

SPECIAL EDUCATIONAL NEEDS Information Report - 2020-2021

Beckers Green Primary School

Local authorities are required to set out and publish a 'local offer'. This explains how they will work with parents, local schools and colleges, as well as other services, such as speech and language and the educational psychology service. 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.

Vision statement:

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?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that provided by 'quality first teaching' within the classroom to pupils of the same age.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical needs

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

- Baseline tests – tests to establish children's starting points ie.) reading ages / spelling ages
- Observation of children both socially and educationally by teachers, learning support assistants and SENCO.
- Marking of work
- Teachers using prior knowledge/experience of SEN to identify concerns
- Parent's concerns ie.) lack of progress, specific difficulties, concerns about behaviour
- Tracking child's progress through intervention groups and analysis of school's assessment system (Target Tracker)
- Phonics screening
- Boxall Profile
- Lucid assessments for dyslexic indicators
- Speech and language screen – focus on early identification in Foundation stage
 - Early Years baseline – carried out in Foundation Stage
- Phonological awareness assessment – if concerns of phonic knowledge have been raised
- Literacy assessments – to monitor reading accuracy, comprehension levels and spelling ages.
- Maths assessments
- Working memory assessments – does the child retain information? Can they use knowledge

already gained to support learning?

- Essex Provision guidance banding descriptors – support for teachers to identify specific needs
- Pre-school assessments and information shared between settings
- Input from specialist teachers in the different areas of need.
- Input from therapists such as speech and language

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

The Deputy Head teacher and SENCO is Lisa Christian.

The Pastoral Support Manager is Wendy Dunne.

The Governor responsible for SEN is Rachel Foster

The family liaison worker is Sharon McCormick.

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

Formal methods

- One Plan Meetings at the end of the autumn and summer terms. Additional appointments available at the end of the spring term if required.
- Parents consultation evenings twice yearly, with the option of an additional appointment or support from Mrs Christian if required.
- Annual reviews for children with an EHC plan
- Meeting with advisors from the local authority or educational psychologists if appropriate

Informal methods

- Discussion at the classroom door when needed
- Drop in to Mrs Christian/Mrs Dunne at any time
- Communication books – if required
- Telephone calls to share information
- Home visits for Foundation Stage children

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

- Creation of One page profile following discussion between child and familiar adult
- What's working for me now document
- Conversations with teacher/learning support assistant/SENCO/pastoral support manager
- Observations of child in the learning environment
- Reviews – including parents' evenings, One Plan meetings and annual reviews
- Interactions between child and specialist teachers, educational psychologists etc.
- Relationship circles work
- Rating scales of activities to be completed termly

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 between SENCO, teachers and learning support assistants (can include other professionals involved with child and family)
- Termly assessments carried out by SENCO and Pastoral team
- Boxall Profile assessment undertaken to assess and review social and emotional development
- Data from Target Tracker
- Star Reading tests on accelerated reader to determine reading age
- Observations by SENCO or other members of staff
- Pupil and parent views collected termly through parents' evening meetings or One Plan Meetings (Autumn and Summer terms)
- One planning used as working document, updated regularly to reflect views of parents, children and all professionals involved. One plans shared with parents
- Pupil progress meetings between teachers and head teacher to discuss progress of all children
- Regular observations

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

Pre-school to Foundation

- Pre-school cluster meetings attended
- Home visits carried out by Foundation Stage teachers
- Liaison with pre-school Senco and key workers
- Visits to nursery/Pre-school to see children in secure surroundings
- Parents invited to welcome meetings and information given in booklet
- Tours of the school arranged
- Transition visits

Foundation to Key Stage 1

- Welcome meetings to inform parents of expectations of new year group and to meet staff
- Transition sessions in new class
- Last week of school children spend in their new class – full transition week
- Key Stage 1 teachers observe Foundation children in Foundation Stage
- Foundation teacher discusses child's needs and achievements with new teacher

Key Stage 1 to Key Stage 2

As above

Key Stage 2 - Key Stage 3

- Transition programme in place with local high schools
- Extra visits to secondary school if required
- Parents encouraged to visit a range of secondary schools to decide on correct secondary provision for their child's needs
- SENCO of chosen school invited to Year 5/6 annual review of transfer review meeting to ensure smooth transition
- Year 7 children to visit to share their experiences of high school
- Liaison between primary SENCO and teachers with Secondary SENCO and teachers

- Necessary paperwork – including details of interventions and outcomes to be shared as soon as possible with new school
- If children have arrived at school from out of county, statement or EHC plan to be rewritten into Essex format

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; June 2014: 6.36]

- Teachers should attempt to meet the needs of all children through quality first teaching in the classroom. This includes providing children with the resources and equipment needed to support them in accessing the differentiated tasks planned. Teachers may seek support from the SENCO and Pastoral Support Manager to provide the necessary support within class.
- If it is felt that needs are not fully met through quality first teaching then additional support should be provided through specific interventions either in small groups or 1:1. Interventions will be evidenced based and recommended on the Essex Provision Guidance. Any additional interventions will be detailed on a summary of support plan or One Plan, which will be shared with parents. As stated previously support is reviewed termly and progress measured.
- A Graduated Approach is used within school – this involves assessing a child's needs, creating a plan to meet those needs, carrying out the plan and then reviewing the impact. This cycle then begins again.
- Advice is often requested by schools from outside agencies, such as an educational psychologists, speech and language therapist, specialist teachers and medical professionals. This is to gain a detailed insight into the child's needs and to assess current support in place.
- If necessary, and funding allows, a child may receive 1:1 support from a learning support assistant, within our school a child will still be encouraged to become an independent learner. 1:1 support assistants receive training to ensure the child does not become dependent on this support.
- An Education and Health Care Assessment can be requested by parents or the school if it is felt a child requires an even higher level of support to make progress, especially if the child is seen to have life long learning needs. The school will need to provide evidence of current levels of support and interventions and the impact this has had on a child's progress. The school will also include evidence from other professionals involved in supporting the child and family.
- See Behaviour management policy to further explore move towards a Therapeutic Behaviour Approach.



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

- Changes and adaptations to the physical environment
- Ramps to make the site accessible
- Toilet adapted for disabled users
- Double doors in some parts of the building
- High marking – making the edge of steps more visible
- Use of assistive technology
- Visual timetables



SEN sports team representing our school in Boccia and New Age Kurling
Inclusive specialist PE team supporting our school
Any recommendations from parents are taken into consideration
New sensory room on site

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

Learning support assistants have regular training on areas of SEN and new interventions, carried out by the SENCO and Inclusion Co-ordinator in weekly meetings.

Learning support assistants access external training when required. Courses attended recently include Talkboost training, Supporting Spelling for Dyslexia and ADHD awareness.

Teaching staff receive regular SEN training in staff meetings, carried out by the SENCO. Recent training includes updates to the SEN Code of Practice and ADHD awareness. The school has also gained the Attachment awareness award.

- Teachers, LSAs and the SENCO often access advice from the following services:
- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist's advice
- Advice from Emotional Wellbeing and Mental Health Service (EWMHS)
- Play therapist support
- Home / school liaison worker
- Senco update meetings run by Essex
- School nurse



- Advice from community paediatrician
- Support from the Diabetes team
- Mentoring and Pastoral support

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

- Interpretation of school data from Fischer Family Trust (FFT)
- Interpretation of Target Tracker data by Senior Leadership Team, including SENCO
- Working with new system to replace P scales
- Boxall Profile results
- Reviews of interventions with teachers/learning support assistants
- Termly reviews with parents and children - person centred reviews - recorded on One plans or summary of support forms
- Annual reviews
- Following evaluations, if appropriate progress has been made, a child 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?

- School is committed to inclusion in all activities and areas of the curriculum and works hard to overcome barriers to participation - Adult or peer support given if needed to help children access all areas of the curriculum and extra curriculum activities
- After school clubs encourage participation from all
- Social skills groups run by pastoral support manager
- Play leading training for Year 5 and 6 children
- Nurture class to support social and emotional development
- Residential trip in Year 6 accessible to all children
- Additional resources provided
- School council

What support is there for improving emotional and social development?

- Home/school liaison worker
- Anger management sessions
- Zones of Regulation work to encourage emotional regulation
- Development of Learning Mentor scheme
- Socially speaking sessions
- Sensory Room to
- Social stories
- Whole school behavior management system
- Individual behavior management programmes if required
- Pupil surveys - Pupil Voice - School Council
- Christian Youth Organisation
- YoYo Project (Farleigh Hospice for bereavement)
- PSHE - Personal, Social, Health education

- E safety sessions
- Bullying Policy
- Staff trained in Active listening
- Smart thinking approach
- Staff trained in Essex Steps 'Therapeutic Behaviour Management' approach
- Staff trained in attachment

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?

- Information shared in line with Data Protection and Information sharing regulations to support families in accessing necessary support
- Social care attending subsequent meetings and supporting the family
- Referrals as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - Emotional Wellbeing and Mental Health Service (EWMHS)
 - Kids inspire
 - Speech And Language Therapist [SALT]
 - Family solutions/Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]

Family Support to include signposting to:

- Home/School Liaison worker
- Family in Focus
- Family Solutions
- APEX parent support group
- Play And Resource Centre [PARC]
- ARK
- ADHD Action
- Parent Partnership
- ISEssex – Independent Supporters in Essex ○
Various other local support groups

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

Please see the school's complaints policy

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.

(This information report is a work in progress and will be reviewed regularly.)

