



Roxwell C of E Primary School SEND Information Report 2018 - 19

In 2013 The Government passed The Children and Families Bill which commits to improved services for vulnerable children and their families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. This includes changing the system for children and young people with Special Educational Needs and Disabilities (SEND), including those who are disabled. The Bill extends the SEND system from birth to 25. Statements have now been replaced with Education, Health and Care Plans (EHCP).

The majority of children's needs will be met within mainstream schools, without an Education, Health and Care Plan through high quality teaching, which will be differentiated for individual pupils. Some pupils may require further support and if identified as having a Special Educational Need, they will receive further support as SEND Support.

The Code of Practice (2014) identifies a pupil as having SEND *if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has 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 or mainstream post-16 institutions.*

The Equality Act 2010 identifies a person as having a disability if *the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.*

The Code of Practice (2014) identifies four broad areas of SEND

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

Roxwell C of E Primary School is an inclusive school, equally valuing the abilities and achievement of all pupils regardless of gender, race, culture and background. The SEND school information report below provides information to inform parents and carers and enable them to make decisions about how to best support their child's needs in response to the statutory requirements of The Code of Practice (2014).

SEN School Information Report 2018 to 2019

At any time, according to need, a combination of any of the following strategies may be in place

What kinds of SEND are provided for at Roxwell C of E Primary School?

Need Type	Specific disabilities / needs	Areas of learning likely to be affected	Recommended support / interventions
Communication and Interaction (C&I)	<p>Speech, Language and Communication Needs (SLCN)</p> <p>Specific learning difficulties or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Autism Spectrum Disorder (ASD) or Social Communication Difficulty</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), or Social Communication Difficulty, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions</p>	<p>Interventions might include creating rich oral language environments, individual or small group support and alternative means of communication.</p> <p>Interventions will need to take account of their individual sensory needs and requirements and follow the advice of other agencies.</p>
Cognition and Learning (C&L)	<p>Severe Learning Difficulties (SLD)</p> <p>Profound and Multiple Learning Difficulties</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the</p>

	<p>(PMLD)</p> <p>Specific Learning Difficulty (SpLD) (This includes a range of conditions such as dyslexia, a discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD)</p>	<p>literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under- developed social skills.</p> <p>Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co- ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>development of abstract concepts.</p> <p>They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person’s cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
<p>Social, Emotional and Mental Health</p>	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may</p>	<p>Pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties.</p> <p>Liaison with external support agencies as appropriate.</p>

	<ul style="list-style-type: none"> • Problems of mood (anxiety or depression) • Problems of conduct (oppositional problems and more severe conduct problems including aggression) • Self-harming • Substance abuse • Eating disorders or physical symptoms that are medically unexplained • Attention deficit disorder (ADD) • Attention deficit hyperactive disorder (ADHD) • Attachment disorder • Autism or pervasive developmental disorder • An anxiety disorder • A disruptive disorder or rarely, schizophrenia or bipolar disorder 	<p>be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>Where more specialist provision is required, referrals to Emotional Wellbeing & Mental Health Service (EWMHS).</p>
<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability 	<p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment.</p> <p>Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.</p> <p>Some children and young people require special educational provision. It is this group that should be identified as having a SEN.</p>

How will children and young people with SEND be identified?

Miss Vicky Kendell, Headteacher, is the designated SEND Co-ordinator. It is the responsibility of the SENCo to oversee SEND within the school. SEN Support is provided by **Ms Lindsay Hann.**

The Governor responsible for SEND is **Mrs Suzanne Farris.**

Most children and young people will have their needs met within class through High Quality Teaching (HQT). Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching, (including those pupils previously at School Action SA).

When a pupil has been identified by school, parent or in partnership with another agency, as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEND profile at SEND Support. At this stage and as a means of early identification, the school will record provision and strategies to address needs on a Working/Not Working Record. This is shared with parents/carers.

If lack of progress is significant enough, parents or carers will be informed and invited to discuss outcomes and plan what additional support is required to support their child. This is known as One Planning. Pupil views will also be gathered to reflect the outcomes that they would like to achieve. A One-Page Profile will be created with the pupil and parent to support how best to support the child. Parents and children will be invited to termly meetings to review progress and identify next steps.

The effectiveness of provision for SEND support will be monitored and reviewed through class based planning as part of the schools ongoing cycle of assessment for learning (Assess, Plan, Do, Review). Some children may require further planning and/or a statutory assessment to support their needs, in line with the Local Authority provision guidance criteria. This may result in an Education, Health and Care Plan (EHCP).

What provision/support will children and young people with SEND receive?

The provision/access required for each pupil will be specific to that pupils needs and where possible school will seek to work in partnership with and follow the advice of outside agencies. Roxwell C of E Primary School currently works in partnership with a range of additional professionals including Specialist Teachers, health professionals from Provide (e.g. Occupational Therapists, Physiotherapists, Paediatricians, and Speech and Language Therapists), EWMHS, Social care, Psychologists and Counsellors in accordance with their referral criteria. Parents are consulted about any outside agency intervention.

How will staff develop their skills?

We endeavour to upskill all of our staff as part of their ongoing professional development in line with the school development plan. Training needs are supported through peer mentoring, modelling, observation, working with outside agencies, team meetings, staff meetings and opportunities to attend courses.

Teachers and LSAs

We have a team of teachers and LSAs who have varying degrees of experience and expertise. They all take part in:

- In-school training in relation to SEND.
- External training – identified through a needs-analysis, Performance Management procedures or area of need. Recent training has included the ‘Can I Play?’ program.
- Meetings in school led by the Headteacher.
- Performance Management and Standards Meetings.
- Observations by the Headteacher while supporting or teaching in-class and during out of class interventions.
- SENCo liaison meetings as necessary to discuss programs, feedback on courses and SEN children.
- Regular workshops to train new or less experienced Teachers or LSAs.
- In school training is arranged for specific SEN topics and medical diagnosis, for LSA’s, teachers and Mid-Day assistants.

LSAs teach small focused groups for assistance with Maths, English; including daily groups for Phonics: as part of the Literacy lesson for Years R, 1 and 2, Motor Skills and Social Skills.

Below is an example of the provision provided by Roxwell C of E Primary School and the graduated response to pupils needs

Quality First Teaching (All Pupils)	SEND Support (pupils without an EHCP)	SEN pupils with an EHCP
<p>Differentiated curriculum Differentiated delivery Differentiated outcome</p> <p>Multi-sensory learning opportunities Increased visual aids – letter formation, number lines. Visual timetables (class and individual)</p> <p>Word banks, vocabulary</p> <p>Illustrated dictionaries Use of writing frames Alternative recording methods Access to computer enhanced learning with appropriate software, alternative methods of recording.</p> <p>Sensitive grouping/ pairing / class or playground buddy Spelling banks for new subject specific words Structured school and class routines Use of visuals for understanding Individual work station Whole school and class reward system / individual reward systems Whole school/class rules / Whole school policy for behaviour Circle time as part of PSHE curriculum Use of positive language to promote self- esteem Wellbeing and involvement assessments Time out facilities Modified/adapted resources-e.g. writing slope Overlays / Use of coloured paper Specific Assessment Transition support</p>	<p>High Quality Teaching Named part of whole class planning</p> <p>Individual, paired and small group support</p> <p>Counselling</p> <p>Consultation with the child concerning targets and discussions around input for One Page Profile</p> <p>Access to specific resources/interventions/access arrangements as recommended by outside agencies wherever possible e.g. gym trail, sensory, activities, visual support, multi-sensory learning.</p> <p>Group intervention, English or/and Maths, Additional Phonics Support</p> <p>Speech and Language Support</p> <p>Time out/ support cards Group intervention for behaviour and emotional support Sensitive class seating arrangements. 1:1 Reading intervention and/or daily reading 1:1 Phonics intervention. 1:1 Maths intervention</p> <p>Communication and support from external agencies</p> <p>Support in line with individualised advice from an external agency including Health Plans.</p>	<p>High Quality Teaching, Assistance and support in line with individual EHC plans</p> <p>Annual Reviews</p>

What happens if my child moves to/from Roxwell C of E Primary School?

At Roxwell C of E Primary School we highly value the successful transition of pupils from pre-schools and between all key stages. We endeavor to work closely with other schools within our local delivery group and secondary schools. Induction visits take place for children joining EYFS and additional visits can be arranged for SEND pupils as required. All pupils in Y6 complete transition visits and a range of activities with their peers to develop their confidence, raise awareness to ensure a smooth transition to secondary school. We liaise with school staff and forward any SEND paperwork, attending meetings about specific SEN pupils as required.

What do I do if I am not happy with the SEND provision for my child?

If you have any complaints relating to the provision for pupils with SEND, these can initially be directed to your child's class teacher and then the SENCo/Headteacher. The chair of governors may be involved as required. In the case of any unresolved complaint the Local Authority may be involved. Parents can apply to the school office for details of the school's complaints procedure.

Where can I get information on the Local Authority's Local Offer?

The Local Authority publish the 'Local Offer' on this website: <http://www.essexlocaloffer.org.uk/>

This SEND Information Report – School Offer is published on the school's website.

It can also be found in the school's Inclusion Policy.