

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.

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Who is responsible for the SEN provision in school?

MEET THE SEN / PASTORAL SUPPORT TEAM

Lead SENCO

Mrs H Pearce



Deputy SENCO

Miss G Akurang



**Reception
(EY) SENCO**

Mrs L Warland



**Pastoral Support
Co-ordinator**

Ms S Watts

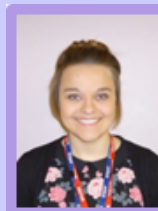


**Learning
Mentors**

Miss K Hanmore



Mrs C Haygreen



Mrs N Leavens



**MAPs Family
Liaison Worker**

Mrs T Davis



**Ollie & Spot
Nurture Dogs**



**SEN Admin
Assistant**

Mrs L Batt



How will children with Special Educational Needs be identified and what sorts of assessments will be completed? <ul style="list-style-type: none"> • Baseline tests – reading ages / spelling ages • Teacher / LSA / SENCO identification through observation / marking / book sampling • Admission meetings • Parent information concerns • Tracking progress through interventions • Target tracker analysis • 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 	
What kind of SEN does the school provide for?	
<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
How do we talk to you and involve you in your child's education	

Formal – These may include: <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 	Informal – These may include: <ul style="list-style-type: none"> • Informal discussion with staff • Home - school books • E-mails • Dojo messages • Phone calls • <u>Weekly online Newsletter</u>
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What arrangements are there for involving your child in their education	
Formal – These may include: <ul style="list-style-type: none"> • Pupil passport • One page profile • My views document 	Informal – These may include: <ul style="list-style-type: none"> • Conversation with staff • Progress reviews • School Council • Discussion with professionals working with the child
What arrangements are there for assessing and reviewing children's progress	
These may include: <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 <ul style="list-style-type: none"> ○ Home visits ○ Nursery/Pre-school/Child-minder visits ○ Welcome meetings and booklet 	Foundation to Key Stage 1 <ul style="list-style-type: none"> ○ Transition programme ○ Welcome meetings to set out expectations (Meet the Teacher) 	Key Stage 1 – Key Stage 2 <ul style="list-style-type: none"> ○ Transition programme ○ Welcome meetings to set out expectations (Meet the Teacher) 	Key Stage 2 – Key Stage 3 <ul style="list-style-type: none"> ○ Transition programme ○ Welcome meetings to set out expectations (Meet the Teacher) ○ Teacher hand over meeting ○ Liaison with SENCO 	Moving between schools <ul style="list-style-type: none"> ○ Liaison between SENCOs ○ Paperwork to be forwarded as soon as possible

<ul style="list-style-type: none"> ○ Tea and chat ○ School tours ○ Transition visits ○ Transition programme ○ Photo books ○ Liaison with pre-school staff ○ Move round days 	<ul style="list-style-type: none"> ○ Teacher hand over meeting ○ Liaison with SENCO ○ Transition Booklet with photographs ○ Transition visit 	<ul style="list-style-type: none"> ○ Teacher hand over meeting ○ Liaison with SENCO ○ Transition Booklet with photographs ○ Transition visit 	<ul style="list-style-type: none"> ○ Extra visits to secondary schools ○ Parents encouraged to visit a range of secondary schools to ascertain appropriate secondary provision for their child ○ Staff supported visits if needed ○ Support for parents when visiting secondary schools if needed ○ Open Days and Taster Days ○ Secondary SENCOs to visit children in primary school and attend reviews where possible ○ Year 5 annual reviews ○ Transition Books if needed ○ Additional transition meetings as necessary 	<ul style="list-style-type: none"> ○ If children are from out of county, EHCP to be re-written into the Essex Format ○ Admissions meeting with pastoral members, you the parents and your child ○ Visit to school ○ Settling in checks carried out by a member of our SEN/Pastoral Support Team ○ Transition Booklet from new school with photographs ○ Transition visit where possible
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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

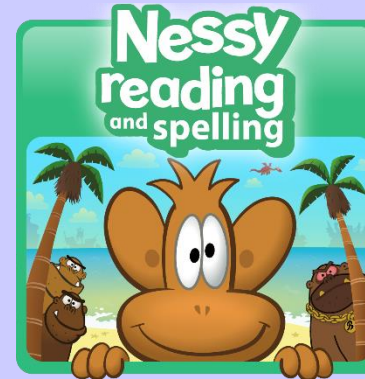
**Precision Teaching and Alphabet
Arc Reading Interventions**



**Reading Eggs
Reading Intervention**



Nessy Reading & Spelling



**Nessy Writing Beach
Writing & Grammar**



**MathSeeds
Maths Intervention**



**Speech & Language
Specialist LSA**



**Communicate
Speech & Language Therapist
(SaLT)**



Gym Trail / Sensory Gym Trail



Bereavement Club



Breakfast Nurture Club



Lunchtime Nurture Club



Lunchtime Sports Social Skills Club



Nurture Therapy Dogs



Learning Mentors



Family Support Worker



Parenting Courses



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 differentiation
- 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 ○ Early Intervention Service ○ 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

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.