

Roxwell C of E Primary School SEND Information Report Jan

Jan 2020



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| <p>What is our School ethos for SEND?</p> | <p>Roxwell Church of England Primary School is a small, friendly, family village school with a strong Christian ethos. Our inclusive character values the excellent relationships between the school, parents and the community in which each child is treated as an individual and is valued. We encourage children to work together valuing relationships they make as lifelong learners.</p> <p>At Roxwell Primary School we believe that:</p> <ul style="list-style-type: none"> ▪ All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. The right extends to every pupil of the school, whether or not they have a Special Educational Need and/or Disability (SEND). ▪ The school aims to provide a caring learning environment, rich in stimulation, which meets the needs of all pupils and fosters their academic, emotional and physical development, in order that each child reaches their potential. The teachers and learning support assistants (LSAs) have high expectations of all pupils. <p>Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility, for example, as representatives on the school council and being a prefect.</p> <p>A copy of our school SEND policy can be obtained from the school office or on our school website.</p> |
| <p>How are children with SEND identified?</p> | <p>The Code of Practice (2014) identifies a pupil as having SEND <i>if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</i></p> <p><i>(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or</i> <i>(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</i></p> <p>The Equality Act 2010 identifies a person as having a disability <i>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.</i></p> <p>The Code of Practice (2014) identifies four broad areas of SEND:</p> <ul style="list-style-type: none"> ▪ Communication and interaction: Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. |

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| | <ul style="list-style-type: none"> ▪ Cognition and learning: Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. ▪ Social, emotional and mental health difficulties: Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. ▪ Sensory and/or physical needs: Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support. <p>These four broad areas give an overview of the range of needs that need to be planned for. Behaviour issues will not be identified as SEND but will, rather, be described as an underlying response to a previously listed need.</p> |
| <p>What is the name and contact details of the SENCo?</p> | <p>The school SENCo is Mrs Rosam, an appointment can be made via the school office or by e-mailing senco@roxwell.esex.sch.uk</p> |
| <p>What are the arrangements for assessing children's needs, reviewing the progress towards outcomes and evaluating the effectiveness of their provision?</p> | <p>The arrangements for supporting pupils with SEND follows a graduated approach.</p> <p>High Quality Teaching:</p> <ul style="list-style-type: none"> ▪ Most children will have their needs met within class through high quality teaching. ▪ Pupil's progress and achievement is monitored by teachers and any pupil not making expected progress will be given further targeted support as part of high quality teaching. ▪ The Essex 'Provision Guidance' document is used to support teachers in the identification of high quality classroom provision. ▪ The SENCo and Headteacher meet at least termly to analyse pupil assessment. Examples of data that are analysed include: <ul style="list-style-type: none"> ▪ Teacher assessment data ▪ ASP (Analyse School Performance) data ▪ Individual assessments ▪ In class assessments ▪ Reading and spelling ages |

- SAT's assessments

- Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored by their class teacher, Headteacher and the SENCo.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Advice and support, with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective provision is provided by the SENCo.
- The SENCo may also observe the pupil in class if needed.
- The SENCo meets regularly with teachers and LSA's to give them the opportunity to discuss any concerns about a pupil.
- Due to a concern by a parent or teacher, or where a pupil is still not making expected progress despite high quality teaching, an 'Initial Concerns Form' is completed by the teacher with the support of the SENCo to help assess whether or not the child needs to be placed on the SEN register.
- Any concerns about a pupil will be discussed with parents.
- A pupil that has been identified by school or in partnership with another agency, as requiring 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, will be placed on the SEN register under 'SEN Support.' Parents will be formally advised of this, they are also informed of the provision being made for their child.

SEN Support:

The support provided for pupils on the SEN register consists of a four-part process - **Assess, Plan, Do, Review.**

Assess:

- A 'One-page profile' is created by the SENCo for all children placed on the SEN register.
- The SENCo uses the Essex 'Provision Guidance' document to assess and meet the needs of children under each area of need as outlined in the Code of Practice. It follows a graduated approach whereby each area of need is divided into three levels of need:
 - **High Quality Teaching** – This is the foundation of all teaching, assessment and intervention for all pupils.
 - **Additional school Intervention and Support** – building on high quality teaching where a pupil may need more input and advice may be sought from professionals to support individual assessments and interventions.

- **High Needs** – for pupils with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalised advice and support.
- A number of assessment tools are used where needed to further support the assessment of children’s needs, for example:
 - Tick lists for ADD, ADHD, Autism and dyslexia
 - Salford Reading age assessment
 - Vernon Spelling age assessment
- The SENCo is used for class and school based observations and an observation pro-forma is completed as a record of any formal observations made.
- The SENCo meets regularly with teachers and LSAs to discuss the progress and well-being of children on the SEN register.
- Regular discussions are also held with the LSAs to identify any SEN issues, updates, training or resourcing needs.
- For higher levels of need we draw on more specialised assessments from external agencies and professionals, including Specialist Teachers, health professionals from Provide (e.g. Occupational Therapists, Physiotherapists, Paediatricians, and Speech and Language therapists), EWMHS, Social care, Educational Psychologists and Counsellors in accordance with their referral criteria. Parents are consulted about any outside agency intervention.

Plan:

- A termly person-centred One Planning meeting is held, where possible, with the child, their parents, their teacher, their Learning Support Assistant(s) (LSA), the SENCo and where appropriate, any external agencies involved to agree the outcomes, interventions and support that is required and a clear time scale for review.
- An individual One Plan is produced by the SENCo to identify SMART targets that will help to meet the desired outcome. This will clearly state the provision a child will receive to achieve the outcomes stated in their One Plan.
- Parents and all those working with the pupil, including support staff are given a copy of the child’s One Plan so that they are aware of the child’s individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do:

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| | <ul style="list-style-type: none"> ▪ The class teacher remains responsible for working with the child on a day-to-day basis and for the progress of all pupils in their class, including pupils with SEND. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. ▪ Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support is provided by the SENCo. <p>Review:</p> <ul style="list-style-type: none"> ▪ Reviews of a child's progress will be made at least termly through the person-centred One Planning meeting. ▪ The review process evaluates the child's progress, looking at the impact and quality of the support and interventions provided so that any modifications to their provision or desired outcomes can be made. ▪ The child's One Plan and One Page Profile are updated by the SENCo following the meeting using any further information gathered. ▪ Any changes to a child's special educational provision as a result of the meeting are updated onto their One Plan. <p>Referral for an Education, Health and Care Plan (EHCP):</p> <ul style="list-style-type: none"> ▪ Some children may require a statutory assessment to support their needs, in line with the Local Authority criteria, this is usually requested by the school but can be requested by a parent. This may result in an Education, Health and Care Plan (EHCP). ▪ The decision for the school to make a referral for an EHCP will usually be taken at a One Planning meeting. ▪ A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. ▪ Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. ▪ Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review meeting. |
| <p>What kinds of SEN are provided for?</p> <p>How is the curriculum and learning environment adapted for children with SEN?</p> | <p>Children who have general learning difficulties:</p> <p>The delivery of the provision for children with learning difficulties can usually take place in the normal classroom setting, sometimes a child may be withdrawn from lessons for short periods for intensive or specialized teaching. Teacher planning includes differentiated work for SEN children. Class based LSAs are available to support pupils in some literacy and/or numeracy lessons and some foundation subjects. They provide support for small group or individual interventions as needed, for example:</p> |

- Sound Discovery phonics programme
- AcceleRead AcceleWrite programme
- Toe by Toe

Specialist resources are also used to aid learning across the school as needed. E.g. left handed scissors, easy grip rulers, tri faceted pencils, pencil grips and writing slopes.

Children who either have a diagnosis of Autism/Asperger's, or have difficulties with social, emotional and mental health difficulties:

Individual or small group intervention programmes that may be used include:

- Time to talk
- Speech Bubbles
- Don't take things so Literally
- Social Stories
- Nurture group

Specialist resources that are used as needed include sand timers, behaviour charts with stickers and rewards and visual timetables.

Children who have a diagnosis of Dyspraxia or have gross or fine motor control difficulties; attention and organisational difficulties:

Intervention programmes that may be used include:

- Gym Trail
- Memory Fix
- Individual Occupational Therapy programmes provided by the Health Care team.

Children who have Speech and Language difficulties:

Intervention programmes that may be used include:

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| | <ul style="list-style-type: none"> ▪ The Ultimate Guide to Phonological Awareness ▪ Colourful Semantics ▪ Individual Speech Therapy programmes provided by the Health Care team. <p>Specialist resources that may be used to support children with speech and language difficulties include Communicate In Print, First and Then boards and visual timetables.</p> <p>Children who have physical difficulties accompanied by a PNI diagnosis:</p> <p>Intervention programmes that may be used include:</p> <ul style="list-style-type: none"> ▪ Individual Physiotherapy programmes provided by the Health Care team. <p>The school is equipped with a disabled toilet. Further specific specialist equipment is bought or hired as needed in liaison with the specialists according to the needs of individual children. E.g. laptops, adapted computer switches/mouse/keyboard, specialist chairs etc.</p> <p>Children with Sensory Impairments e.g. Visual Impairment, Hearing Impairment or Multi-Sensory Impairment:</p> <p>Specific specialist equipment is bought or hired in liaison with the specialist teacher according to the needs of the children. E.g. radio aids, magnifiers etc.</p> <p>Children who have medical issues:</p> <p>The school liaises with the school nurse as needed to complete Health Care Plans for children on medication, including children with asthma or allergies. Occasionally a child may visit outside therapy clinics (Speech Therapy, Occupational Therapy) in order to access specialised support.</p> |
| <p>What are our arrangements for consulting parents of children with SEN and involving them in their child's education?</p> | <ul style="list-style-type: none"> ▪ There are two parent consultation evenings during the year when parents can visit the school and discuss their child's progress with their teacher. ▪ Parents can contact the class teacher via the office if they require additional meetings to discuss their child's progress. ▪ Parents are invited to a termly One Planning Meeting with their child, the child's teacher and/or the class LSA, the SENCo and, where appropriate, any external agencies involved, to discuss what is working and not working in terms of their child's SEN provision, the outcomes they wish to seek and the support they need to achieve them. |

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| | <ul style="list-style-type: none"> ▪ Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice. ▪ Parents of children who have an EHCP are invited to discuss their child's progress at the Annual Review. ▪ All pupils receive an annual Report which shows attitude, performance and attainment in the Core and Foundation Subjects alongside personal and social information and targets for improvement. ▪ A whole school Survey of Parent Views is carried out annually. |
| <p>What are our arrangements for consulting young people with SEN and involving them in their education?</p> | <ul style="list-style-type: none"> ▪ Pupils are, where appropriate, invited to their One Planning meeting and encouraged to help contribute to the outcomes that they would like to achieve (This can be in person or by preparing some work beforehand). ▪ All agreed targets, and any interventions involved to achieve them, are discussed with the child. ▪ Annual Review meetings are held for children who have an EHCP to analyse goals and set new targets and determine strategies to improve attainment. Pupils are invited to the meeting to discuss their achievements over the year and contribute to the outcomes that they would like to achieve. ▪ Achievement assemblies take place regularly and pupils are nominated for class awards to recognise progress and effort towards achieving their targets. ▪ Rewards for achievement of targets can include sticker charts, Headteacher awards, house points and achievement certificates. |
| <p>What is the expertise and training of staff in relation to children and young people with SEN?</p> | <ul style="list-style-type: none"> ▪ The SENCo is a qualified teacher who holds the National Award for SEN Co-ordination ▪ The SENCo attends regular Up-date Meetings and relevant courses run by the Local Authority relating to the needs of pupils within the school. ▪ The SENCo attends termly SENCo Cluster Meetings which are held for SEN Coordinators in the Tanglewood Partnership covering a range of SEN topics with speakers. ▪ Regular opportunity is given to staff to attend courses on relevant SEN topics. ▪ Staff training needs may also be supported through peer mentoring, modelling, observation, working with outside agencies, team meetings, staff meetings and opportunities to attend courses. ▪ 1:1 tutoring may be put in place for children who need it. ▪ The school also has access to extra support from an Educational Psychologist, speech and language therapists and specialist teachers. |
| <p>What are the school's arrangements for supporting pupils transferring between stages of education?</p> | <p>Transition plan arrangements for transfer from pre-schools/nursery schools to Roxwell Primary School:</p> <ul style="list-style-type: none"> ▪ We have good links with our feeder pre-schools. Staff from our reception class visit feeder schools to discuss and meet with children in their pre-school setting. Where a child already has identified special educational needs, the SENCo will also visit the child in their pre-school setting. |

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| | <ul style="list-style-type: none"> ▪ When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register at Roxwell Primary School. All provision, programmes and outside agency support in place will continue. ▪ All children with SEND visit the EYFS classroom on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc. ▪ The SENCo and Reception class staff will attend pre-school TAC meetings prior to a child with SEN attending school if appropriate. ▪ The SENCo holds liaison meetings with the Reception class teacher and LSAs to transfer information from nursery to school prior to the start of term. <p>Transition plan arrangements for transfer from class to class:</p> <ul style="list-style-type: none"> ▪ Prior to the start of a new academic year, the SENCo will inform teachers and their LSAs about the SEN children in the class and provide them with any information about the child, including their One Plan and One Page Profile. ▪ Relevant courses/training will be arranged for the teacher and/or LSA as needed. <p>Transition plan arrangements for transfer from Roxwell Primary School to another primary school or secondary school:</p> <ul style="list-style-type: none"> ▪ Where a child is transferring to another primary school or a secondary School, the SENCo will contact the SENCo of that school to transfer SEN information and to try to arrange any transitional provision that is needed. ▪ All SEN school records will be passed on to the new school, regardless if the child has been removed from the register or is borderline to go on to the register, in case the transition causes the onset of any problems. ▪ All pupils in Y6 are offered transition visits to their secondary school to ensure a smooth transition. |
| <p>Where is the local authority's local offer published?</p> | <p>The Essex Local Offer is for children and young people with SEN and/or disabilities (SEND) and their parents and carers, its aims are to:</p> <ul style="list-style-type: none"> ▪ Give information about education, health and care services. ▪ Give information about leisure activities and support groups. ▪ Make it easier for young people/parents to find out what they need to know. ▪ Help families to be less dependent on word of mouth. ▪ Help families find the nearest and most suitable services. |

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| | <ul style="list-style-type: none"> ▪ Help families to provide feedback about what is needed, raise concerns or make a complaint. <p>The Essex Local Offer can be accessed at: www.essexlocaloffer.org.uk</p> |
| <p>What are the arrangements for handling complaints from parents of pupils with special Educational needs concerning the provision made at the school?</p> | <p>At Roxwell Primary School we encourage parents to get in touch if they have concerns about their child’s learning. However, if they are unhappy with the special educational provision that their child is receiving:</p> <ul style="list-style-type: none"> ▪ Their first approach is to the class teacher either through a Home/School book, by letter or telephoning the school office to make an appointment. ▪ If parents are still unhappy, the next step is to see the SENCo by arranging an appointment through the school office or by emailing her directly (senco@roxwell.essex.sch.uk). ▪ If necessary, the next step is to contact the Head Teacher, in person, by letter or by telephoning the school office. It is the Head’s job to hold their staff to account if things are not right, or to explain why the school is unable to meet a request. No problem that the school is ignorant of will be able to be resolved, we encourage parents to share concerns early so that they do not become a problem. ▪ The school’s Governors are the next stage in trying to resolve a complaint. The named Governor for SEND is Suzanne Farris and all concerns should be put in writing and delivered to the school office for her consideration. |