

SEN INFORMATION REPORT



SENCO - Mrs R Manley
Works 2 days a week - Tuesday and Thursday.
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The Local Authority's Local Offer can be found on the website:
<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

Special Educational Needs

Orsett CE Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Our school takes a whole school inclusive approach to children with special educational needs, recognising that the aims of the school are the same for all children, whatever their abilities.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

Difficulties related solely to limitations in English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through Additional SEN Support funded from the schools budget.

1. Policies for identifying children and young people with SEN and assessing their needs

At our school identification and provision for children with SEN follows a graduated approach and early identification is key.

Concerns are first raised and addressed through normal classroom practice.

Transition arrangements for children joining Reception are robust and the SENCO and Class Teacher are closely involved where additional needs are made apparent. We believe that parents and Pre-schools have a responsibility to liaise with us.

We believe that a child's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage levels, assessment, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL

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- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving Additional SEN Support-this provision map is updated each term through meetings between the teacher and the SENCO
- Involving an external agency where it is suspected that a special educational need is significant such as; Speech and Language Therapy, Educational Psychology, Specialist Teacher Team.
- Contacting Early Offer of Help / MAGS Panel

Our class teachers, supported by the senior leadership team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given age and individual circumstances.

Our school recognises that a child has SEN if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

Our school identifies children to have SEN if their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This can also include progress in other areas other than attainment such as social and emotional development.

Special Educational Needs are identified in terms of:

- cognition and learning
- communication and interaction
- social, emotional and mental health difficulties
- sensory and/or physical needs

1. The first response to such progress is high quality teaching which is differentiated and targeted at the child's areas of weakness.

2. When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO and extra teaching or interventions will be put into place.

-Our school has pupil progress meetings every term between each class teacher and the headteacher and SENCO in the school to ensure all children are making good progress.

3. If a child is still not making expected progress the school will discuss with the child and parents:

- Any concerns you/we may have.
- The child's areas of strength and difficulty
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together, to support your child at home/school
- Agreed outcomes sought for the child and the next steps

This will be recorded on the child's One Plan.

The purpose of this early action is to help the child achieve identified outcomes and remove barriers to learning.

4. Deciding if a child has SEN begins with the agreed/desired outcomes, including expected progress and attainment and the views of children and parents. This will determine the support that is needed and whether something different or additional is required. If it is decided that a child does have SEN parents will be formally informed.

For some children, SEN can be identified at an early stage. However, for other children difficulties become evident only as they develop.

Statutory Assessment

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC (Education, Health and Care) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

The local authority **must** notify the child's parent or the young person that it is considering whether an EHC assessment is necessary, and **must** consult the child's parent or the young person as soon as practicable following a request for an EHC needs assessment (or having otherwise become responsible).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

School or parents may request an assessment of education, health and care needs from the LA when, despite an individual programme being provided for a pupil for a period of time, the child's progress remains a significant cause for concern.

To inform their decision the local authority will need to take into account a wide range of evidence:

- Evidence of the child's academic attainment and rate of progress.
- Information about the nature, extent and context of the child's SEN.
- Evidence of the action already being taken by the school to meet the child's SEN.
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the child's physical, emotional and social development and health needs. Drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The school will work with the parents and external agencies, as appropriate, in order to gather the information which needs to be considered by the authority.

Where, in the light of the EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority **MUST** inform and prepare a plan, notify parents and the provide reasons for its decision. This should take no more than 20 weeks. The school, child and family will be fully involved in this process, a person-centred approach.

The EHC plan includes details of learning outcomes for the child. It must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

2. Arrangements for consulting parents of children with SEN and involving them in their child's education

Our school maintains an open door policy and parents are welcome to speak to members of staff at any time or make an appointment if the concern is not urgent for a more convenient and private discussion. Parents attend termly One Plan review meetings where assessment data about pupil progress is shared. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the future.

For children with a Statement/EHCP, One Plan meetings take place with the class teacher, SENCO and parents– to discuss pupil progress and targets. Parents of children who have an EHC plan are also invited to a separate Annual Review for the amendment of the statement/EHCP. Parents of children who have an EHC plan are also invited to discuss transitional provision with the potential secondary school at a Transitional Review. Annual Review Meetings for children with statements are arranged annually in addition to separate One Plan reviews. Parents are always invited to these meetings and fill out written 'Parents Views' that are completed before the review meeting and then sent to the Local Authority together with the rest of the Annual Review Meeting paperwork.

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Team Around the Child (TAC) or Team Around the Family (TAF) meetings are held where necessary to bring together all agencies and professionals involved in a particular child to discuss their additional needs and possible steps forward. At Orsett we also assist parents with the CAF process and hold meetings to fill out the CAF forms and then to communicate the decisions made once the case has been taken to a MAGs panel.

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 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.

The Head Teacher/SENCO are able to signpost parents to various support services as appropriate.

There is a specific SEN Governor whose role is to support and challenge the SENCO about the provision for SEN pupils.

3. Arrangements for consulting young people with SEN and involving them in their education

The school has adopted a 'One Planning' approach, working with the families involved. Pupils are involved in their one plan and are encouraged to contribute their views. Children with SEN complete 'One Page Profiles' detailing their likes and dislikes. Where possible they are invited to attend and contribute to review meetings.

Pupils are aware of their individual targets and have ownership of them.

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.

4. Arrangements 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

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed at least every term.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The SENCO attends 'pupil progress meetings' each term with the headteacher, deputy head and class teacher, using Target Tracker and feedback from interventions to identify next steps/agreed outcomes.
- The parents of children at SEN support can discuss their children's 'agreed outcomes' and progress with the teacher and SENCO and plan for the future.
- The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you involved and informed, such as: letters/certificates sent home, additional meetings as required, reports, rewards and celebrations and review meetings.

5. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood - outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- On entry to Reception:

Meetings are held with new parents including 1:1s and the children are invited into the school for taster sessions. During this period any potential concerns are either flagged up by the parents if already known or the class teacher, who will monitor the child closely to see if there is any need for early intervention. In the event of a child entering our Reception class having already been issued with a statement, the school would arrange a separate meeting with the parents and SENCO from the pre-school setting (if possible) prior to September or attempt to attend the child's annual review should it happen in the summer term leading to the child's entry to our Reception class.

- If your child is moving to another school:

We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. We can make arrangements for staff who have worked with your child to meet new staff.

- When moving onto secondary education:

Once our Year 6 children receive confirmation of their Secondary school choice, links are built with the relevant secondary schools/resource bases. All pupils attend their secondary schools for transition days. Where a pupil has a statement / EHCP, the School SENCO would attend a transition meeting in the summer term where all secondary SENCOs meet with their feeder primary SENCOs to discuss individual children and their needs and targets.

6. The approach to teaching children and young people with SEN

We run numerous interventions across the school. We maintain a belief in a personalised programme for all of our children particularly those who have additional needs such as SEN as we hold the view that 'one size does *not* fit all'. Therefore, many intervention programmes are not rigidly followed but adapted to suit the group or the individual child. On occasion this may mean that more than one intervention programme is used at any given time and teachers and teaching assistants use their professional judgement to progress the children further if needed or change the type of intervention being used when the need arises/ceases. We also use pre-teaching as a form of intervention to re-cap previous teaching and aid the children in learning new concepts.

Class teachers are currently responsible for asking their TAs to carry out catch-up / pre-teaching interventions. There is also one out-of class TA responsible for carrying out additional intervention programmes which are planned and carefully timetabled for. The out-of-class TA and SENCO meet each week to plan and review the interventions, any areas of concerns are highlighted and adapted accordingly. These groups are set up on Target Tracker so that the impact of the interventions can be tracked and adapted as necessary.

All TAs have tracking grids in which they can monitor the progress of the children they have been supporting in class. This then highlights to the SENCO if the interventions are having a positive impact. Our current list of interventions/strategies that have been recently used is extensive:

Mathematics

Snap-On 2 Maths (KS1 & 2)
Gifted & Talented Maths (KS2)
Use of Numicon as a support resource (KS1 & 2)
Precision Teaching (KS1 & 2)

Literacy (Reading and Writing)

Narrative Therapy (KS1 & 2)
Gifted & Talented Maths (KS2)

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Write Dance (FS, and KS1)
Write From the Start (Whole school)
Pupil Premium Reading (KS2 & specific children from KS1)
Precision Teaching (KS1 & 2)

Speaking and Listening

Speech & Language Link (FS/KS1)
Time to Talk (FS & KS1)
Socially Speaking (KS2)
1:1/group support (Specific to children's targets across whole school)

Emotional, Social & Behavioural

Lego Therapy (KS2)
Go Girls and Boys (KS2)
Boys Mentoring (KS2)
Spectrum Input (outside agency for specific child)
Social Stories (KS1 & KS2)
Self Monitoring (Whole school)
1:1/group support/reward systems (Specific to children's targets across whole school)

There are also a number of intervention sessions which are planned for with the out-of-class TA. These sessions are not following schemes but instead are planned to match the specific needs of the pupils. These interventions include:

- Writing support
- Maths Key Recall Facts Catch-up
- Phonics Catch-up
- ESBID sessions
- Social Therapy
- EAL support

7. How adaptations are made to the curriculum and the learning environment of children and young people with SEN

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

One Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEN register have a One Plan.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Class Teachers plan lessons according to the needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to learn as independently as possible. Support strategies may include:

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- Specific resources and strategies will be used to support your child individually and in groups (Equality Policy, Behaviour charts/rewards, Visual timetables, Left-handed scissors, a wide range of reading materials, interactive whiteboards and social stories.)
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
- Individual and group teaching/support sessions with a Teaching Assistant.
- Co-operative grouping, for example gender specific or mixed ability.
- Pair working, peer tutoring and buddying.
- Specially prepared learning materials.
- Signs and Symbols.
- Disability Access.
- Use of appropriate IT equipment.
- Specialist equipment.

Class Teachers will monitor your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.

- He/ She will plan group sessions for your child with targets to help your child to make more progress.
- A Teaching Assistant/teacher may run these small group sessions using the teacher's plans, or a recommended programme.

The resources we would access would include those mentioned in the previous section.

8. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

In accordance with Section 6.85 of the SEN Code of Practice 2014, a Special Educational Needs Coordinator/ Inclusion Manager must be a qualified teacher. If a new SENCO/ Inclusion Manager is appointed, he/she must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

- Our SENCO holds the National Award in Special Educational Needs Co-ordination.
- The SENCO enhances their experience through various forms of CPD by frequently attending SENCO forums and training courses.
- Opportunities are given to staff to attend courses on particular SEN topics and for in-house training from outside agencies e.g. physiotherapist / speech therapist. There are also whole staff training insets to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND e.g. Dyslexia staff meetings.
- TA's are employed and trained to support special needs children in all classes.
- An out of class TA is employed to take booster lessons in Literacy and Numeracy and a range of other interventions planned and monitored alongside the SENCO.

9. Evaluating the effectiveness of the provision made for children and young people with SEN

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by senior leaders.
- Ongoing assessment of progress made by intervention groups.
- One Plans, which include entry and exit data.
- Provision maps
- Book scrutiny, each term.
- Planning scrutiny, each term.
- Monitoring intervention targets and evaluating the impact on pupils' progress.
- Informal feedback from all staff.

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- Attendance records
- 'Pupil Progress meetings' each term with the Headteacher and SENCO
- Head teacher's report to parents and governors
- Teaching Assistants meet with SENCO termly, which provides the opportunity to discuss the effectiveness of provision made for children with SEN.

The school's Governing Body has a duty to annually evaluate the provision the school makes for pupils with SEN.

10. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

The NHS Occupational Therapist comes into school to undertake an assessment regarding equipment, furniture or access to the building. The SENCO and/or Headteacher will meet with parents to discuss particular needs and requirements for individual pupils.

Currently, the Local Authority provides some equipment and some items are purchased by the school.

The Occupational Therapists periodically check and maintain equipment they have provided.

Specialist resources are used to aid learning across the school. e.g. lower ability reading books, behaviour charts, visual timetables, left handed scissors, easy grip rulers, tri- faceted pencils, pencil grips, colour reading rulers for children with dyslexia, sit and move cushions, writing slopes.

The school has disabled access and two disabled toilets on the premises.

11. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

If your child has been identified as needing more specialist input instead of or in addition to quality first classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

- Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Specialist Teacher or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them in a better way.
 - Support to set targets which will include their specific professional expertise.
 - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group.
- The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. If we feel that they need more support in school to make good progress, we will discuss with all parties involved in making a request for an EHC assessment. If this is not the case, the outside agencies will ask the school to continue with the support at 'SEN support' and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the outcomes and aspirations for your child, support your child with specific strategies. It will also have long and short term goals for your child.



12. 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.

The school has an "open door" policy. We aim to resolve issues swiftly and in person, often coming to a mutual agreement and understanding.

A parent's first port of call is to arrange for a meeting with the class teacher.

If necessary, they would then go to the SENCO, after which, the matter progresses to the Headteacher

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.