

Special Educational Needs and Disability (SEND) Information Report 2016/17

At The Alderton Infant School we value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We work hard to create a happy, caring environment where each individual feels valued and secure.

- The Special Education Needs and Disability (SEND) Governor: Mrs Susan Worthington
- Special Educational Needs Co-ordinator (SENCO): Mrs Jane Carter jane.carter@alderton.essex.sch.uk 0208 508 7168

The school has a SEND Policy that defines our aims and objectives and this is available in school to any parents or carers who are interested. The SEND policy and provision are reviewed at least annually by staff and governors because priorities for development change according to the needs of the community. These priorities are outlined within the School Development Plan.

Person-Centred Approach

The school values the views of all and has adopted a person-centred approach to planning for SEND provision. Parents are invited to attend and contribute to review meetings at least three times a year. Pupils can attend meetings if it is agreed to be their best interest, and their views will be included whether or not they attend a meeting. Professionals from outside agencies are invited to 'One Planning' meetings and their views and recommendations are recorded. Further information about SEND can be found in our SEND Policy.

Our teachers and SENCO are open to meeting with parents and carers to hear concerns and discuss provision when needed. We run an informal 'parent forum' group for families with SEND to gain your views and encourage support in the community. Our Complaints Procedure is published on the school website.

Identification and Provision

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (The SEND Code of Practice 2015, p.15).

At The Alderton Infant School we agree that a pupil has SEND if they require provision which *is additional to and different from* the provision offered to all children.

In order to identify a child's special educational needs broad categories are used:

- Communication and Interaction needs (C&I)
- Cognition and Learning needs (C&L)
- Social, Emotional and Mental Health needs (SEMH)
- Sensory and /or Physical needs (S&/P)

Number of children with identified SEND as of October 2016:

Because most SEN are not identified until a child begins school, our number of pupils with *identified* SEND is currently lower than the national average. However, we currently have a higher than average number of pupils with high level SEND.

Main Area of Need	No. of pupils	EYFS			Year 2 % of 245
		Year 1	Year 2	%	
	245	82	89	74	
C&I = Communication and Interaction	19	7 (2)	8 (3)	4 (1)	7.8%
C&L = Cognition and Learning	9	0	2	7 (1)	3.7%
SEMH = Social Emotional and Mental Health	5	0	3 (2)	2	2%
S&/P= Sensory &/ Physical	1	0	0	1 (1)	0.4%
TOTAL 34 (including those with an EHCP)		7	13	14	13.8% <small>14.4% NatAv Pri 2015*</small>

*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/555075/Special_educational_needs_analysis_and_data_sources.pdf

Effective early intervention strategies are built into our general provision by well-trained teaching staff. For example, we use multi-sensory daily overlearning in our Early Years Foundation Stage for all pupils and a variety of dyslexia-friendly practices throughout

the school.

The methods of provision for children with SEND follow a graduated approach. This can be seen as 3 'waves':

1) High Quality Teaching (HQT)

This is the foundation of all teaching, assessment and intervention for all pupils.

Concerns are first raised and addressed through normal classroom practice (by parent or teacher) and the Essex Provision Guidance is used to ensure a High Quality teaching approach is being used.

2) Additional School Intervention and Support (AIS)

This builds on high quality teaching where a pupil may need more input; advice may be sought from professionals to support individualised provision.

Where a child requires additional and different provision, this is planned by their Class Teacher, in consultation with the child, parents or carers and sometimes professionals from outside agencies. At this stage the child is considered to be receiving Additional School Intervention and Support (AIS). The additional support is recorded on a One Plan and reviewed termly. Their name is added to our school SEN/D register so that their provision can be tracked and supported by the SENCO and Leadership team.

3) High Needs (HN)

For pupils with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalised advice and support

In some cases a child's needs cannot be met by the above and they are considered to be High Need (HN) and a Statutory Assessment is requested. The assessment process may then result in an Educational Health and Care Plan being issued (EHCP -previously called a *Statement of SEN*). When an EHCP is issued, additional funding for their personalised SEN provision is issued. In some cases a personal budget may also be agreed.

Deployment of Staff and Resources

Teaching Assistants (TAs) will either support alongside the class teachers delivering specialised intervention programmes or offer general classroom support. The majority of support is given in the core subjects namely numeracy and literacy and in programmes to support the development of speaking and listening.

A significant focus and successful aspect of SENCO work continues to be the implementation of the SEND Code of Practice (Sept 2014), liaison with parents and carers, outside agencies and professionals to ensure the needs of our children are fully assessed, and monitoring provision as part of a comprehensive *plan do and review* cycle.



Interventions:

We use a wide range of strategies to 'intervene' and provide tailored learning support for our pupils. These can be delivered in small groups or 1:1 situations with trained staff. The school seeks to use effective, evidence-based interventions and personalised teaching.

- BLANKS Language Levels
- Colourful Semantics
- Counselling
- Jolly Phonics
- ELKLAN assessments
- Gym Trail
- Identiplay
- Learning Mentor support
- Music Therapy
- Narrative therapy
- Numicon

- Numeracy Booster Group
- Play Therapy
- Positive behaviour management
- Precision Monitoring
- Reading comprehension
- 6s & 7s
- Speaking and Listening groups
- Speech Therapy
- Smart Thinking
- Teodorescu Motor Control programme
- The Ultimate Guide to Phonological Awareness
- WellComm Groups
- Word Shark

And personalised multi-sensory learning programmes

Monitoring

SEND is monitored through school by the SENCO who updates the SEND register termly and plans interventions with the teaching staff throughout the year according to needs presented by the children.

Regular review meetings are also held with year group teachers, action bag TAs and SENCO to focus on needs, interventions and progress. The SENCO has an open door policy so Learning Support Assistants and Teachers can “drop in” and discuss any issues as they arise. The school is well regarded by visiting professionals and specialist teachers.

The SENCO has access to a wide range of data including Target Tracker and Early Years Foundation Stage (EYFS) data, twice yearly reading assessments and WellComm language screening assessments.

Attendance is monitored by the Head Teacher and office staff. Close links are maintained with the Educational Welfare Officer who supports the school in dealing with any attendance issues including any persistent lateness.

Progress of Pupils with SEN

Each term the progress of children with SEND at AIS is reviewed at a One Planning meeting with the parent, teaching assistant and class teacher. The SENCO is involved if there is not sufficient progress or if additional concerns are being raised and if a move to High Need is being considered. The SENCO may also be involved in initial identification of SEN meetings to support parents and class teachers with initial identification of need and the setting of additional provision.

The progress pupils at High Need / Statement / EHCP are making is reviewed through a termly person centred planning meeting, when outside agencies and professionals are invited to attend. Expected outcomes will be reviewed and new outcomes set if they are considered to have been achieved. Children will be invited to these meetings for some or all of the time depending on what is deemed appropriate for them.

External Personnel and Other Agencies

Close and effective links have been maintained with a wide variety of agencies to support parents and the school in addressing children’s needs. The school budget has funded a high level of educational psychologist input and a speech and language therapist again this year. There are also strong links with specialist teachers from the Statutory Assessment Service.

In the past year we have accessed the support of specialist teachers and professionals from the following teams for our children:

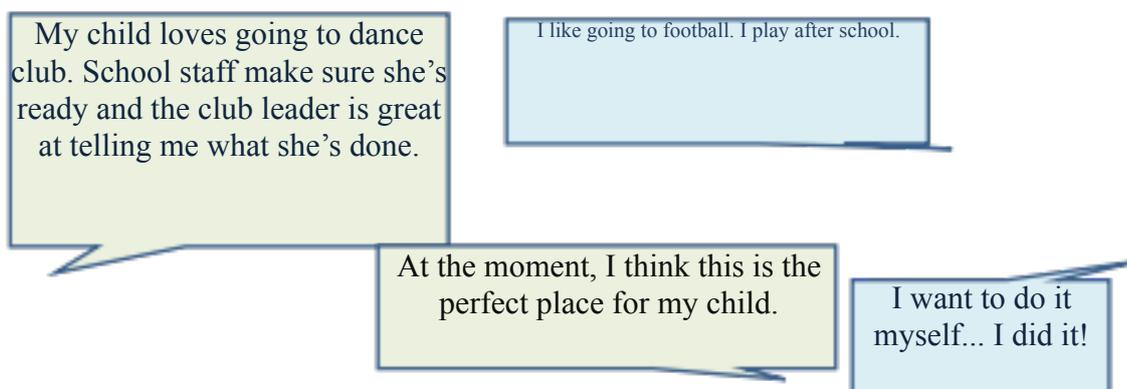
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- Autism (ASD) Team
- Choices (Wells Park)
- Educational Psychology
- Emotional Wellbeing and Mental Health Services (NHS)
- Learning Difficulties and Disabilities Team
- Oak View Special School
- Occupational Therapy Services (NHS)
- Physiotherapy Services (NHS)
- PROVIDE (School Nurse and specialist epilepsy nursing team)

- Social Emotional Difficulties Team
- Speech & Language Therapy Services (NHS)
- Speech Language and Communication Needs Team
- Social Care

The School also buys in the services of a Family Support Worker, Play Therapist, Music Therapist and a Private Speech & Language Therapist. Where there are health care needs, plans are drawn up in consultation with the School Nurse and other Health Care professionals such as the child's GP or Paediatrician.

Inclusion & Equality

All pupils with SEN and/or disability take part in all aspects of school life including clubs and out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips.



We are committed to inclusion and equal access for all regardless of SEN or disability. All pupils have access and opportunities to participate in visits/clubs and school activities with reasonable adjustments, i.e. a parent accompanying a trip where there is a specific medical need. For full details please refer to our Equality Scheme published on the school website.

Transition / Moving on

When children join the school there is a thorough induction process including home visits and liaison with pre-school providers. To ensure smooth transition to the Junior School for Year 2 children with SEND, additional transfer arrangements are implemented during the summer term, including extra visits and involvement of parents and SENCo. The transition process is equally thorough when children change classes and if a child transfers mid-year.

Budget Allocation

A budget is set annually for resources and this is supplemented to allow for SENCO admin support. From September 2014 the school increased the amount of time it employs a SENCO to 4 days weekly. This is an indicator of the increased responsibility and workload of the SENCO and the numbers of children with SEND also eligible for Pupil Premium support.

Staff Development

There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement and enhancing the quality of teaching and learning. Senior staff and the governing body are committed to providing necessary support and training. Attendance at courses and training opportunities are reported on a termly basis in the Head Teacher's report to governors. Our staff includes Teachers, Higher Level TAs, Learning Mentors and TAs with a variety of expertise and training, including:

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- Advanced Autism
- Blanks Language Levels
- Child Protection
- Down Syndrome
- Dyslexia
- ELKLAN
- Epilepsy
- Fine Motor Skills / Finger Gym
- Gym Trail
- Learning Mentor

- Makaton signing
- Narrative Therapy
- Positive Handling and Restraint
- Precision Monitoring
- Pupil Views
- Strategies for ADHD & ASD
- The use of visuals to support learning
- Visual Coding
- WellComm
- Working Memory

New training is requested termly to support the needs of individual pupils.

Consortium

The school currently take the lead for SEND in the Local Epping Forest Area Schools Group. The SENCO purchases resources on behalf of the twenty schools and with the Head Teacher organises termly SENCO meetings in order to share best practice and support training in SEND.

Useful information:

The Essex Local Offer: <http://www.essexlocaloffer.org.uk/>

Independent Support Essex (isEssex): <http://www.isessex.org/>

The SEND Code of Practice 2015:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Children & Families Act 2014 Pt 3:

<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/import/ChildrenAndFamiliesActBrief.pdf>

A Young Person's Guide to The Children & Families Act 2014: <https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>

IPSEA (Independent Parental Special Education Advice): <https://www.ipsea.org.uk/>

Autism Anglia: <https://www.autism-anglia.org.uk/>

Parents & Children Together (Autism Group): <http://pactforautism.org.uk/>

Upwards with Downs (Down Syndrome Group): <http://www.upwardswithdowns.co.uk/>

Children's Speech & Language Therapy Services: <https://www.hct.nhs.uk/media/1548/salt-poster.pdf>

Communication Trust: <https://www.thecommunicationtrust.org.uk/>

Emotional Wellbeing and Mental Health Services for children & young people (EWMHS – formally CAMHS):

<http://www.nelft.nhs.uk/services-ewmhs>

Dyslexia Action: <http://www.dyslexiaaction.org.uk/>

Dyspraxia Foundation: <http://dyspraxiafoundation.org.uk/about-dyspraxia/>

Educational Psychology Services Parent Helpline: <http://www.essexlocaloffer.org.uk/content/essex-educational-psychology-service>
Monday afternoons during term time, 1pm-5pm **01245 433 293**

Statutory Assessment Services: <http://www.essexlocaloffer.org.uk/content/statutory-assessment-special-educational-needs>

The School welcomes feedback relating to SEND provision. Please feel free to contact us with suggestions or questions.