

Updated: September 2021



School's SEN information Report for Parents/carers

Local authorities are required to set out and publish a 'local offer'.

This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

Our Vision

Our school has high aspirations for all pupils. We work hard to enable each pupil to make the best possible progress at school. We are committed to ensuring that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities [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, emotional and mental health difficulties
 - Sensory and / or physical needs

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 / gut 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
- 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 already in place
- Talk boost screening
- Transition between schools
- Personal, social development levels

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

Inclusion Leader / Senco: Mrs Luba Brown

Governor Responsible for SEN: Vine Trust Local Schools Board

Emotional Support: Mrs Allison Millgate

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]
 - Parent consultation meetings
 - Termly review meetings
 - Parent views
 - Annual reviews for children with a statement / plan

- *Informal*
 - Discussion at the door
 - Communication books
 - Text messages
 - Invite parents in to meet with the specialist teachers
 - Phone calls

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 / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- Progress reviews
- Pupil Questionnaires

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 or specialists
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach
- Specialist assessments, e.g. Boxall Profile, Nessy Quest

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

- *Pre-school to Foundation*
 - 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
- *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

- *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 including open evenings
 - Support for parents when visiting secondary schools
 - Secondary SENCo to visit children in primary school
 - Year 5/6 annual reviews with secondary Staff invited
 - Taster days

- *Moving between schools*
 - Liaison between the SENCos/ specialist teachers and outside agencies
 - Paperwork to be forwarded as soon as possible
 - If children are from out of county, statement/EHC plan 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; 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 linked with 'Provision Guidance'
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to specialist outside agencies

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

- Reasonable 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
- 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's advice
- Advice from Child and Adolescent mental health service

- SENCo update meetings and specific training
- School nurse
- FAST team
- 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?

- Raise Online
 - Fischer Family Trust [FFT]
 - Target Tracker [TT]
 - P scales
 - National Curriculum levels / end of key stage/year statements
 - Intervention reviews
 - Annual Reviews / Person Centred Reviews
 - Parent Views
 - Child's views
 - Teacher reports
 - Ofsted
 - Annual school reports
 - Exit forms from interventions
 - EYFS Outcomes
 - Attendance/exclusion data
- If appropriate progress has been made, children may be removed from the SEN register

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
- 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
- Educational visits

What support is there for improving emotional and social development?

- Lunch Bunch club
- Pupil surveys
- Enrichment days
- School council
- Well-being mentor
- Worry boxes
- Social and Emotional Aspects of Learning [SEAL]
- Christian Youth Organisation [CYO]
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Lego Group
- Self-esteem interventions
- Access to the GROW project
- Access to FAST team
- Access to local church ministers

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]
 - Children and Adolescent Mental Health Service [CAMHS]
 - Emotional Wellbeing and Mental Health Services (EWMHS)
 - Speech and Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]
- Family Support to include signposting to:
 - Family in Focus
 - Family Solutions
 - APEX parent support group
 - FAST Team
 - 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

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.

- At any time according to need, a combination of any of the above strategies may be in place.

This information should be read alongside the information provided by the local authority which can be found at www.essexlocaloffer.org.uk