



SPECIAL EDUCATIONAL NEEDS Information Report

St Andrew's C of E Primary School, Great Yeldham

September 2022

Our Vision for St Andrew's Primary School

To create a happy, caring, secure atmosphere where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, within an environment that makes them feel inspired, challenged and excited. Our Christian values of determination, hope, kindness and respect underpin all that we do, enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners- able to take risks, make mistakes and develop resilience. Our children leave us well-rounded individuals ready to take on the world.

'Be strong and courageous.

Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'

Joshua 1.9

Local authorities are required to set out and publish a 'local offer'. Essex's can be found at www.essexlocaloffer.co.uk

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. 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.

Our Ethos:

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.

What kind of Special Educational Needs [SEN] are provided for at St Andrew's?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
 - Cognition and learning
 - Communication and interaction
 - Social, emotional and mental health difficulties
 - Sensory and / or physical needs

	Cognition and Learning	Communication and interaction	Social, Emotional and Mental health	Sensory and/or physical
WAVE 1 Quality First Teaching and Differentiation	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. • Focused and modelled group work with teacher/ LSA e.g. guided reading/writing/ maths 	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language. • Increased visual aids/modelling etc. • Visual timetables • Use of symbols/pictures 	<ul style="list-style-type: none"> • Whole school Behaviour & Learning Policy School Values • Class reward and sanction systems • Pupil voice interviews • Family Liaison Officer • Zones of regulation 	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff informed and aware of impairment. • Medical support • Access to equipment, e.g. sloping boards, pencil grips, etc. • Modified worksheets

	<ul style="list-style-type: none"> • In class support from a LSA/ teacher • 1:1 reading • Visual timetables • Use of writing frames • Reading volunteers 	<ul style="list-style-type: none"> • Structured school and class routines • Word Aware approach 		
WAVE 2 – Catch Up level	<ul style="list-style-type: none"> • Booster Literacy Groups • In class support from LSA • Precision teaching • Additional phonics intervention 	<ul style="list-style-type: none"> • In class support from LSA with some focus on supporting speech and language. • Speech and language intervention • Modelled language activities 	<ul style="list-style-type: none"> • Small group support groups • Adult support for unstructured activities • Breakfast Club before school • After school clubs 	<ul style="list-style-type: none"> • Additional handwriting practice • Access to equipment, e.g. sloping boards, pencil grips, etc. • Access to iPads
WAVE 3	<ul style="list-style-type: none"> • Additional phonics support • Additional 1:1 reading support • Toe-by-Toe reading intervention • Additional Literacy and Maths 1:1 and small group support/tuition • Booster Groups (Year 6) • Small group and 1:1 Tuition • Support from the Inclusion Partner • Termly One plan meetings and reviews. • Plus 1/Power of 2 • Memory activities 	<ul style="list-style-type: none"> • S&L therapy sessions (tailored programme) • Support from the Inclusion Partner • Termly One Plan meetings and reviews. • Talk Boost • Social Stories • Pre teaching vocabulary 	<ul style="list-style-type: none"> • Individual rewards charts • Consistent Management Plans • Buddy system • Support from Emotional Wellbeing and Mental Health Services. • Support from Social Care • Support from Early Help Team • Support from LA Social Services • Support from the Inclusion Partner. • Lego Club 	<ul style="list-style-type: none"> • Motor skills programme for small group or individuals. • Support from the Physiotherapist • Support from Occupational Therapy Services • Support from the Inclusion Partner. • Termly One plan meetings and reviews.

			<ul style="list-style-type: none"> • Termly One plan meetings and reviews. • Emotional support • Bereavement support 	
Education, Health and Care Plan	<ul style="list-style-type: none"> • Access to external SEND resources and advisory teachers • Support from Educational Psychologist • 1:1 LSA support • Annual Person-Centred Review meetings (PCR) 	<ul style="list-style-type: none"> • S&L support, e.g. speech therapist and/or LSA • S&L therapy programme • Autism Outreach Team • Annual Person-Centred Review meetings (PCR) • EHCP Assessment and reviews 	<ul style="list-style-type: none"> • Support from Educational Psychologist • Annual Person-Centred Review meetings (PCR) 	<ul style="list-style-type: none"> • Individual support in class and PE • Physiotherapy programme • Tailored Occupational Therapy programme. • Access to ICT programmes • Annual Person-Centred Review meetings (PCR)

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

- Baseline tests – reading ages / spelling ages.
- Teacher and LSA observations and assessments, discussions with SENCo.
- SENCo Information Form to gather class teacher’s views and to evaluate provision already in place
- Parent/Carer information, observations and discussions about their concerns.
- Tracking progress through intervention groups.
- Data tracking through Pupil Asset.
- Phonics screening.
- Speech and language screen.
- Early Years baseline.
- Phonological awareness assessment.
- Literacy assessments.
- Maths assessments.

- Provision Guidance banding descriptors.
- Pre-school assessments and liaisons between settings.
- Therapists e.g. speech and language.
- If children come into school with a statement already in place.
- Transition between schools.
- Personal and Social development levels.
- Boxall Profile – social and emotional development.

Who is responsible for the Special Educational Needs provision in our school?

- The SENCo is Mrs Emma Flin. In the first instance, she can be contacted through the school office at office.greatyeldham@dcvst.org
- The governor responsible for SEN is Mrs Cathy Shergold.
- Pastoral support – class teachers, SENCo and staff trained in Emotional First Aid.

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

- Formal:
 - Parent consultation meetings.
 - Termly One Plan/ My Outcome review meetings with class teacher and/or SENCo.
 - Parent views.
 - Termly reports on progress using Pupil Asset.
 - Annual reviews for pupils with a Statement/ Education Health Care Plan.
- Informal:
 - Discussions with class teachers/ LSAs/SENCo based on the school's open-door policy.
 - Communication books/Reading records.
 - Emails and telephone calls.
 - Invite parents in to meet with the specialist teachers, speech and language therapist and Educational Psychologists.
 - Open afternoons and curriculum information evenings.

What arrangements are there for consulting children and young people with Special Educational Needs and involving them in their education?

- One page profile.
- My views document.
- Conversations with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- Pupils attend termly parent consultations and the termly One Planning/My Outcome review meetings when this is appropriate.
- Pupil questionnaires

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Progress review meetings held every term with parents and pupils.
- Range of assessments in school and by outside agencies
- Pupil views collected through the One Page Profile, One Planning/My outcomes meetings, questionnaires, discussions with SENCo, LSA and class teacher.
- Parent views collected through One Page Profile, One Planning/My Outcomes meetings, discussions with teachers and SENCo.
- Pupil progress meetings and tracking meetings held by Senior Leadership Team.
- Assessments made at the beginning and end of interventions to show progress made
- Observations made by staff, parents and outside agencies.
- Person Centred Approach – through One Planning process.

What arrangements are there for supporting children and young people in moving between phases of education?

- **Pre-school to Foundation**
 - Home visits by Foundation Stage Teacher and LSA in the Autumn Term of starting school
 - Nursery visits by Class teacher and SENCo.
 - Team Around the Family [TAF] meetings – relevant professionals attend.
 - Welcome meetings and booklet.
 - School tours – e.g. Nursery children have their lunch in school hall, attend assemblies
 - Transition visits.

- Transition programme.
- Photo books of new environment and staff.
- Liaison with pre-school SENCo.
- Buddy system – Year 6 pupils support Foundation Stage pupils when they start school.
- **Foundation to Key Stage 1**
 - Transition visits and move round days.
 - Joint moderation and hand over meetings between staff.
 - Liaison with SENCo.
 - Transition programme/books.
- **Key Stage 1 – Key Stage 2**
 - Transition visits.
 - Joint moderation and hand over meetings between staff.
 - Liaison with SENCO.
 - Transition programme/books.
- **Key Stage 2 – Key Stage 3**

As above, plus:

 - Taster days.
 - Extra visits to secondary schools.
 - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child, including Open Evenings.
 - Support for parents when visiting secondary schools – SENCo can attend with parents to meet SENCo at secondary schools.
 - Secondary staff to visit children in primary school.
 - Year 5 and 6 annual reviews with secondary SENCo invited.
- **Moving between schools**
 - Liaison between the SENCos.
 - Paperwork to be forwarded as soon as possible.
 - If children are from out of county, EHC plan to be re-written into the Essex Format.
 - Meeting with the parent and child.
 - Visit to school.

What is the approach to teaching children and young people with Special Educational Needs?

- ‘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; January 2015: 6.36]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Graduated approach linked to assess, plan, do, review. Assess – gather information through assessments, observations, pupil progress, attainment, views of parents and pupils. Plan – use the assessments to plan changes to the curriculum or specific programmes and interventions to support the pupil’s making progress Do – implement the actions, programmes and interventions agreed at the planning stage. Review – review the progress made and the impact of the interventions.
- High Quality Teaching / SEN Support / Education, Health and Care Plan- provision is put in the classroom to support pupils to meet their outcomes.
- Provision which is ‘additional to and different from’ the curriculum e.g. intervention programmes, speech and language therapy, specialist equipment and resources.
- Relevant research based intervention programmes linked with “Essex Provision Guidance”.
- 1:1 support if school decides this is appropriate, in consultation with parents.
- Implement recommended strategies and programmes by outside agencies e.g. Specialist Teachers, Occupational Therapist, Speech and Language Therapists.

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

- Reasonable changes and adaptations to the physical environment
 - Ramps to make the site accessible
 - Toilets adapted for disabled users
 - Double doors in some parts of the building
 - High marking – making the edge of steps more visible
- Visual timetables.
- All advice taken from specialist teachers, EP, Occupational Therapists, Speech and Language Therapist
- Specialist resources e.g. writing slopes, OT cushions.
- Playtime provision e.g. lunchtime clubs, additional LSA support at playtime.

- Parents' recommendations.
- Sensory Room – to provide a calm and relaxing, multi-sensory environment to support pupils with SEND.
- Nurture Room- to provide sensory experiences, a safe space to move and learn. A space to engage with Emotional First Aid support.
- Please see the following documents:
 - Disability Policy
 - Accessibility plan
 - Equality policy

What expertise and training do staff supporting children and young people with Special Educational Needs have including how specialist expertise is secured?

- All staff have received training relating to SEND.
- SENCo attends regular update meetings, SENCo cluster meetings and specific training.
- Outside agencies such as Specialist Teachers, Speech and Language Therapists can offer training for staff as appropriate.
- SENCo makes referrals to the relevant outside agencies with parental consent. The SENCo then supports staff to implement the advice and recommendations given by the outside agency which can include the following:
 - Educational psychologist advice
 - Speech and language therapist advice
 - Occupational therapist advice
 - Physiotherapist advice
 - Advice from Emotional, Well-being and Mental Health Service (EWMHS)
 - Family Liaison Officer
 - School nurse
 - All staff will receive specialist training when required and available.
 - Attend various training programmes organised by the local authority
 - Emotional First Aiders – trained to support pupils with social and emotional needs. They attend regular EFA meetings and training.

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

- Analyse School Performance system

- Pupil Asset (PA)
- P scales
- Early Years Foundation Stage outcomes
- National Curriculum levels / end of key stage/year statements
- Intervention reviews – monitoring of progress after the intervention
- Annual Reviews / Person Centred Reviews – My Outcomes/ The One Planning
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- Annual school reports
- Exit data and information from interventions
- Attendance data
- Regular monitoring of delivery and impact of interventions by SLT
- If appropriate progress has been made, children may be removed from the SEN register

How are children and young people with Special Educational Needs enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs?

- General inclusion in activities / curriculum
- After school clubs
- Social skills groups
- School residential and educational visits
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum/timetable
- Life skills
- School council and class council
- Year 5/6 Sports Leaders
- House Captains

What support is there for improving emotional and social development?

- Emotional First Aiders (trained LSAs)
- Sensory Room – multi-sensory, calm environment to support social and emotional development.
- Play therapy
- Class behaviour systems
- Feelings books
- Home/school communication books
- Anger management programmes e.g. Zones of Regulation.
- Developing self-confidence and self-esteem programmes e.g. PACS
- Developing social skills programmes e.g. Working together with Lego
- School council
- Worry boxes
- Personal, Social, Health Education [PSHE]
- Life Skills- RSE & PHSE
- E-safety
- Bullying policy
- Resilience training
- Smart Thinking
- Whole School ethos of Growth Mind-set
- Access to Family Liaison Officer
- Access to local church ministers
- British Heart Foundation – Bereavement

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Invitations to Team Around the Child / Team Around the Family meetings
- Open door policy

- Referrals as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - Emotional, Well-being and Mental Health Service [EWMHS]
 - Speech And Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Inclusion Partner
 - Family Liaison Officer
- Family Support to include signposting to:
 - Family in Focus
 - Family Solutions
 - Kids Inspire
 - Children's Society
 - SEND Information, Advice and Support Service (for parents/carers and pupils)
 - Essex Dyslexia Support
 - ADHD Chelmsford Group
 - 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

What are the contact details of support services for parents of pupils with SEN?

Further information can be found through the following websites:

- SEND Code of Practice (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Essex Parent Partnership Information, Advice and Support Service: <http://www.essex.gov.uk/Education-Schools/Schools/Special-EducationNeeds/Pages/Parent-Partnership-Service.aspx> Tel: (01245) 436036
- Families in Focus: 01245 353575
- Family Solutions (contacted through the Children and Families hub): 0345 603 7627
- APEX parent support group c
- Play and Resource Centre [PARC]: 01376 528999 email: info@parc-essex.co.uk
- ARK (therapy centre for children with autism): 01245 467355 email: admin@thearkcentre.org
- Parent Partnership
- Adoption Support 01245 436311
- Essex Dyslexia Support
- ADHD Chelmsford Group: email (preferred): steve@adhdplus.support 0786 612 9728

Summary

- All of the information here applies to children with special educational needs, including those who are looked after by the local authority.
- This information should be read alongside the information provided by the local authority which can be found at www.essexlocaloffer.org.uk