



Annual SEN information report - SEN support for your child at Writtle Infant School

Date: 9th October 2018

Frequency of review: Annual

1. School ethos for SEND

Our vision is for this school to be a special place where learning has no limits.

Every child matters and, as every child is valued as an individual, so are their needs. We aim to meet these needs, together with you as parents, and through specific support and provision ensure your child enjoys an active, inclusive school experience. There are many steps we can take to support your child on their journey through Writtle Infant School.

The following pages outline what Special Educational Needs support is in place at school and how this support can be accessed. You can locate the Essex County Council Local Offer on their website: www.essexlocaloffer.org.uk. This will give you access to other School Offers.

Our school values of Honesty, Independence, Politeness, Independence and Perseverance underpin all our policies.

2. Special educational provision

‘Special educational provision is educational or training provision **that is additional to or different from** that made generally for others of the same age.’

This need for provision can be considered as falling under four broad areas of difficulty:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

These can include a range of difficulties with:

- Reading, writing, speaking and listening, number skills
- Speech and Language development
- Children expressing themselves or understanding information
- Making friends or relating to adults and other children
- Behaving appropriately in school
- Sensory and physical difficulties which may affect a child in school

In all of these circumstances we may need to provide support and provision in addition to the quality first teaching that all of our children receive and in addition to the differentiated approaches and learning arrangements that will already have been tried.

From September 2014 the government replaced the existing two categories of Special Educational Needs (SEN) with a new single approach called 'SEN support' which is a more simplified, rigorous approach that focuses the system on the impact of support provided to your child, rather than how children access support according to their category of need.

3. Identification of SEN at Writtle Infant School

Prior to choosing Writtle Infant School for your child any necessary discussions about your child's level of Special Educational Need should be discussed. If, during your child's journey through the Infant school, you think your child has special educational needs, the initial point of contact is the class teacher.

Our SENCO is Caroline Standen and she is available for appointments on Wednesdays and Thursdays. Please contact the office on 01245 420963.

The SENCO is a qualified teacher and has the additional National Award for Special Educational Needs Co-ordination. The role of SENCO is to co-ordinate the allocation and provision of SEN in school.

4. Early Years Profile

At the end of the Early Years Foundation Stage (EYFS) in which the child reaches five, and no later than the 30th June in that term, the EYFS profile must be completed for each child. The profile provides a picture of a child's progress against expected levels and their readiness for Year 1. The profile must identify any additional support needed.

5. Partnership ethos with the school

Early Years/Year 1/Year 2

Class teachers may have already identified pupils that need help if:

- Limited progress is being made;
- There is concern regarding a pupil's behaviour or progress;
- Concerns are raised by parents, carers, other members of staff or the child.

Initially, the class teacher is expected to provide necessary support for your child through resources or adult support within the class. Differentiated work will enable your child to access the curriculum more easily and is part of our ongoing good practice.

'Many of the children who are not progressing as expected, or are falling behind their peers can be supported, and have their needs met, through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation or through provision of equipment and aids.'

At least termly, each child's progress will be updated and shared with the Headteacher/SLT at pupil progress meetings. The class teacher will be able to evaluate the impact and effectiveness of additional resources and they will decide what alternative provision may be needed.

If concerns continue, for example:

- Limited progress is being made even when the teaching is targeted to improve the child's area of weakness;
- There is a change in the pupil's behaviour or progress;
- There are ongoing concerns from parents, carers, other members of staff or the child

then we will use the SEN criteria to identify next steps and refer to the Provision Guidance toolkit. This outlines what the teacher needs to evidence to illustrate that targeted provision has been put in place as well as any diagnostic and formal assessments. Evidence of provision needs to be gathered, using Person Centred tools, to share with the Special Educational Needs Coordinator (SENCO). The class teacher and SENCO will meet and arrangements will be made to ask you into school to discuss our concerns and plan to ensure your child's needs are met. This will be recorded on a Person Centred Plan which we will share and discuss with parents and ask parents to sign.

Parents: We acknowledge that circumstances outside of school may affect the well-being of your child. We would urge you to inform the school, verbally or in writing, of any changes at home regarding your child's circumstances, so that we can be better prepared to deal with possible effects this may have on your child during the school day.

6. SEN support

SEN support is for those children who require support and/or intervention that is additional to or different from that normally provided as part of the differentiated curriculum offer and strategies.

If after half a term of teacher directed provision, there has been little or no impact, both the teacher and SENCO will use entry data, monitoring, observation, teacher assessment, discussion with adults, language screening tools and phonic support assessment to identify the category of need your child is presenting.

This identification of need will be shared with parents. The PCP will indicate what is working and not working for your child, the levels of progress and attainment at the time and what support and provision your child will have. It will explicitly indicate what the provision is, who will be involved in leading that provision and how often it will occur. This may involve:

- additional adult support and resources;
- intervention groups;
- 1:1 support;
- targeted small group activities;
- differentiated work.

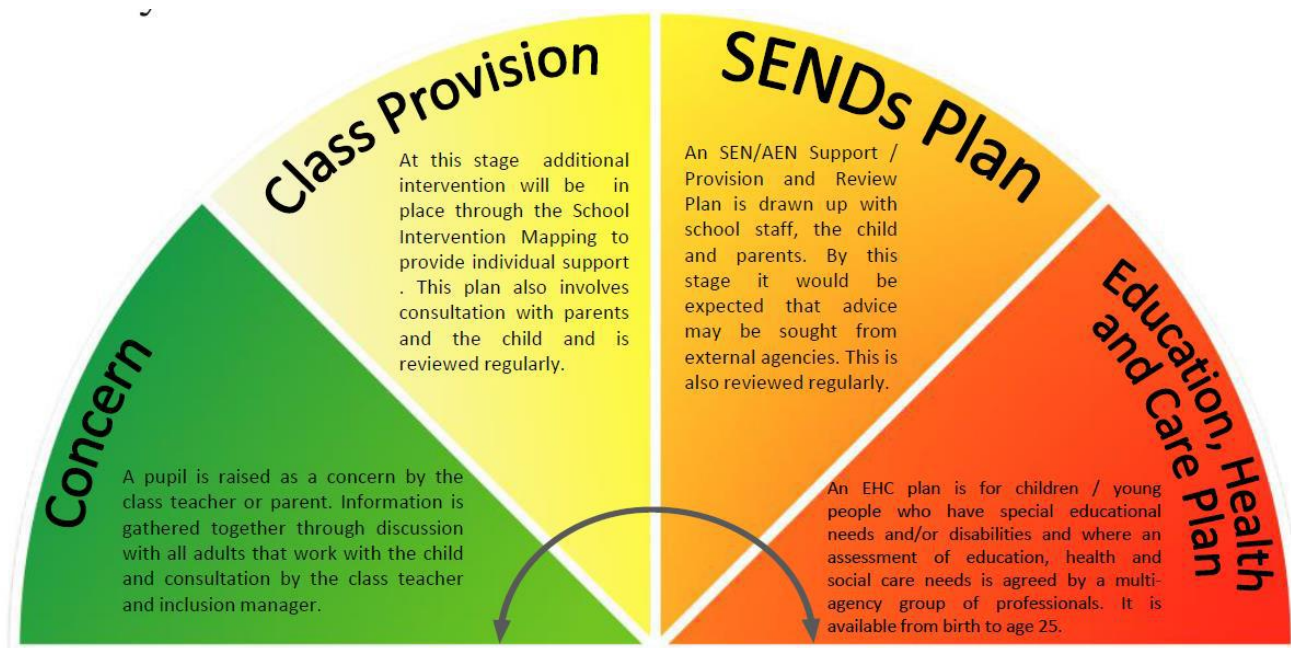
We would also expect parents to ensure, with support from the school nurse or their own GP that basic health checks are in place, such as hearing and sight tests.

We evaluate the effectiveness provision with on-going assessment, day to day records, following the school's assessment policy and assessment against a child's individual outcomes. We understand that much of the data will be qualitative rather than just quantitative, the case studies and individual anecdotes for children with SEND are so important in showing progress.

Our children with SEND are enabled to engage in activities that are available to children without SEND.

Examples of intervention and provision:

- Speech and language support – we have a ELKLAN qualified speech and language specialist in our school
- Early maths intervention
- Lego therapy
- Social skills group
- Nurture group
- Dictation groups, phonic groups
- Able and Talented support (if needs have been identified and assessed)
- We can also provide activities that support the function and development of gross and fine motor skills.



A Graduated Response

7. Additional adults

There is a wealth of experience, in various areas, amongst our additional adult support (Learning Support Assistants) that is deployed depending on the needs of the children. The LSAs work part-time and full-time, supporting in class and within intervention groups. They are directed by the class teacher and work as part of a team. Each class has some adult support. We continually seek training opportunities for our additional adults and are keen for them to access in-house training as well. We also have a trained Speech and Language (Level 3) LSA on our staff.

8. Parent and child views

Your views and your child's will also be part of any meetings. Your child will be invited to attend the review meetings or asked to give their recorded views. Your child will be supported in completing a 'My views' document which they can share at any meeting. The class teacher may suggest ways of how you can best support your child at home.

9. Outside agencies

We may feel it is necessary to contact any of the following multi-agency services to support us in meeting the individual needs of your child. They may be invited to our meetings. All reports and visits by multi-agencies are shared with parents and you will be notified if and when a visit will be made with your child, with your consent if necessary. These agencies include:

- School nurse team
- Educational Psychologist
- Child and Adolescent Mental Health Services
- Specialist teacher support services
- Moulsham Grange – Paediatrician
- Children and Families Hub
- Speech and Language Therapists
- Occupational Therapists
- Counselling
- EAL – English as an Additional Language service
- Traveller Education Services
- Alternative Education provision
- Family Services

Pupils who are 'looked after' by the Local Authority and have special educational needs are overseen by the Virtual School. The Virtual School and our school work closely together with regular updates and an efficient transfer of educational information between agencies is made through a PEP (Personal Educational Plan). We have a designated person for children in public care who acts as an advocate, this is the Headteacher.

10. EHC plans

Statutory assessments of education, health and care needs will take place for those children with complex Special Educational needs. An Education, Health and Social Care plan (EHCP) will coordinate all the parties involved in your child's needs and will involve the Local Authority. Parents will be involved in this process.

11. Pupils with medical needs

If a pupil has a medical need then a detailed care plan should be obtained from the Health service and shared with the school via the school nurse. All staff are made aware of significant health needs of any pupil and visual reminders are sensitively used throughout the school. Staff receive additional medical training if necessary, which may include training to respond to severe allergies. If required the LA

occupational therapist will come in to undertake an assessment of the building. Please refer to our full policy: "Supporting Pupils with Medical needs"

First Aid training is administered to all staff every three years. Most members of staff working in EYFS have an extended First Aid Paediatric certificate. We also have specific medical training for pupils with particular needs such as epilepsy.

12. Arrangements for the admission of disabled persons as pupils

Our building is all on one level/single storey and is accessible to all. There is an up to date access plan in place. We have our own playground and share the field with the Junior school. We have disabled access and have disabled facilities, including a shower. We have fully inclusive P.E. equipment. Support can be arranged so our extra-curricular activities are inclusive.

The arrangements for disabled persons as pupils would be initiated with a meeting to ensure that we have the facilities to support a child's individual need.

We also have a detailed Equality/Accessibility Policy available on our website.

13. My child's well-being

Some children may also need nurturing support at social breaks throughout the day. Our nurture group is led by two trained LSAs and supports a small number of children who need different provision at these social times. 'Can I play' is a systematic approach that can be used to support children who are experiencing difficulty with social interaction. We also provide a club at lunchtimes for children who need a break from the playground environment.

14. Complaints

Please see our complaints policy

15. Transition

We have good early links with pre-school providers to support the transition of those children with SEN and have good communication with the SENCOs. We ensure staff observe the new intake children in their Nursery setting and hope the parents will welcome us during any home visits that we might make. The new intake children will have opportunities to come into school before they start in September. The Early Year Specialist team contact us to arrange a meeting, usually in the summer term before a child with SEND starts at school. Parents and other professionals are invited to the meeting.

At the end of each academic year there is a thorough hand-over between teachers before the new academic year begins. We also ensure that transition from our school to the Junior school on the shared site runs smoothly. We give the Year 2 children a variety of opportunities to visit their new school and familiarise themselves with the new building, the new surroundings and the new faces. Timetabled visits occur in the Summer term before the transition in September. Meetings to plan transition can take place as early as the September before transition.

16. Complaints procedure

Please see our complaints policy.

17. Admissions

Essex County Council deal with our admissions and follow their set criteria.

18. Equality statement

“The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.”