

School Information Report regarding Children with Special Educational Needs and Disabilities (SEND) September 2018

Key contact details:

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1. What kind of Special Educational Provision is made at Terling?

The delivery of the provision for children with Special Educational Needs and/or Disabilities is the responsibility of their Class Teacher. Teacher planning includes differentiated work and additional provision for children with SEND.

Learning Support Assistants (LSAs) are deployed to support all children as directed by their class teacher. Some LSAs are employed to work with a specific child. Some work full time and some work only in the mornings mainly to support children with Phonics, Maths and English. Some LSAs take groups for specific interventions aimed at addressing their particular needs.

Children with SEND will have their names added to the school's Special Educational Needs and Disabilities register as set out in the SEND Policy.

Under the SEND Code of Practice 2015, different types of need fall under four broad categories. Some areas of need may overlap. The school provides support for children across all four areas of need and takes into account the Provision Guidance issued by Essex County council (see the Local Offer below) when planning strategies and interventions for children. The areas are:

Cognition and Learning Needs

Children who are finding some aspects of learning difficult and failing to make adequate progress, despite a high level differentiation, may be supported in a small group, usually within the classroom, or withdrawn for short periods of time to work towards achieving specific outcomes. These interventions will have a start and end date and will have specific targets. A baseline assessment will be carried out at the beginning and end to enable progress to be assessed so the effectiveness of the intervention can be reviewed regularly.

Depending on the nature of the child's needs, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching. This will happen when:

- a) A child has an Education, Health and Care Plan (EHC plan) or additional needs requiring them to have a One Plan and requires one to one time to work towards their specific targets or
- b) A child is following a short-term evidence based intervention programme due to identification of a need in order to accelerate learning or target key skills in that area.

Social, Emotional and Mental Health Needs

The term social, emotional and mental health needs refers to difficulties which a pupil is experiencing and which act as a barrier to their personal, social, cognitive

and emotional development. These difficulties may be communicated through their behaviour. Their relationships with themselves and others may be affected and the difficulties may interfere with the pupil's own personal and educational development or that of others. Pupils may have been diagnosed with neurodevelopmental disorders, such as ADHD or Autistic Spectrum Disorder.

Children will receive a personalised approach to their school life depending on their needs. For example they may have additional resources to support them in the classroom such as ICT programmes, sand-timers, reward charts, visual timetables and cues. Some may also have a consistent behaviour management plan. The school has a learning mentor, employed two days per week to provide support for children in receipt of Pupil Premium, specifically in relation to developing their emotional, mental and social development.

For children who need additional help, advice and support may be sought (with parental consent) from outside professionals such as the Specialist Teacher team or the Educational Psychologist. There are also local charities which can support families, for example with advice and counselling. These include:

SNAP (Special Needs and Parents) www.snapcharity.org

Families in Focus www.familiesinfocussessex.org.uk/

Autism Anglia www.autism-anglia.org.uk/

Sensory and/or Physical Needs

These may include physical disabilities including impairment of hearing, sight or movement and mobility. A child's disabilities may adversely affect their learning outcomes. They may also have a physical condition with less immediately obvious associated learning difficulties, sensory needs or neurological problems.

Provision may include mobility aids and modifications to the school environment to cater for specific needs eg hearing loss. There is a ramp leading in to the school and a disabled toilet. Specialist equipment, for example, recommended by the OT, is provided by the Local Authority or the school.

Pupils with additional sensory needs may require extra support, for example by having access to a sensory room (when available) sensory boxes with appropriate resources, certain physical activities recommended by the Occupational Therapist or chill out breaks.

Children may have medical needs such as allergies, asthma, epilepsy and diabetes or with personal care needs. They may also have a specific medical disability that requires regular specific nursing or medical /paramedical intervention in order to benefit from school. A Health Care plan is drafted by the school. Where appropriate, the school arranges meetings with the school nurse for their input and shares the draft plans with parents for their comments before they are finalised.

Other provision may include increased opportunities to use ICT to record work, or use of a scribe for some sessions eg in tests. Time to carry out interventions is

allocated for children who have been referred to specialist services such as Occupational Therapy or physiotherapy so that their individual needs can be met. ICT support from an external specialist is available to ensure that children have ICT equipment and software that is suitable for their needs eg Clicker apps.

Sometimes, where additional funding has been provided by the Local Authority, an LSA is employed to support the child in the management of their difficulties and their time will be scheduled around the child's needs and a personalised provision timetable put in place.

Communication and Interaction Needs

Pupils may experience a variety of difficulties to do with their speech, language and communication development.

These can include difficulties with attention and listening, receptive language (the ability to understand spoken language), expressive language (the ability to use language to communicate with others), speech sound development (the ability to produce the sounds necessary for clear, intelligible speech) and social communication (the ability to use language appropriately and successfully in social situations)

Provision at Terling may include implementing programmes designed by Speech and Language therapists with specific activities, pre-teaching new topic vocabulary or having tasks broken down into pictorial format such as mind maps. Some pupils may attend groups or individual sessions to develop their language and social skills eg groups following schemes such as Socially Speaking, Talkabout or Time to Talk. Some staff have been trained to deliver the Talk Boost programme, an intervention to support children's language development, which takes place for some children in KS1 and KS2.

2. Are SEND professionals from outside the school (external agencies) involved? Are there any other support services that are readily available to Terling?

The Specialist Teacher team, which has expertise in all areas of SEND can give advice to the school as to how best to support certain children. They may give training to staff about particular interventions, work with individual children, advise regarding appropriate strategies and attend meetings.

Other external agencies include Educational Psychologists, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison workers, Health Visitors, School Nurses, and specialist nurses eg for epilepsy.

With parental consent, the SENCo makes the referral to external agencies and liaises with them as appropriate.

SENCo Network

The SENCo Cluster group meets twice a term and provides support, training and professional development for the SENCOs of local schools.

3. How does Terling identify, assess, make provision and assess the effectiveness of support for children with SEND?

Identification and assessment of children who may have SEND

Not all children progress at the same rate and not all children presenting with difficulties have SEND. Therefore, the identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are behind their expected level or making inadequate progress given their age and starting point, they are given extra support in school. The pupil's response to such support may help to identify their particular needs. Terling takes the view that all children are individuals and learn in different ways. The graduated approach is used to target children's needs.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or better the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils make less than adequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, will use assessment to identify the barriers to learning. Some pupils will require careful tracking and clearly identified short term strategies to help them overcome these barriers. Pupils who require support that is additional to or different from their peers will be placed on the school SEND register under the category of 'SEN support'

Identification and Assessment includes:

- a) The use of high quality formative assessment, for example observation and book scrutiny
- b) Summative assessment materials, for example the phonics check, reading and spelling assessment.
- c) Specialised assessments by internal staff or from external agencies and professionals

School leaders and teaching staff, including the SENCo, will seek to identify any patterns in the identification of SEND both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Data can be analysed using the tool 'Target Tracker' for comparison.

Provision for Children on 'SEN Support'

1. **High quality teaching**, differentiated for individual pupils, is the first step in responding to pupils who have SEND

2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist input (including from external agencies) in successive cycles in order to match interventions to the needs of the child. This approach can be described as:

Assess – using the methods above.

Plan – the targets with the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. A date for review is set with parents and staff. The support and intervention provided is evidence based and provided by staff with the right knowledge and training. A One Page profile and One Plan Provision Map will be drafted to reflect this.

Do – The class teacher remains responsible for the child on a daily basis. Where the interventions involve group or individual teaching outside the main class, they still retain responsibility for the pupil's learning, planning and monitoring any teaching. The SENCO supports the class teacher in any further assessment of the child's particular needs and monitoring the effectiveness of the provision.

Review -The effectiveness of the support and the impact on the child's progress is reviewed by the agreed date. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly when a new One Plan Provision Map for the child will be drawn-up if the child is on the SEND register.

3. Involving Specialists

With parental consent, external agencies as outlined above may be consulted where a child has made less than expected progress despite the interventions which have been put in place.

Identification of children who may be eligible for an assessment of their Special Educational Needs and possibly an Education, Health and Care plan

The school will discuss with parents a request that the Local Authority (LA) agree to carry out an assessment of the child's Special Educational Needs through the One Planning process if:

- a) Adequate progress has not been made despite the provision of an individual programme and focussed SEN Support set out above,
- b) The child's needs fall into the High Needs Category under the Provision Guidance issued by the local authority and all strategies suggested by the Provision Guidance have been tried, so far as is appropriate and practical.
- c) And the child's needs cannot be met under the current resources available to the school. The current budget allocation is £ 6,000 per annum for each child with Special Educational Needs. If additional funds are needed, an application for an EHCP assessment may be considered.

The SEND Code of Practice (2015) is followed and the correct procedures are followed. Evidence is gathered from all available sources eg observations, notes from review meetings, assessments and input from external agencies. The application may be made by the school or by the parents themselves.

Provision for Children with EHC plans

Any additional resources provided through an EHC plan will be allocated in accordance with the outcomes and strategies agreed at the outcomes meeting prior to the issue of the draft EHCP. Provided the local authority then agrees to issue an ECHP, a draft is issued for consultation with parents and the school before the ECHP is finalised.

In addition to the termly reviews, an Annual Review will take place with staff, parents, specialist teacher and any other representatives from external agencies eg speech and language therapist.

The child will have their views sought and will be invited to attend at least part of the meeting if they have sufficient understanding.

The child's targets and the agreed strategies to help achieve them are then broken down into smaller termly steps which are agreed with parents and the child if possible. These are incorporated into the One Plan.

4. What expertise and training do staff have in relation to children with SEND?

Teachers and LSAs

Our team of teachers and Learning Support Assistants have a variety of skills and experience. They update their skills and training by taking part in:

- In school training in relation to issues around SEND including training from external providers such as the Assistant Educational Psychologist or Specialist teacher.
- External training such as the Autism support practitioners group run by the Specialist teacher team.
- LSA meetings in school led by the Head Teacher or Deputy Head.
- Meetings with the SENCo where needed regarding specific children with SEND.
- Performance management meetings to monitor their performance in school.
- Observations by senior management.
- External training by attending courses identified through needs analysis, performance management procedures or specific SEND areas of need.
- External training provided by the Specialist Teacher team or Educational Psychologist eg precision teaching, the Zones of regulation

Learning Mentor

The school employs a Learning Mentor, Mrs Angela Norrington, who works two days a week using the Pupil Premium funding in the mornings. She supports pupils on Pupil Premium in the classroom to help accelerate their progress and to achieve their targets. In the afternoons, she runs friendship groups and supports other children one to one who may need additional help.

SENCo

Our SENCo, Mrs Sophie Tredgett, holds the following qualifications:

- A 2:1 degree in law(LLB)
- Primary PGCE post graduate diploma and qualified teacher status.
- The National award for SENCos.
- On going training via SENco updates, SENCo conference and other relevant training courses.
- Attendance at local SENCo cluster meetings when possible which involves training and networking opportunities.

5. What equipment and facilities does Terling have for pupils with SEND?

Specialist resources are used across the school to support the learning and needs of children with SEND. These include, for example, equipment recommended (and which may be provided by) the Occupational Therapist, schemes of work and interventions, such as Talk Boost or Clicker apps and staff trained to implement them.

The resources are purchased from the school's SEND funding or the Pupil Premium fund. Parents of children with an EHCP may in certain circumstances request a personal budget for some specific needs.

6. What provision does Terling make for disabled pupils?

A "disabled person" means a person who is defined as a disabled person for the purposes of the Equality Act 2010. This is a person who has:

"a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities."

A disabled pupil is defined as a disabled person who may be admitted to a school as a pupil. The arrangements for the admission of disabled persons as pupils at the school are provided for in the Admissions Policy 2018/19 as published on the schools website which states that the school will admit all children in the September following their fourth birthday, without reference to aptitude or ability.

The steps by the school to prevent disabled pupils from being treated less favourably than other pupils are set out in the Equalities Policy published on the school's website.

The facilities provided to assist access to the school by disabled pupils are set out in the Accessibility Plan dated 2016-2019 prepared in accordance with paragraph 3 of Schedule 10 to the Equality Act 2010. For example, there is a ramp leading up to the entrance to the school and a disabled toilet.

7. How does Terling consult with parents of pupils with SEND?

The school has an open door policy and encourages the involvement of parents. In some circumstances it may be appropriate for meetings with their child's teacher or other relevant staff to take place in a private setting, especially when confidential matters are being discussed. Appointments can be made at the school office or direct with the staff member concerned.

Parents of children with SEND attend termly meetings with their child's teacher to discuss the One Plan and to update the One Page profile annually.

The SENCo will contact parents as and when necessary to discuss any matters requiring attention in relation to their child's needs. She is also available for appointments which can be made via the school office.

Parents need to attend Annual Review meetings if their child has an EHCP and, in addition, to contribute to such meetings in writing. Parents are invited to contribute to transition planning for their child. For example, when their child is about to start school, transfers to or from another school or transfers from Year 6 to 7. The SENCo from the identified new secondary school will usually be invited to the Year 6 transitional review.

8. What are the arrangements for consulting children with SEND and involving them in their education?

Where possible, children on the SEND register are encouraged to be involved in setting their own targets and asked for their views in keeping with the new One Planning person centred ethos.

This includes drafting of their One Page Profiles, One Plan Provision maps and their views in preparation for for the Annual reviews. If children find it difficult to express their views verbally, they can use other methods to communicate these, for example, through sorting pictures into likes/ dislikes and photos of them engaged in their preferred activities.

Children usually attend all or part of their Annual reviews and may express their views in a variety of formats or share some of their work. The decision as to whether they are to attend their meeting is made jointly with their parents on a case by case basis.

Children with SEND take part in all the same activities as the other children where possible and have the same opportunities as others to hold roles of responsibility in school. They also take part in the Moving On Up whole school system of behaviour management.

9. How are complaints dealt with?

Any complaints are dealt with in accordance with the school's Complaints procedure which is located on the school's website.

10. How can parents get the contact details of support services?

The Essex Local Offer website is at www.essexlocaloffer.org.uk/

This gives details of services available to parents and families in the Essex area, including those of children with SEND. Some charities, which may also be helpful, including the following.

SNAP (Special Needs and Parents) www.snapcharity.org

Families in Focus www.familiesinfocussessex.org.uk/

and Autism Anglia www.autism-anglia.org.uk/

11. What are the school's arrangements for supporting pupils transferring between educational settings?

Transition to Reception Class when children start school

Children may have attended a pre-school or nursery before starting school. The class teacher visits all new children at their setting and/or at home in anticipation of planning for them when they start school. Those children already identified as having SEND they may also be visited in their pre-school setting by the SENCo who may also attend any meetings relating to that child eg Team Around the Child meetings. Information is shared with the SENCo /class teacher relating to the child's needs, subject to parental consent.

Children may need several visits to the Reception Class before they start school to familiarise themselves with the setting and staff. It is sometimes useful to prepare a transition book with photos to help the child's parents to prepare them for their next step.

Transition from Class to Class

Before children move up to the next class or year group the following Autumn, their teacher will have a handover meeting with the new teacher where relevant to pass on information about each child. This enables the new teacher to be prepared to meet the needs of their new class. Some children, especially those who may have SEND such as ASD may also need a transition book and social stories, for example, to help them adjust to the transition.

Where children are on the SEND Register, the SENCo will also meet with the child's new teacher to pass on relevant information and make sure their plan will continue to be implemented. It may be necessary for some staff to be trained to deliver interventions if they have not previously had training in these. All documents and paperwork, such as the One Page Profile are passed on to the new teacher.

Transition to Secondary School

Once parents of children with SEND have visited and identified the secondary school they wish their child to attend, plans are made to support their child's transition to the new setting. Children with EHC plans will have their new school named on their plan as part of the consultation and review process. Other children with SEND will be allocated a secondary school place according to the usual admissions procedure.

The SENCo will either meet with or speak on the phone to the SENCo of the new school to pass on information regarding the child's needs. All paperwork will be passed on to the new school. Where a child has a Statement or EHCP, their annual review will include transition targets. The SENCo of the new school usually attends this.

Transition groups for children (including those with SEND) who are anxious about starting secondary school or may have issues which are likely to make their transition more difficult may take place in the Summer term to prepare the children to go to their new setting. There may also be additional visits to the new schools over and above the usual visits which take place for all pupils going to secondary school.

Children will be asked to contribute to their new One Page Profile which will go with them to secondary school and help their new teachers to get to know and understand them so their needs can be supported.

This SEN information report will be reviewed annually or as required.

Dated September 2018