

SEND INFORMATION REPORT

THE KINDS OF SEND THAT ARE PROVIDED FOR

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

OUR APPROACH TO TEACHING PUPILS WITH SEND

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First teaching. Pupils falling just below national expectations will usually benefit from catch-up programs. When a pupil is consistently and significantly falling behind normal expectations, additional interventions will be implemented.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Social Stories
- Motor Skills
- Phonics
- Literacy and numeracy interventions
- Social Activity Club
- Quad Squad
- Speech and Language Therapy
- Lego Therapy
- Language groups (EYFS/KS1)
- Dough disco/gym (EYFS)
- Attention Autism (Bucket time)

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

Teachers plan using pupils' achievement and ability levels and differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum.

These adaptations may include strategies suggested by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

EXPERTISE AND TRAINING OF STAFF

School staff have received a range of training. Individual training certificates are located in each staff member's personal file.

Awareness training has been provided to staff in relation to:

- How to support pupils with special educational needs
- How to support pupils with social, emotional and behavioural issues
- How to support pupils through differentiation
- How to support pupils with communication and interaction and ASD
- Our SENDO's hold Qualified Teacher Status and hold the Nationally Accredited Award for Special Educational Needs Coordination
- The school receives regular visits from a Local Authority Educational Psychologist and SEND specialist teachers who provide advice to staff and support the success and progress of individual pupils
- The school receives visits from Speech and Language Therapists who provide advice on assessing and planning for targeted children; programmes planned by the therapist are then delivered by TAs

SEND SUPPORT

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher or SENDCo identifies a pupil with special educational needs, they will provide interventions **ADDITIONAL TO** or **DIFFERENT FROM** those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
 - persistent emotional difficulties which continue despite management techniques generally used in the school
 - has significant sensory or physical problems that impact on their ability to learn
 - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.
4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The SENDCo will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on all available information about the pupil:
 - The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

6. The class teacher, working with the SENDCo, should agree, in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Plan (Pupil Passport).
7. The pupil's teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Education Plan (IEP).
8. All staff will be involved in providing further help to pupils. (Note: For this reason, the arrangements for recording IEPs should be planned and agreed with all staff and endorsed by SLT.)
9. The IEP will be reviewed on a termly basis.
10. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IEPs will reflect strategies to meet their needs and show a graduated response to those needs.
11. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCo in consultation with teaching staff, parents and pupil.
12. Specialist assessment arrangements may need to be made and the Educational Psychology Service may become involved at this time.
13. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
14. If the pupil or young person:
 - continues to make little or no progress in specific areas over a long period of time;
 - continues working at National Curriculum levels substantially below that expected of pupils of a similar age;
 - continues to have difficulty in developing literacy and numeracy skills;
 - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme;

- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency;
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning;

then a statutory assessment may be sought from the Local Authority.

SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

The SENDCo will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in the National Curriculum
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

EDUCATION, HEALTH AND CARE PLAN

If the LA does draw up an Education, Health and Care Plan, then the school's role is as follows:

1. The Head Teacher/SENDCo will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is **ADDITIONAL TO** or **DIFFERENT FROM** the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/SENDCo will seek;

- written advice from parents and professionals
 - ascertain the views of the pupil
 - convene the review meeting
 - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
- the pupil's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the pupil
 - where appropriate, representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENDCo or representatives from secondary schools etc.
6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

THE ANNUAL REVIEW IN YEARS FIVE AND SIX

The annual review should suggest amendments to the pupil's Education, Health and Care Plan (EHCP) if required. The Plan, once amended, will be used to inform the consultation for secondary schools in the following Autumn Term. Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the year six annual review in the Spring Term or as early as possible thereafter, to which the SENDCo or their representative from the receiving secondary review will be invited. This must be a Person Centred Review and a One Page Profile written to go with the pupil to secondary school.

THE FINAL REVIEW IN SCHOOL

The final annual review carried out preferably in the Autumn Term in the school will identify the young person's likely destination on leaving school and liaison preferably through a person centered review will take place with the receiving Further Education Provision.

INCLUSION

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community. Reasonable adjustments, including the provision of auxiliary aids and services for disabled children, are made in order to prevent children being put at a substantial disadvantage.

Regardless of the stage pupils have reached, all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

All pupils in our school have regular access to the Pastoral Manager.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Social Activity club and Quad Squad to promote teamwork/building friendships etc.
- Pupils have access to counselling services when required
- Pupils participate in a Social Stories group
- Pupils receive support developing their emotional literacy

We have a zero tolerance approach to bullying.

Support for pupils with medical needs

If a pupil has a medical need then a detailed health care plan is compiled by the school nurse in consultation with parents/carers and identified key school staff. These plans are discussed with all staff who are involved with the child.

As necessary, and in agreement with parents/carers, medicines are administered in school where a signed health care plan is in place and when identified adults have had explicit training by the relevant health professional and/or the school nurse. Parents may come into school to administer antibiotic medicine following discussion with the office staff.

For children attending our school nursery, health care plans must be written by the child's health visitor. Parents need to make the health visitor aware that their child is due to start in nursery to ensure health care plans are completed.

SPECIAL FACILITIES

The school's Accessibility Plan, which can be accessed on the school website, has reference to access for disabled pupils, e.g. Whether there are special ramps, toilet facilities, signage etc.

The Action Plan shows how the school improves access to the whole school's curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable pupils with a disability to access the curriculum. The Accessibility Plan shows *how* the school will improve the delivery of information to pupils (not parents/carers).

RESOURCES

When the governing board approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.

- We will formally notify parents when it is decided that a pupil will receive SEN support.

All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will endeavour to engage with the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

Should parents/carers have any concerns relating to SEND provision, they can contact the school SENDCo's, Mrs Leach / Mrs Bateman.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website www.havering.gov.uk/pips . Parents will be informed of the availability of this service, which includes access to an independent parent supporter.

LEAVING SCHOOL

When a pupil leaves the school, the SENDCo will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the secondary schools who receive our pupils. This is particularly so in respect of pupils with special educational needs or disabilities.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health

and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

COMPLAINTS

If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing board. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact in accordance with our complaints policy. If s/he has not resolved the matter to your satisfaction, it will be referred to the **governing board/ special needs governor** who will consider the complaint at their next meeting and will contact you in accordance with our school complaints policy.

MONITORING AND EVALUATION

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with SEND or EHC plans

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this. In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEND Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEND Support and Education, Health and Care Plans across the categories.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on IEP forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.

- Staff views on in-service training opportunities and the training opportunities available.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs and disabilities, the SENDCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

LOCAL OFFER

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs and Disabilities (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.haverling.gov.uk/directory

September 2022