

Cressing Primary School

SPECIAL EDUCATIONAL NEEDS Information Report



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.

Vision statement:

Our school believes that all students should be able to achieve their potential to the highest possible standard at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND(Special Educational Needs and Disabilities). 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
 - 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 / 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 gap analysis assessments
- Maths gap analysis 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 already in place

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

- The Senco is Mrs Linda Hendry
- The governor responsible for SEN is Mrs Valerie Reynolds

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
 - Termly review meetings
 - Parent views
- *Informal*
 - Discussion at the door
 - Communication books
 - Emails and text messages
 - Annual reviews for children with a statement /EHC plan
 - Parents invited in to meet with specialist teachers/therapists/Educational Psychologist

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] / Special Educational Needs Co-ordinator [SENCO]
- Progress reviews

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
- Pupil progress (Moving On) meetings
- Tracking meetings
- Observations
- Person Centred Approach

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
 - School tours
 - Transition visits
 - Transition programme
 - Photo books
 - Liaison with pre-school 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
 - 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
- *Moving schools between transition stages*
 - Liaison between the SENCos
 - Paperwork forwarded to next school as soon as possible
 - If children are from out of county, EHC Plan to be re-written into the Essex Format
 - Meeting with the parent and child when they visit the 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 intervention programmes linked with provision guidance
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to specialist outside agency advice

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
 - Widened doors in some parts of the building
 - High marking – making steps and rails more visible
- Use of assistive technology
- Visual timetables
- Advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parents recommendations
- Please see the following documents:
 - Accessibility plan
 - Equality policy

What expertise and training do 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 and physiotherapist advice
- Advice from Child and Adolescent Mental Health service
- Counsellor from outside agencies eg Farleigh Hospice
- Senco update meetings and specific training
- School nurse
- All staff receive specialist training when required either in house or by attending 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
- Target Tracker [TT]
- Moving on meetings held twice a year between CT and SENCo
- P scales
- Year group and End of key stage statements
- Intervention reviews/Annual Reviews / Person Centred Reviews
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- If appropriate progress has been made, children may be removed from the SEN register

How are children and young people with Special Educational Needs enable 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
- Support for access to school residential visit if required
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- School council

What support is there for improving emotional and social development?

- Bubble groups
- Circle club
- Gym trail
- Pupil surveys
- School council
- Social and Emotional Aspects of Learning [SEAL]
- Christian Youth Organisation [CYO]
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Circle of Friends
- Smart Thinking
- YoYo project (Farleigh Hospice) for bereavement
- Art/Play therapy with Kids Inspire

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 Visual Training Clinic [CPOC]
 - 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
 - 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
www.essexlocaloffer.org.uk

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

Our school works hard to be in effective communication with students and their families, and to listen and respond positively to concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily.

If the situation arises where families have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has not been able to reassure them, in the first instance they should talk to the Head Teacher, and then if they are not satisfied they should consult the school's complaint procedure.

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 information given by the local authority at:
<http://www.essexlocaloffer.org.uk/>