

Special Educational Needs and Disability (SEND) Information Report 2018/19



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

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

The school has a SEND Policy (*available to view in the documents section of our website*) that defines our aims and objectives. 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 uses a person-centred approach to plan for SEND provision. Parents and carers are invited to meet staff and contribute to reviewing the provision for their child at least three times during each academic 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 contribute towards planning the provision for any child they work with.

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 is recognised as having SEN if they require provision that is *additional to or different from* the general provision for every child at our school. We 'intervene' in their education by putting the child's name onto our register of SEN/D, putting in place something additional or different from normal provision and tracking their progress more carefully. We have bought in new provision mapping software this year to ensure all procedures are secure, consistently reviewed and in line with GDPR (General Data Protection Regulations). The method of identification and provision for children with special needs can be seen as 3 'waves' of provision in a graduated approach:

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 parents/ carers or staff) and the Essex Provision Guidance is used to ensure a High Quality Teaching approach is being used.

2) **SEN Support:** 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, SENCO and sometimes professionals from outside agencies. At this stage the child is considered to be receiving SEN support. The 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) SEN & EHCPs:** 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 rare cases a child's needs cannot be met by the above and a Statutory Assessment of their SEN 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, some additional funding for their personalised SEN provision is issued and a legal framework is put in place for their provision.

Identification of SEN/D

In order to identify a child's Special Educational Needs broad categories are used:

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

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.

- Apples & Pears
- BLANKS Language Levels
- Colourful Semantics
- Counselling
- Dancing Bears
- ELKLAN assessments
- First Steps to Emotional Literacy
- Gym Trail
- Herts Visual Coding
- Identiplay
- Jolly Phonics
- Learning Mentor support
- Makaton
- Music Therapy
- Numicon
- Numeracy Booster Group
- Play Therapy
- Precision Monitoring
- Reading comprehension
- Social Stories ©
- Speaking and Listening groups
- Speech Therapy
- Smart Thinking
- Talkabout (social skills, emotional literacy & assertiveness)
- Teodorescu Motor Control programme (Write from the Start)
- Visuals (now/next)
- The Ultimate Guide to Phonological Awareness
- WellComm Groups
- Word Shark
- Zones of Regulation
- And personalised multi-sensory learning programmes

Number of children with identified SEN/D October 2018:

Because most SEN are not identified until a child begins school, our number of pupils with *identified* SEN/D is currently lower than the national average. Numbers vary throughout each year.

% of whole school with identified SEN/D = 12.3% (National Average 2018 = 14.6%*)

% of whole school with an EHCP= 2.3% (National Average 2018 = 2.9%*)

* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729208/SEN_2018_Text.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. This is part of our high quality teaching.

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 (mainly Maths and English) and in programmes to support the development of speaking and listening. The school also employs qualified teachers and Higher-level Teaching Assistants (HLTAs) who provide support.

A significant focus and successful aspect of SENCO work continues to be the implementation of the SEND Code of Practice 2015, 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 *assess, plan, do and review* cycle.



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 teams of staff to focus on the needs, interventions and progress of pupils. The SENCO has an open door policy so staff can 'drop in' and discuss any issues as they arise. The school is well regarded by visiting professionals from outside agencies.

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.

Progress of Pupils with SEN

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

The progress pupils at High Need /EHCP are making is reviewed through a termly person centred One Planning meeting, which outside agencies and professionals are invited to contribute to. Outcomes will be reviewed and new outcomes set as appropriate. If a child has an EHCP, one of these meetings will be an Annual Review, where outcomes will be set for the year and a report sent to Essex County Council. In year 2 the Annual Review is held in the Autumn Term, and outcomes are also drafted for Key Stage 2 (junior school). 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 Outside Agencies

Close and effective links are maintained with a wide variety of agencies to support parents, carers and the school in addressing children's needs. The school budget has funded the services of a private Speech and Language Therapist as well as a Counsellor, Family Support Worker, Music Therapist, and Play Therapist (through the Children & Family Support Services of the Epping Forest Partnership Trust) again this year. We have strong links with the Specialist Teacher Team and the Statutory Assessment Service provided by Essex County Council.

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

- Dreambox Education (Autism)
- Educational Psychology Services
- Emotional Wellbeing and Mental Health Services (EWMHS -NHS)
- Oak View Special School
- PROVIDE (specialist epilepsy nursing team & High Need Speech & Language Therapy Services for the NHS)
- Redbridge Children's Services
- Specialist Teacher Team
 - Autism & Social Communication (ASC) team
 - Communication & Language team
 - Social & Emotional team
 - Learning Difficulties and Disabilities team
 - Speech Language and Communication Needs team
- Social Care
- Virgin Health Care (Health Visitors & School Nurse Team, Occupational Therapy, Physiotherapy, and Speech & Language Therapy Services for the NHS)

Where there are health care needs or disabilities, plans are drawn up in consultation with the School Nurse and other health care professionals such as the child's GP, Health Visitor or Paediatrician.

Equality & Inclusion

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 website.

Good attendance is important for every child; we wouldn't want them to miss a single opportunity to learn and develop. Attendance is monitored by the Headteacher, office staff, governors and SENCO. Close links are maintained with the Educational Welfare Officer who supports the school in dealing with any attendance issues including any persistent lateness.

Transition / Moving on

To ensure smooth transition to a Junior School for Year 2 children with SEND, additional transfer arrangements are implemented throughout the summer term. 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 has employed a qualified SENCO 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. The School notional SEN budget is distributed used throughout the school to support all pupils with SEN with high quality teaching and group interventions.

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:

- Advanced Autism
- AET tiers 1, 2 & 3
- Blanks Language Levels
- Child Protection
- Down Syndrome
- Dyslexia
- ELKLAN
- Epilepsy
- Fine Motor Skills / Finger Gym
- Gym Trail
- Hearing Impairment support
- Learning Mentor
- Let's Talk 5-9
- Makaton signing
- Narrative Therapy
- Planning for pupils experiencing anxiety
- Positive Handling and Restraint
- Precision Monitoring
- Pupil Views
- SEND Leadership
- Speech Sounds Screening
- 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.

The Epping Forest Schools Partnership Trust

The school takes a leading role in SEND in the newly formed trust of 15 local schools, and has done so for some years in the local consortium of schools. The Headteacher and SENCO arrange and attend meetings in order to share best practice and support training in SEND.



Useful information:

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

Autism Education Trust <http://www.autismeducationtrust.org.uk/>

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>

Children's Speech & Language Therapy Services: <http://essexfamilywellbeing.co.uk/team/west-essex-speech-and-language-therapy/>

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

Disability Living Allowance: <https://www.gov.uk/disability-living-allowance-children>

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

Emotional Wellbeing and Mental Health Services for children & young people (EWMHS – formally CAMHS):
<http://www.nelft.nhs.uk/services-ewmhs>

Essex Provision Guidance Toolkit:
<https://schools.essex.gov.uk/pupils/sen/Provision%20Guidance/Documents/The%20Big%20Provision%20Guidance%20Document%20for%20early%20years%202.10.14.pdf>

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

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

Parents & Children Together (Autism Charity – local group based in Harlow): <http://pactforautism.org.uk/>

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

The Children & Families Act 2014 Pt 3:

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

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

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

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

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

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