

SEN Information Report (School Offer)

Background

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 or Disabilities (SEND). 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.

East Hanningfield C of E Primary School is committed to providing an appropriate and high quality education to all the children on our school roll. We believe that all children, including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

East Hanningfield C of E Primary School is committed to inclusion. This does not mean that we will treat all children in the same way, but that we will respond to children in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

How we identify and assess children with SEND

We aim to identify children with SEND as early as possible. This will be done using a range of assessments, observations and through gathering information from teachers, parents, staff and other relevant professionals.

We encourage the involvement of parents in their child's learning both formally and informally by:

- An open door policy which provides parents with the opportunity for discussions face to face or on the telephone
- Home school liaison books
- Review Meetings - to discuss progress towards specific targets
- Parents Evenings
- Annual Reports
- Celebration assemblies
- School Website on the Class pages
- Newsletters

This parental involvement creates a good partnership between school and home which then enables us to identify possible SEND. We know children may need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made in accordance with age related expectations
- there is a change in the child's behaviour or progress
- concerns are raised by external agencies e.g. GP or school nurse
- information is provided from the previous setting e.g. pre-school

The class teacher is the initial point of contact for responding to parental concerns. Where appropriate, the concern will then be shared with the Special Educational Needs Coordinator (SENCO) or Head teacher; further discussions may then take place between all the relevant parties to determine the best way forward for your child.

The school recognises that a child has SEND if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them and, as defined in the 2014 Code of Practice:

- They have a significantly greater difficulty in learning than the majority of others of the same age
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

A diagnosis of a need or condition does not necessarily mean that a child has SEND and will require SEND provision, however, staff will be informed. Students with behavioural needs, English as an Additional Language or who progress slowly or have low attainment, may not necessarily have SEND.

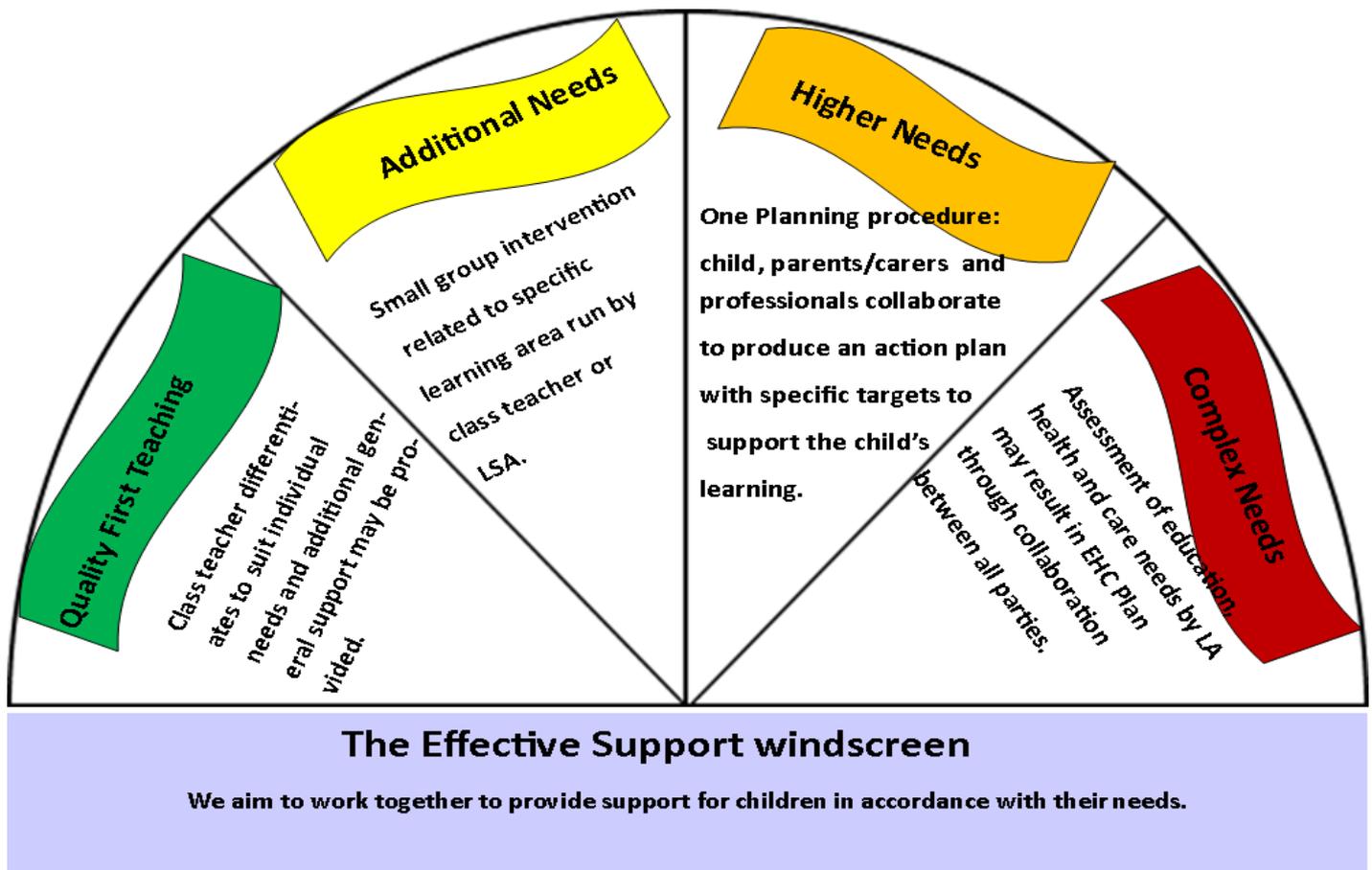
The four categories of SEND are:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

If a child has a medical need then a Care Plan is compiled with support from parents/carers and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the child. Where a child has specific medical needs requiring emergency medication or additional support in school, additional staff training will be arranged in consultation with the relevant professionals. These extra medical needs will not automatically involve SEND provision on a day to day basis; this will be reviewed annually when the Care Plan is updated (or as and when medical needs change).

Please request a copy of the school's Disability Equality Policy and the Accessibility Policy if you would like further information on how the school has/will make particular adjustments to ensure the accessibility of the school environment.

The method of identification and provision for SEND follows a graduated approach:



Each child's education will be planned for by the Class Teacher as part of quality first teaching. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the Teacher or Learning Support Assistants in class. If a child's needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the child may be placed in a small focus group. This may be run by the Teacher or Learning Support Assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENCO to ascertain the effectiveness of the provision and to inform future planning.

If a child has additional needs this may result in the creation of a 'One Plan'. The 'one planning process' involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved - including what support will be given, how long the support will be in place and who will be responsible for/delivering the support.

When a child's needs are more complex, an assessment of education, health and care needs may be deemed necessary. After reaching agreement with parents and any professionals involved, the school will request the Local Authority undertakes this assessment and an EHC (Educational Health Care) plan may be developed. This is developed in collaboration with the family, child and other relevant professionals to ensure it is child centred.

Additional provision to support children may include:

- Wellbeing sessions
- PAT Spelling Programme
- Fine Motor skills groups
- Gross Motor skills groups
- Speech and Language support on an individual or small group basis
- Numicon support
- ATTACK spelling support program
- Visual timetables and resource banks
- Behaviour management plans
- 1:1 Tuition (Key Stage 2)
- Individual programs as advised by Occupational Therapists, Physiotherapists or Speech and Language Therapists
- DFE teaching materials - Springboard for Maths, Early Literacy Support, Further Literacy Support

All children are encouraged, where appropriate to their needs, to take part in all areas of school life including events and visits off site arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents/carers and school staff prior to the event.

Making decisions

We believe in a child centered approach and therefore the thoughts and feelings of the child and their parents/carers, together with the views of the school staff and relevant professionals, are taken into account when making decisions about their education e.g. when writing a One Plan.

Other opportunities for child/family involvement may be:

- Informal discussions with staff
- Teacher and Child Consultations
- Teacher and Parent Consultations
- Review meetings including outside agencies where appropriate
- Parent surveys and feedback forms where appropriate

Involving specialist support agencies

Depending on the needs of the child, we may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENCO to seek involvement of a professional partner from outside the school.

External agencies could include:

- Children's Therapy Teams (Speech and Language/Occupational Therapy)
- School Nurse/Doctor
- Specialist Teacher Team

- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Welfare Service
- HomeStart (support for parents with at least one child under the age of 5)

Parents may be able to access some of these services through their family GP.

Reviewing progress

It is important to review children's progress regularly to allow us to identify what works well and what needs modifying. Families are involved fully in this process and children are encouraged to take part in some or all of the review process as appropriate. Termly review meetings will be held (which will then inform the Annual Review process for those with an EHC plan) at which progress will be discussed and new outcomes will be set. Support and interventions for the upcoming term will be agreed - including parental support - and this plan will be shared with all involved.

Transitions

Moving from one educational environment to another, or even from home to school, can be more difficult for children with SEND. Our usual transition procedures include:

Early Years:

- Class Teacher visit to Pre-School provision
- Visits to school with parents/carers
- Visits to school with other new children
- Home visit (if requested)
- Phased introduction to full time school

Year group changes within the school:

- Half day with new teacher in the summer term
- Class Teachers to liaise

Year 5/6:

- Year 5 taster day visit to Secondary School
- Head of Year from Secondary to visit Year 6 in summer term
- Transition day for Year 6
- Primary and Secondary SENCOs to liaise

Mid year transition from another school:

- Visit to school with parents
- Half day visit in new class
- Class Teachers/SENCOs from the two schools to liaise

For children who require a higher level of planning and support for change, we may:

- Prepare a transition book for use at home
- Organise extra visits to the new classroom or school
- Provide support from a member of staff
- Request/follow advice from other professionals/outside agencies involved

Key Contacts and other support organisations

Educational Psychologist helpline - 01245 433293

Statutory Assessment Service - 0300 0034127

Essex Local Offer - website to be confirmed

APEX

- Parent Support Group runs on the second Thursday of every month 10am-12pm at Thriftwood School, providing informal support to families whose children have social communication difficulties which may involve the Autism spectrum

01245 266880

Autism Anglia

- provides a range of services to enable people with autism to live as independently as possible and experience choice and inclusion in society

www.autism-anglia.org.uk

Autism Education Trust

- dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum

www.autismeducationtrust.org.uk

Changing Faces

- supports and represents people who have conditions or injuries which affect their appearance

www.changingfaces.org.uk

Contact a Family

- exists to support the families of disabled children whatever their condition or disability
0808 8083555 (free helpline)

www.cafamily.org.uk

Dyslexia Action

- aim to remove the barriers facing those with dyslexia and other specific learning

difficulties by providing help and support
01245 259656 chelmsford@dyslexiaaction.org.uk
www.dyslexiaaction.org.uk

Essex Parent Partnership Service

- offer information and support over the telephone or in person
01245 436 036 parentpartnership@essex.gov.uk
www.essex.gov.uk/parentpartnership

Families in Focus

- an independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex
01245 353575
www.familiesinfocusessex.org.uk

ICAN

- children's communication charity, experts in helping children develop the speech, language and communication skills they need to thrive in a 21st century world
www.ican.org.uk

Kids Inspire

- building relationships through therapy, opportunity, love and care. Kids Inspire helps young people in Essex to feel that they are valued members of society
01245 348707
www.kidsinspire.org.uk

National Autistic Society

- impartial, confidential advice and support on autism for anyone affected by, or researching autism
0808 8004104
www.autism.org.uk

Special Kids in the UK

- a charity for families who have a child of any age with special needs
www.specialkidsintheuk.org

Talk about Autism

- a safe and friendly online community where you can share experiences, get support and discuss autism
www.talkaboutautism.org.uk

Complaints Procedure

If you have any concerns relating to the schools provision for your child regarding SEND, please speak to the Inclusion Manager or Head Teacher. We aim to resolve any concerns parents have in person and to arrive at a mutual understanding in order to support your child. Please see our complaints policy for further information.

I hope this document has answered any queries you may have, but do not hesitate to contact the school if you require further information.