invited in to discuss their child's progress at specific meetings.

- Our SEN children work for the majority of the school day in the classroom, taking a full part in activities with support where necessary from class teachers or LSAs;
- For children with physical needs, special programmes of work may be undertaken on a regular basis based on specialist advice. Such children are always integrated as much as possible into class PE lessons, supported by an adult;
- On school outings, where a child has a complex level of need, the child is supported by a SEN LSA. Parents/carers may be invited to accompany their child where this can be accommodated.
- The teachers use a range of tools to help them adapt the curriculum for the children in their class along with advice from our SENCO and specialist teachers when they are involved;
- There are some occasions where a particular activity will benefit a child with SEN but will also help a range of other children. These activities are planned carefully by the teacher for either small groups or even the whole class;
 - There are some occasions when children benefit from a quiet working space outside the classroom to work with an LSA on specific individual targets e.g. speech therapy. This is in addition to their normal class work;
 - There are some occasions when children will be offered 'over learning' with a chance to repeat activities they may have found particularly difficult;
 - Children who exhibit slow progress may be invited to Booster Groups (even though they do not have a specific special need identified).

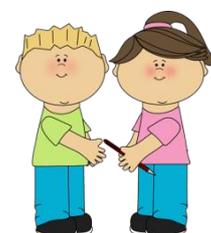


How does the school assess and share progress?

- The SENCO completes assessments for other specialists such as speech or occupational therapists;
- The SENCO tracks the progress and attainment of SEND children and monitors if the outcomes have been met;
- Teachers assess all the children in their class from their individual starting points and share this with the SENCO;
- Information about progress is shared with parents at Consultation Evenings, through the Annual Report to Parents or at One Plan Review meetings;
- Where a child has an EHC plan, there is also specialist 1:1 support to meet specific needs and targets that are in the child's individual EHC plan.

How does the school work with health, social care, local authority support services and others in meeting the needs of pupils with SEN?

The SENCO deals with all day to day aspects of SEN including Education Health and Care plans on behalf of the Governing Body. The SENCO refers children for further assessment from Health professionals - NHS Occupational Therapy / physiotherapy / speech therapy if needed. Children with Statements/EHC plans may have specialist teacher involvement from the Local Authority and the SENCO may request this. The school together with advice from relevant professionals will make the final decision as to whether to make an application for a EHC plan. Parents may make an independent application if they so wish.



- The SENCO will signpost services available to parents;
- Specialist teacher support, if needed, may be requested for children with One plans through the SENCO, although this is not always guaranteed;
- Local Authority services are detailed in the Local Offer.

Where can I find the Local Authority's 'Local Offer' for SEN?

Information about the Local Authorities published Local Offer for SEND may be found on the ECC Website:

www.essexlocaloffer.org.uk

What is the school complaints process?

Our aim is to involve parents in all aspects of school including drawing up plans and targets for children. We hope that a strong partnership will help parents speak to us informally if there is a problem we are not aware of. However, Governors and school staff take any complaint made by a parent seriously. Parents are encouraged to talk to the child's class teacher in the first instance to try and resolve things as quickly as possible. There is an 'open door' policy to both the head teacher and the SENCO and, if available, both will see parents immediately or at nearest convenient time. School staff aim to resolve any issues quickly and in person. There is a published Complaints Procedure for all parents and this is available from the school office or on the school website.

