

Latchingdon C of E Primary School

SEND Information Report

2018-2019

<p>School Ethos for SEND</p>	<p>We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community.</p> <p>We create a happy, caring community where we all feel valued and secure.</p> <p>We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.</p> <p>We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.</p> <p>We adhere to the SEN Code of Practice.</p> <p>At our school, we aim to promote positive learning for our children with SEND through:</p> <ul style="list-style-type: none">• Ensuring they feel a valued part of the school• Providing a safe and supportive environment• Having access to a range of teaching and learning strategies to suit their needs• Promoting independence and resilience as a learner, without over reliance on adult support• Identifying and addressing needs to ensure early intervention• Communicating their needs appropriately throughout the school• Encouraging parents/guardians/carers to maintain close links with the school to help support their child throughout their learning development – for example, through attending Parent Teacher Consultation appointments and One Plan Meetings and follow up on recommendations made with input at home.
<p>1. The arrangements for consulting with parents of pupils with SEND.</p>	<p>We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We encourage parents to maintain close communication links with school staff.</p> <p>For all pupils, discussion about progress will take place via Parent/Teacher consultations in the Autumn and Spring terms, with a written report in the summer – which may be discussed face to face with the teacher if appropriate.</p>

	<p>For children with SEND, Person Centred One Plan meetings take place with the class teacher and/or SENCO as required to discuss specific targets, provision and progress. Other professionals may attend these meetings.</p> <p>Assessment data on pupil progress is shared at these parent meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil.</p> <p>Parents may have the opportunity to meet face to face with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Specialists etc. who are involved with their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists and Physiotherapist etc.</p> <p>The Head Teacher/SENCO are able to signpost parents to various support services as appropriate, including Social Care and Emotional Well-Being and Mental Health Services.</p> <p>The Governing Body has a representation of Parent Governors. The Governing Body as a whole regularly communicates with, and seeks the views of parents and pupils. The SENCO or Head Teacher reports to the Governing Body three times a year.</p> <p>There is a specific SEN Governor whose role is to meet at least termly to support and challenge the SENCO about the provision for SEN pupils.</p> <p>Parental views are sought via questionnaires and face to face at review meetings.</p> <p>Relevant policies, including the SEN Policy, are available from the school website or on request via the school office.</p> <p>The school accessibility plan and budget are reviewed regularly to ensure the school building is fully accessible and well maintained.</p>
<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Pupils are involved in their progress reviews at One Plan Meetings and are encouraged to contribute their views.</p> <p>Pupils are aware of their individual targets and have ownership of them.</p> <p>We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable using themes to provide a context for learning.</p> <p>Pupils can pass on their views about the school via their class councillors who raise them at School Council Meetings or via Pupil Questionnaires. .</p>

<p>3. Contact details of the SENCO</p>	<p>School Councillors are elected by their peers. All children are eligible to stand for election. Children with SEND may receive additional adult support in the election process.</p> <p>SENCO - Mrs Dianna Bishop</p> <p>She is contactable in person by phone:</p> <p>01621 – 740328</p> <p>Appointments can be made via the School Office.</p> <p>The SENCO regularly meets with senior staff, teachers, Learning Support Assistant's, families, pupils, governors and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. With the Headteacher and Office Manager she manages the SEN budget. With the Headteacher and Governors she determines the strategic development of the SEN Policy and provision.</p>
<p>4. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The school encourages parents to voice any concerns that should arise. We aim to resolve issues swiftly and in person, with the aim of reaching a mutual agreement and understanding.</p> <p>A parent's first port of call is to arrange for a meeting with the class teacher.</p> <p>If necessary, they would then go to the SENCO, after which, the matter progresses to the Headteacher.</p> <p>In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy can be obtained from the School Office on request.</p>
<p>5. Information on where the Local Authority's Local Offer is published.</p>	<p>The Local Authority's Offer can be found on the website www.essexlocaloffer.org.uk</p>

<p>6. Information about the school's policies for identification, assessment and provision for pupils with SEN, whether or not pupils have</p>	<p>The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation.</p> <p>It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.</p>
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<p>EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available, activities, and emotional support, which is additional to those available for all pupils.</p>	<p>We use on-going assessment to identify children’s needs and aim to address these through adjustment of “quality first teaching” (including learning styles, multi-sensory approaches and work differentiation), intervention strategies, individual and group support.</p> <p>The method of identification and provision follows the recommended graduated response:</p> <ul style="list-style-type: none"> • Wave 1: (for all children) Quality First Teaching, taking into account of individual learning styles and personal preferences • Wave 2: Wave 1 plus additional time-limited intervention support programmes designed to accelerate learning and enable the pupil to catch-up to expected levels (Additional Intervention pupils) • Wave 3: Wave 1 plus increasing individualised programmes of intervention sometimes with recommendations from outside agencies (SEND Support Children) • Schools or parents may apply for statutory assessment which may lead to an Education Health and Care Plan. <p>Teachers use the recommendations in the Essex Provision Guidance Toolkit to support children with specific areas of need.</p> <p>The School will receive Pupil Premium Grant some of which will be delegated to interventions and resources to support the progress of the most vulnerable children. This is outlined on the school website.</p> <p>The SEN budget is used to partly fund the deployment of Learning Support Assistants, equipment and resources, and training and Continuing Professional Development of all staff.</p>
<p>7. Information on the kinds of SEN provision made in the school.</p>	<p>We currently have access to local authority Specialist Teachers who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments.</p> <p>We have some access to an Educational Psychologist who may make observations and meet with parents.</p> <p>Currently, Specialist Teachers work with children who have a Statement of Educational need during their first term at Secondary School.</p> <p>We have a comprehensive Equality and Accessibility Plan which can be found on the school website.</p> <p>School staff regularly attend relevant and appropriate Continuing Professional Development.</p>

<p>8. Information about the expertise and training of staff in relation to children and young adults with special educational needs and about how specialist expertise can be secured.</p>	<p>The SENCO is studying towards a SENCO qualification and regularly attends training and meets with other SENCOs from the local area. She also keeps up to date with current documentation and initiatives.</p> <p>Learning Support Assistants are currently employed on a needs basis to support individuals or classes as well as delivering time limited interventions.</p> <p>Staff are encouraged to attend Continuing Professional Development courses and have regular in house training.</p>
<p>9. Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to the curriculum, additional support and wider support.</p>	<p>All staff are trained to deliver Quality First Teaching to meet the needs of all pupils in their class. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are significantly different from their peers, or if the pupil has a disability which impacts on their education, a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process.</p> <p>The school follows the LA guidance for identifying pupils with SEND.</p> <p>Alongside this the school follows a graduated response (as previously mentioned in section 6) which may trigger additional support.</p> <p>Wider support may be required for emotional needs. At this point, we would consult with parents first before referring to extended services.</p> <p>Pupil data is analysed to inform the SENCO and parents about pupil progress. This information is shared and recorded at regular progress reviews. This data is also used to inform staff about the effectiveness of interventions and next step targets.</p>
<p>10. Information about how equipment and facilities to support children with special</p>	<p>The school is wheelchair accessible and if further adaptations were needed to meet the needs of a pupil, we would apply for funding.</p>

<p>educational needs will be secured.</p>	
<p>11. How the Governing Body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose.</p> <p>The SENCO signposts, recommends and refers to services to meet identified needs. This includes children with and without an Education and Health Care Plan (or Statement of Special Educational Needs).</p> <p>The SEN Governor visits and reports back to the Governing Body.</p> <p>The Head Teacher reports to the Governing Body.</p> <p>The school works closely with the following agencies:</p> <p>Speech and Language Therapists</p> <p>Specialist Teachers</p> <p>Educational Psychologists</p> <p>Social Care</p> <p>Community Paediatrician</p> <p>Emotional Well-Being and Mental Health Service</p> <p>Family Solutions</p> <p>(This list is not exhaustive and may change according to the needs in the school).</p>
<p>12. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>FACE – Families Acting for Essex – info@face-essex.org – 01245 608231</p> <p>Local GP surgery</p> <p>Local Library</p> <p>Children’s Centre – Maldon, Maldon Library & Dengie, Ormiston Rivers Academy, Burnham on Crouch</p> <p>School Nurse – contact via the school</p> <p>Families in Focus (Essex)- www.familiesinfocusessex.org.uk – 01245 353575</p>

	<p>Parent Partnership – Parentpartnership@essex.gov.uk -01245 436036</p> <p>www.nasen.org.uk – the leading organisation in the UK for special needs information</p> <p>www.Cafamily.org.uk - Contact a Family, for families with a disabled child</p> <p>SNAP – www.snapcharity.org - 01277 21130</p>
<p>13. School arrangements for supporting pupils transferring between stages of education.</p>	<p>Mrs Bishop (SENCO) and Mrs Kemp (Foundation Stage Teacher/Deputy Head) liaise with the pre-school to discuss all pupil needs. All children will have visits to the reception, including stay and play sessions. Where necessary pupils with SEND will have additional visits and observations.</p> <p>The SENCo and key staff from Secondary Schools visit the school to discuss pupil needs. They are also invited to attend Year 5 and/or Year 6 Annual Reviews. Some Secondary Schools arrange additional transition visits for pupils with SEND.</p> <p>Copies of essential paperwork are transferred to the Secondary School in the Summer Term, prior to the child leaving.</p> <p>Information regarding the Special Educational Needs of Looked After Children is reported to the placing Local Authority regularly at the child’s Personal Education Plan meeting.</p>