

SEN Information Report

Updated: January 2024

Review: January 2025

School Ethos for SEN

We are an inclusive school and aim to meet the needs of every child. We recognise the importance of high quality teaching to enable all children to reach their potential. We also recognise that at times we may need to offer a more personalised approach which is 'additional to and different from' class provision to support every child's needs.

What types of SEN does the school provide for?

Communication and Interaction – children may have difficulty saying what they want to, understanding what is being said to them or they may have difficulty understanding the social rules of communication. This includes children with autistic spectrum disorders (ASD), including Asperger syndrome.

Cognition and learning – learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). This area includes specific learning difficulties (SpLD) such as specific literacy difficulties, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – children may experience a wide range of social and emotional difficulties, such as becoming withdrawn and isolated, as well as expressing their emotions through challenging and disruptive behaviours. This area includes children who may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - children may require special educational provision because they have a disability which needs specialist support and/or equipment in order to access school life and learning. This includes children who have a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

How does the school identify SEN?

Through regular assessment and observation teachers are able to identify children who are not making the expected level of progress in areas of learning such as reading, writing and number work. When a child is not progressing additional classroom support such as 'fix it' groups, additional teaching or pre-teaching will be put in place to help fill the gap. Children who don't have SEN usually progress quickly once the gap in their learning has been filled.

If a child is still struggling to make expected progress, the teacher will talk to the SENCo. The SENCo will observe in the classroom and carry out assessments to see what a child's strengths and difficulties are. They will have discussions with the class teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENCo will ask for parents/carers opinions and speak to the child to get their input as well.

To ensure that we target your children's support effectively than we will consider what the need may be and how best to support that need.

Based on all of this information, the SENCo will decide whether a child needs additional support. If a child does need SEN support, they will be added to the school's SEN register. A child is placed on the SEN register if their learning difficulty or disability calls for special educational provision which is 'additional to or different' from that normally available to children of the same age.

What should parents do if they think their child has SEN?

There are a number of ways that you can discuss any concerns that you have.

- Speak to your child's Class Teacher so that they can discuss what they see in the classroom and any strategies they already have in place to support your child.
- If you feel that additional support may be needed for your child beyond the classroom then speak to Mrs Copp (Deputy Headteacher/SENCO) on Studybugs, Class Dojo or by telephoning the school (01206 843683).
- Speaking to your GP if you feel that there may be an underlying medical need.

How does the school adapt teaching for children with SEN?

Class teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to a child's needs. We make sure that a child has access to a broad and balanced curriculum in every year they are at our school.

We adapt how we teach to suit the way a child works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to every child.

These adaptations include:

- Adapting our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- LSA's support children on a 1-to-1 basis with some interventions and speech and language support
- LSA's support children in small groups for some interventions and 'fix its'
- Some children may be taught core curriculum subjects in small intervention groups to aid adaptive teaching.

How does the school assess for SEN?

Children are assessed for SEN through a range of statutory and school assessments, observations and by information gathering from the child, parent/carers, teachers, LSA's, Thrive Practitioners and other professionals such as the Inclusion partner and Educational Psychologist.

Statutory Assessments: Early Years Baseline Assessment, End of Key Stage assessments (Year 2 and 6 SATS), Year 1 Phonics, Year 4 Multiplication tables check

School Assessments: Nessy, Special Needs Assessment Profile (SNAP), PIRA Reading assessments, Spelling assessments, Big Writing, White Rose Maths assessments, Twinkl Phonics, Speech and Language (Wellcomm)

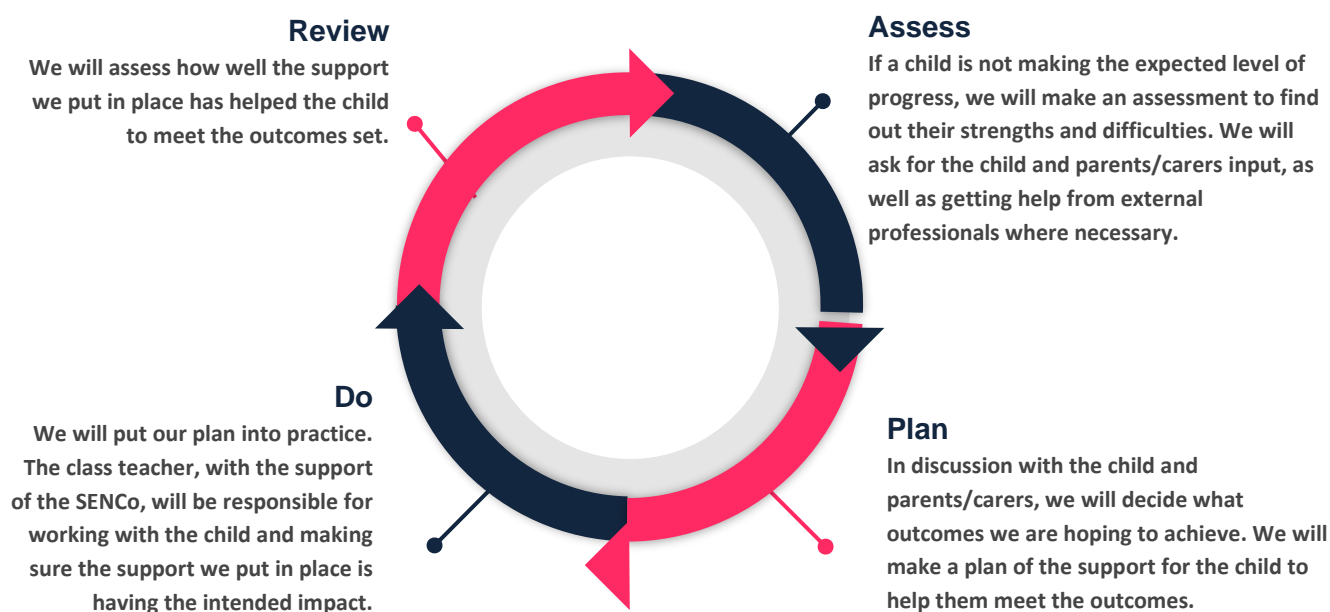
How does the school support children's emotional, mental and social wellbeing?

We provide support for children to progress in their emotional and social development in the following ways:

- Whole school behaviour management plan based on praise and rewards
- Staff trained in Trauma Perceptive Practice
- Regulation plans – individualised approach to behaviour and regulation
- Personal, Social, Health Education curriculum (PSHE)
- Thrive approach used throughout the school
- Sunbeam Room in KS1 and Rainbow Room in KS2, which can be accessed as and when needed
- Referrals to Child and Adolescent Mental Health Service (CAMHS)
- Family Support Worker attached to the school
- Use of Child First to access counselling
- Lunch time club for children who find the dinner hall and/or playground difficult
- Talk Time sessions
- Sand play
- Circle of friends groups
- A 'zero tolerance' approach to bullying

How does the school measure children's progress?

We follow the 'graduated approach' to meeting children's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



This process is continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How are parents involved in decisions about their child's education?

Parents are invited to termly meetings with the class teacher and/or SENCo following the graduated approach outlined above. Specialist staff may also be invited to the meetings. The meetings involve:

- Setting clear outcomes
- Reviewing progress towards outcomes
- Discussing the support needed to help a child progress
- Identifying what school will do, what parents/carers will do, and what the child will do

After these meetings we make a record of any outcomes, actions and support that have been agreed. This record is shared with all relevant staff, and parents/carers are given a copy.

Annual reviews are held for children with an Education, Health and Care Plan. Parents/carers are invited to attend and give their views. Annual reviews are attended by the SENCo, class teacher and any specialists who are involved.

If parents have concerns that arise between meetings they are encouraged to contact the Class Teacher or SENCo.

How are children involved in decisions about their education?

The level of involvement depends on the child's age, and level of confidence. We recognise that no two children are the same, so we decide on an individual basis.

We may seek a child's views through:

- Attending meetings to discuss their progress and outcomes
- Sharing their views on a one page profile with a trusted adult
- Completing a pupil questionnaire
- Contributing to 'my views' for their annual review

Staff training and expertise to support SEN

The school SENCo is Mrs Copp who holds the role in addition to the role of Deputy Head teacher. Mrs Copp holds the qualification of National Award in Special Educational Needs and attends regular meetings and training to keep her training in SEND up to date.

All teachers and LSAs receive regular SEN training, and are supported by the SENCo to meet the needs of pupils who have SEN.

What specialist agencies and expertise are available to the school?

Where there are concerns around a child's progress specialist support may be sought. This is discussed with parents/carers who must give consent before a referral is made. Parents/carers are notified when a specialist comes in to school to see their child and the outcome of the visit is shared with parents/carers. In some cases, parents/carers are invited to meet the specialist.

Referrals may be made to one or more of the following specialists:

- School Nurse
- Continence Nurse
- Paediatrics
- Occupational Therapy
- Speech and Language Therapist
- Educational psychologist
- Inclusion Partner

- Social Care
- Family Support Worker
- Family Solutions
- CAMHS (Child and Adolescent Mental Health Service)
- Child First Counselling

How does the school make sure children are included in all aspects of school life?

We are inclusive school and will ensure that reasonable adjustments are made to make sure that all children can be included in the curriculum, school life, extra-curricular activities and trips.

How accessible is the school environment?

All reasonable adjustments have been made to meet the needs of children with disabilities. Risk assessments are written and reviewed on a regular basis for children needing specialist equipment. Equipment is checked on a regular basis through the Occupational Therapy Service and Essex Equipment Services.

The school has the following provision in place to support children and adults with disabilities:

- Ramp access to the school building and playground, Portable ramp in KS1, Two accessible toilets, Portable toilet, Ceiling hoist, Manual hoist, Changing table, Internal lift

Staff members needing to use manual handling and hoisting are fully trained.

For further information, please refer to the school's Accessibility Plan which can be found on the school website.

What support is in place for transitions between class and settings?

Support from Pre-school/nursery to Early Years include:

- Pre-school/nursery visits, Induction visits, Parents welcome meeting, Parent and teacher meeting, SENCo meeting with pre-school/nursery SENCo

Between classes:

- Handover meeting between teachers, SENCo meeting with new teachers , Move up afternoon -it is recognised some children may need additional visits and time with the new teacher, Transition booklets with pictures of the new teacher and LSA, the classroom and other areas which may be new to the child

Primary to Secondary:

- Open days organised by the secondary school- it is recognised some children may need additional visits, Secondary staff visit to primary school, SENCo meeting with secondary SENCo, School staff meet with staff from the secondary school, Transition booklets supporting the move to secondary school

Who can parents/carers contact for further information?

If parents/carers want to discuss their child's special education need or have concerns regarding how the school is meeting their child's need they are encouraged to contact the Class Teacher or Deputy Head teacher/SENCo via the school office.

Parents are welcome to attend monthly drop in sessions with the SENCo and Thrive Practitioners to discuss concerns relating to their child's learning and/or social, emotional and mental wellbeing. These take place in the afternoon on the first Wednesday of each month.

What support is available for parents/carers?

If parents/carers have questions about SEND, or are struggling, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available locally, parents/carers are encouraged to look at the Essex local offer which publishes lots of useful information on their website.

Essex Local Offer www.essexlocaloffer.org.uk

A new initiative has been launched in Essex to support families of neurodiverse children and those with Special Education Needs Disabilities (SEND). Parents/carers may find their resource pack helpful.

<https://send.essex.gov.uk/health-and-wellbeing/health-conditions>

Other useful contact numbers:

Educational Psychologist helpline - Mondays 1-5pm during term time 01245 433293

SEND Information Advice and Support Service (SENDIASS) Monday to Friday 9am – 5pm 01245 204388 email send.iass@essex.gov.uk

Families in Focus www.familiesinfocus.essex.org.uk

How can parents/carers make a complaint?

We encourage parents to raise any questions or concerns with teachers at an early stage, in order that issues can be resolved quickly and informally. We look to achieve mutual understanding and agreement about all matters relating to an individual child. Should a parent feel that a significant concern has not been sufficiently resolved, they should address the matter in writing to the head teacher in the first instance. The school will then follow the Complaints Procedure where necessary.