



Essendon C of E VC Primary School
Encouraging everyone's light to shine

Matthew 5:16

SEN Information Report 2022/2023

Welcome to our SEN Information Report; this document outlines our School Offer and the SEN information required as stated in the SEND Code of Practice 2015. It provides you with the information regarding the provision that Essendon C of E (VC) Primary School makes to meet the needs of SEND children.

As a caring, Christian school, Essendon Primary is an inclusive environment which strives to create a sense of community and belonging for all of our pupils. It is a school where all children are welcome and have opportunities to flourish academically, socially and spiritually. We have high expectations for all children and systems in place for early identification of barriers to learning and participation.

We believe that all pupils should have equal opportunities to a rich and varied curriculum. Children's strengths and needs are embraced and met within the classroom.

This report will be updated after consultation with parents of children with special needs at our school at least once a year. It is based on key questions asked by parents of children with SEND in Hertfordshire and complies with the SEND Code of Practice 2015.

The categories of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, Autistic Spectrum Disorder and speech and language difficulties
- **Cognition and learning**, for example, Dyslexia and Dyspraxia
- **Social, emotional and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- **Moderate learning difficulties**

We hope that the following responses to Frequently Asked Questions will support the families of pupils with SEND. If there is anything further that you would like to ask or add, we would welcome any views or comments.

Please contact:

INCo (Inclusion Manager) contact details

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1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Essendon we are a fully inclusive school. All children are given equal opportunities to engage in learning activities with their peers. This means that we will ensure that those children, who may need additional support to access their learning, receive it. This support will be carefully targeted to that child's prescribed need and will vary from child to child

According to the Special Educational Needs and Disability Code of Conduct (2015),

“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... or if they have a significantly greater difficulty in learning than the majority of others of the same age. Or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

The attainment and progress of all pupils is monitored frequently and consistently through pupil progress meetings and attainment meetings with the Senior Leadership Team. Those pupils falling behind age related expectations will be highlighted to all adults working with them and the INCo. Quality First teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time.

If progress continues to be less than expected it may be necessary to put additional support in place. At this time a thorough assessment of the pupil's needs may be necessary and a discussion will be had with the pupil, parents, class teacher and the INCo. Sometimes it might be necessary for outside professionals to be involved.

If a parent or carer thinks their child may have a special educational need, they should make an appointment with their child's class teacher to discuss concerns. Sometimes it might be necessary for the Inclusion Team to be involved.

2. How will school staff support my child?

Quality first teaching provides high quality education to all on a daily basis, this includes identifying, assessing and making provision to meet the needs of all learners. Learning is differentiated to meet the needs of all pupils and next steps are identified. It may be necessary for a child to receive additional support in small groups or on a one to one basis to support any gaps in their learning. This may be run by the Class Teacher or a Teaching Assistant. The school leadership team monitor teaching and learning throughout the school, including individual children's progress.

The INCo will support class teachers with advice and may suggest the involvement of outside agencies. Parents will be involved in each stage of the process.

3. How will I know how my child is doing?

At Essendon we firmly believe in meeting children's needs through excellent first quality teaching and high aspirations for all. We operate an open door policy, which affords regular opportunities for staff to share day-to-day successes or difficulties. It also provides a ready opportunity for families to make appointments to discuss their child's progress, attainment or emotional well-being.

Parents are invited to a formal consultation with the Class Teacher each term to discuss their child's progress and all pupils receive an end of year report

If a pupil is recognised as having a Special Educational Need and/or disability, the INCo and Class Teacher will talk to parents more regularly to set clear outcomes, review progress and discuss support that will put in place to help achieve them. Parents will be invited to all meetings with outside professionals.

4. How will the learning and development provision be matched to my child's needs?

Children will receive 'Quality First Teaching' from their Class Teacher. Work will be carefully planned and differentiated according to your child's needs and appropriate resources will be used to support learning. Where a child's educational needs are not being met by differentiation, the school will follow the graduated response and 'Assess, Plan, Do, Review' model of intervention and support as laid out in the SEND Code of Practice (2015).

- In identifying a child as needing SEN support the class teacher, working with the INCo, will carry out a clear analysis of the pupil's needs. This will involve taking on the views of the parent and pupil. Regular reviews help to ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- Where it is decided to provide a pupil with SEN support, the parents will be formally notified. Support and interventions will be decided upon to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. They may take on the form of specific teaching to fill gaps in learning, such as spelling or reading interventions or a sequence of targeted intervention to support well-being such as protective behaviours or nurture provision.
- The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed regularly with the Senior Leadership Team.
- Meetings between school staff, pupils and parents are held regularly to ensure that the provision in place is meeting the child's needs.

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school may consider involving outside specialists.

There are a small number of children who, despite the school having taken relevant and purposeful action to identify, assess and support the SEN needs of the child, may still not make the expected progress. In these cases the school or parents may consider requesting an Education, Health and Care needs assessment.

5. What support will be there be for my child's overall wellbeing?

Our core values of respect, compassion, courage, forgiveness, generosity and friendship are at the heart of all that we do. These are explored, and reflected on, through daily collective worship opportunities, and complement a high quality PSHE and citizenship curriculum, which supports each child's individual development as well as their understanding of relationships with others and the wider community.

Being a small school, staff and pupils know each other very well. The school council is made up of pupils from each class and gives all pupils a voice in decisions in school matters. All pupils are encouraged to participate in extra-curricular activities, class trips and a Year 5 and 6 residential trip.

We recognise that some children may have additional emotional and social needs which need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. Members of staff are available for

pupils who wish to discuss issues and concerns. In addition, we have a pastoral and mental health lead who supports pupils at lunch times and runs specific interventions for pupils where a need is identified. Families have access to a Family Support worker who is able to support outside of school. If you wish to access this support please speak to the INCo.

Where it is deemed appropriate parents will be invited in to school to discuss concerns and plan for further support.

6. What specialist services and expertise are available at or accessed by the school?

Agencies currently working with Essendon;

- Educational psychologists
- Speech and language therapists
- Autism Advisory Team
- Specific Learning Difficulties Base
- Specialist teachers such as for hearing or visual impairments and for those with a physical disability.
- Southfield Outreach Team
- CAMHS (Child and Adolescent Mental Health Support)
- Family Support Worker

Parents may also access some services through their General Practitioner.

7. What training have the staff, supporting children and young people with SEND, had or are having?

Teachers and teaching assistants all have relevant qualifications and experience. In addition, they have undergone training to deliver individual and group intervention programs, as well as a wide range of training including supporting pupils in Maths, English, Emotional Literacy and Protective Behaviours.

The school is supported by the SpLD Base and receives support from ISL (Integrated Services for Learning), who as well as supporting individual pupils, provide staff training and INSETs on supporting children with specific learning difficulties.

The INCo is part of a local SEND cluster group where all members have access to up to date training in relation to supporting all types of special educational needs. She has completed the NASENCo Award and attends regular SEND briefings and updates as well as receiving ongoing advice from outside specialists. Staff have attended training led by accredited leaders from the outreach team on Neurodiversity, have completed Tier 1 training from the Autism Education Team, with several members of staff being Tier 2 and Tier 3 trained and are also trained in 'SCERTS' to plan communication and language support from the Speech and Language Therapists.

Knowledge and support is reviewed regularly and where a gap in knowledge is identified training will be sought.

8. How will you help me to support my child's learning?

We aim to provide a partnership between home and school in all aspects of their child's education at all times. In addition to the regular home learning and curriculum letters which are provided to all families to support their children's learning at home, the class teacher and, if appropriate, INCo will arrange to meet families needing more support or guidance.

For pupils with SEN, class teachers and the INCo will involve families in setting clear outcomes, reviewing progress towards them, discussing support that will be put in place and identifying the responsibilities of the parent, the pupil and the school. Your child's class teacher will suggest ways in which you can support your child at home, both with homework and with individual areas of need.

9. How will I be involved in discussions about and planning for my child's education?

At Essendon, we believe in a child-centered approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. As well as regular discussions at parent's consultation evenings, and written reports, parents of children with SEND will be involved in all stages of the Assess, Plan, Do and Review process. This may take the written form of a One Page Profile, Individual Plan or an Assess, Plan, Do, Review document as well as through meetings with class teachers to plan next steps.

Children with SEN have termly meetings when parents can contribute to future planning.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

For a few children and families with multiple needs a Families First Assessment (FFA) may be necessary to enable all services to work together efficiently and share information. Families First Assessment is used by practitioners who work with children, young people, parents and carers. It's used to identify needs, and to organise the right support and services to address those needs at an early stage. The Early Help Support, provided by the Families First Team, support parents and children with a range of situations and needs. Parents are central to these meetings and parents are encouraged to ask for this support through the school Inclusion Team.

A small percentage of children with more complex SEN will have an Education, Health and Care Plan (SEN Code of Practice 2015). This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that children receive the provision they need and that their parents' wishes are taken in to account. A child with an EHCP will have annual meetings with all agencies, including a member of the local authority, to review and plan the next steps for the individual child.

10. How will my child be included in activities outside the classroom including school trips?

Schools are required by law to ensure that all children, including those with SEN and Disability, can participate in all aspects of the school's life and activities. At Essendon this includes,

- Enriching outside trips either class, Key Stage, Sports Team or club (such as choir)
- Extra-curricular clubs including Breakfast and Tea Time Club
- Sports Day on the cricket field
- Year 5 and 6 residential trip
- Where necessary, risk assessments will be carried out and reasonable adjustments will be made

according to each child's needs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

11. How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. Specific requirements will be discussed as they arise (see Accessibility Plan).

12. Who can I contact for further information?

In the first instance, always contact your child's class teacher. The INCo and Head Teacher are also available to discuss concerns with parents. In addition, parents may also contact the Local Authority SEND Officers for further advice.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for all children, especially those with SEND, and we take steps to ensure that any transition is as smooth as possible. Our school works closely with all settings and other agencies who may need to be involved at the time of transition.

If your child is joining us from another school:

The INCo will undertake a pre-visit where appropriate. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them. Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We ensure that all records are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

Secondary schools within Hertfordshire have a well organised system to ensure that all children move smoothly between their primary setting and the secondary school of their choice.

For children with SEND, the INCo will discuss the specific needs of your child with the SENCo of the child's secondary school. All children will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Visits between primary and secondary settings are organised during the summer term before moving on but where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

14. How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from Hertfordshire LA, includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school. The money is used to provide additional support or resources dependent on individual needs. Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time. Resources may include deployment of staff depending upon individual circumstance.

Local High Needs Funding, where appropriate, may be applied for in order to support the needs of individual and groups of children.

15. How can I find information out about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEND can be accessed at

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

It outlines provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

Please speak to the INCo if you require assistance accessing information.