

Special Educational Needs Information Report

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.

Please click on the links for information about each question.

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SENCo Team

Lead SENCo



Mrs H Pearce

Deputy SENCo



Miss G Akurang

Reception (EY) SENCo



Mrs L Warland

Pastoral Support Team

Pastoral Support Co-ordinator



Ms S Watts

Family Support Worker



Mrs T Davis

ELSA



Miss C Everett

Learning Mentors



Miss K Hanmore



Mrs C Haygreen



Miss N Leavens

Nurture Dogs



Ollie & Spot

SEN Admin Assistant



Mrs L Batt

Reception Speech &
Language
Specialist LSA



Mrs K Kitchener

<p>How will children with Special Educational Needs be identified and what sorts of assessments will be completed?</p> <ul style="list-style-type: none"> • Baseline tests – reading ages / spelling ages • Teacher / LSA / SENCO identification through observation / marking / book sampling • Admission meetings • Information from parents / carers • Tracking progress • Phonics screening • Speech and language screening • Early Years baseline • Literacy assessments • Maths assessments • Working memory assessments • Essex Provision Guidance; Essex Ordinarily Available • Pre-school assessments and liaisons between settings • Therapist assessments e.g. speech and language, occupational therapy • If children come into school with an Education Health and Care Plan or medical diagnosis already in place 	
<p>What kind of SEN does the school provide for?</p>	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Special educational needs and provision can be considered as falling under four broad areas: <ul style="list-style-type: none"> ○ Communication and interaction ○ Cognition and learning ○ Social, mental and emotional health ○ Sensory and / or physical
<p>How do we talk to you and involve you in your child's education</p>	
<p><i>Formal – These may include:</i></p> <ul style="list-style-type: none"> • Parent consultation meetings • Termly review meetings • Your views • Annual reviews for children with an EHCP • Inviting you in to meet with professionals 	<p><i>Informal – These may include:</i></p> <ul style="list-style-type: none"> • Informal discussion with staff • Home - school books • E-mails • Dojo messages • Phone calls

<p>What arrangements are there for involving your child in their education</p>	
<p><i>Formal – These may include:</i></p> <ul style="list-style-type: none"> • Pupil passport • One page profile • My views document 	<p><i>Informal – These may include:</i></p> <ul style="list-style-type: none"> • Conversation with staff • Progress reviews • School Council • Discussion with professionals working with the child
<p>What arrangements are there for assessing and reviewing children’s progress</p>	
<p>These may include:</p> <ul style="list-style-type: none"> • Progress reviews • Range of assessments in school and by outside agencies • Pupil views • Parent views • Pupil progress meetings / school tracking systems • Observations 	

What arrangements are there for supporting children and young people in moving between schools?

Pre-school to Foundation	Foundation to Key Stage 1	Key Stage 1 – Key Stage 2	Key Stage 2 – Key Stage 3	Moving between schools
<p>Home visits Nursery/Pre-school/Child-minder visits Welcome meetings and booklet School tours Transition visits Photo books Liaison with pre-school staff Move round days</p>	<p>Welcome meetings to set out expectations (Meet the Teacher) Teacher hand over meeting Liaison with SENCO Transition Booklet with photographs Transition visits</p>	<p>Welcome meetings to set out expectations (Meet the Teacher) Teacher hand over meeting Liaison with SENCO Transition Booklet with photographs Transition visit</p>	<p>Welcome meetings to set out expectations (Meet the Teacher) Teacher hand over meeting Liaison with SENCO Extra visits to secondary schools Additional visits if needed Open Days and Taster Days Secondary SENCOs to visit primary school and attend some review meetings Transition Booklet with photographs</p>	<p>From White Hall Liaison between SENCOs Paperwork to be forwarded as soon as possible Visit to school Transition Booklet for new school with photographs To White Hall Admissions meeting with pastoral members, parents/carers and child Settling in checks carried out by a member of our SEN/Pastoral Support Team</p>

What is the approach to teaching children and young people with SEN

- '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'
- Taking account of recommendations from specialist outside agencies
- Relevant research based intervention programmes linked with provision guidance
- Essex Provision Guidance and Essex Ordinarily Available documents

Support Interventions include

<p>Precision Teaching and Alphabet Arc Reading Interventions</p> 	<p>Reading Programmes</p> 	<p>MathSeeds</p> 	<p>Speech & Language Programmes</p> 
<p>Breakfast Nurture Club</p> 	<p>Lunchtime Nurture Club</p> 	<p>Lunchtime Sports Social Skills Club</p> 	<p>Nurture Dogs & Dog Agility</p> 
<p>Learning Mentors & Emotional Literacy Support Assistant (ELSA)</p> 	<p>Family Support Worker</p> 	<p>Parenting Courses</p> 	<p>TeePee Regulation Room</p> 

How are adaptations made to the curriculum and the learning environment?

- Changes and adaptations to the physical environment
- Use of assistive technology
- Visual timetables
- Advice taken from professionals
- Specialist resources
- Playtime provision
- Parental suggestions
- Pupil suggestions
- Please see the following documents:
 - Additional and Special Educational Needs, Disabilities and Inclusion Policy
 - School Accessibility Plan
 - Equality Policy
 - Intimate Care Policy
 - Supporting Children with Medical Conditions Policy
 - Managing Medicine Policy

What expertise and training do staff supporting SEN have?

- All our SEND and Pastoral Support staff hold qualifications in a variety of SEND issues and national qualifications, including Bachelor of Arts, Bachelor of Education and Master of Arts in Education degrees.
- All school staff receive regular training relating to SEN
- All staff receive specialist training as required
- Our staff attend various training programmes organised by the local authority or other relevant professionals
- The White Hall SENCO is part of the Essex Lead SENCO Team

In addition staff may have access to the following:

- School Inclusion Partners
- Specialist Teacher advice
- Educational Psychologist advice
- Speech and Language Therapist advice
- Occupational Therapist advice
- Physiotherapist advice
- Advice from Emotional and Well-being Mental Health Service
- Family Support Worker
- Outreach support
- Support workers
- Counsellor
- SENCO update meetings and specific training
- School Nurse

How do we check the provision given to children with SEN is working?**We use:**

- White Hall assessment and progress tracking and monitoring systems
- Pre Key Stage Standards
- National Curriculum bands / end of Key Stage statements
- Intervention reviews
- Annual Reviews / Person Centred Reviews / Parent consultation/ Progress Meetings / Termly Reviews
- Pupil Progress Meetings
- Parent Views and Child views
- Teacher reports
- Ofsted
- Annual school reports
- Exit assessments for interventions
- Ongoing informal assessment

How are children included in all that our school has to offer?

- Quality First Teaching
- Appropriate scaffolding and adaptation
- Inclusion in activities / curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to school clubs
- Social skills groups
- Nurture groups
- Support for school residential and trips as needed
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum under the advice of professionals
- Life skills
- Enrichment activities
- School council

How does the school involve other professionals and support services?

<ul style="list-style-type: none">• Invite to EHCP/Annual Review meetings• Invite to Team Around the Child / Team Around the Family meetings• Open door policy	<ul style="list-style-type: none">• Referrals as appropriate to:<ul style="list-style-type: none">○ Paediatrician○ Child, Adolescent and Mental Health Service [CAMHS]○ Speech And Language Therapist [SALT]○ Social Care○ Educational Psychologist [EP]○ Essex School Inclusion Partners○ Essex Sensory Impairment Specialist Teachers○ Occupational Therapist [OT]○ Family Solutions○ A Counsellor	<ul style="list-style-type: none">• Family Support to include signposting to:<ul style="list-style-type: none">○ Families In Focus○ Parent Partnership○ MAZE parenting programmes○ Family Solutions○ Autism Anglia○ EXTRA Support for families○ Family Solutions○ St Helena's Hospice○ And various other local support groups
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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?

- Please refer to the school's complaints policy

Summary

- All of the information here applies to children with Additional and Special Educational Needs and Disabilities.
- This information should be read alongside the information provided by the local authority which can be found on the Essex Local Offer website.