

SEN Information Report for Waterman Primary School 2017-2018

Introduction

Welcome to our SEN information report which will be part of the Essex Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Waterman Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are:

Name of SEN Governor: Shaun Scrutton

Name of SENCO: Joanne Fincher

Name of Head: Eileen Thorn

Arrangements for Inclusion

All children and their parents are entitled to be treated with respect and to have their views taken into account. Arrangements for supporting pupils with diverse needs are made to protect and enhance the dignity of those involved. Inclusion is a process not a state and its success relies on all members of the school community having a shared philosophy and valuing all of the children equally.

The National Curriculum Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- ♣ Setting suitable learning challenges
- ♣ Responding to pupils' diverse needs
- ♣ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will consider these principles carefully when an application is made and in deciding if the placement is appropriate. Our school aims to be an inclusive school. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

Learning for all - Identification and Assessment procedures

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Our SEN profile for 2017-18 shows that 34% of our school community are identified as having SEN, as defined by those needing additional school intervention and support/involving outside professionals of having a high level of need.

Cognition and learning	Communication and Interaction	Physical and Sensory	Social Emotional and Mental Health	Statement/EHC
48%	22%%	10%	10%	10%

What we do to support learners with SEN at Waterman Primary School?

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

The Teacher Standards 2012 detail the expectations on all teachers, and we at Waterman Primary School are proud of our Teachers, their 'high quality teaching' and their development. Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables

- iPads, lap tops, cameras or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Small group/individual support
- Attendance at gym trail

Each learner, identified as having SEN, is entitled to support that is 'additional to' or 'different from' a mainstream differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on an Individual Provision Map and child friendly document.

Although this does not detail the individual learners needs, it describes the interventions and actions that we undertake at Waterman Primary School to support learners with SEN across the year groups. Through consultation with the parents all parents will be given guidance as to how their child can be supported further. We modify the provision maps and One Plans three to six times a year, as our learners and their needs change.

Children with additional needs receive a very personalised approach to learning with the relevant support and adjustments that will maximise your child's learning. Teachers ensure that your child will:

- ♣ feel secure and know that their contributions are valued;
- ♣ appreciate and value the differences they see in others;
- ♣ take responsibility for their own actions;
- ♣ are taught in groupings that allow them all to experience success;
- ♣ use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- ♣ have a common curriculum experience that allows for a range of different learning styles;
- ♣ have challenging targets that enable them to succeed;
- ♣ are encouraged to participate fully in all aspects of school life.

At Waterman Primary School we share our strategies and methods with our colleagues in the HEARTS Academy Trust so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools, ensuring equality of opportunity.

We have commissioned our own counsellor, Alice Dunn, who works with children within the school.

Our annual action plan for SEN is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. The SEN Governor will meet with the SENCO throughout the year, questioning and supporting subject development.

Funding for SEN

The school's core funding, received annually from the Education Funding Agency, includes a "notional" amount for Special Educational Needs (SEN).

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN and ensure that parents/carers and children are involved in each step.

A baseline will also be recorded, which can be used to compare the impact of the provision. Children, Parents/carers and the teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps.

If a learner has a statement or Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually and with outside agencies and professionals present.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared within The HEARTS Academy Trust so SENCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and Governors. We are also part of the Rochford/Rayleigh cluster moderation group so can ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

How will I get informed about my child's progress in school?

You will receive termly school reports. You will be invited to 'Learn with your children session', a series of events where teachers will help to support you with developing your child's learning at home. You will have the opportunity to listen to the teachers discuss how they teach, use equipment and explore materials alongside your child and, where

appropriate, observe teacher led sessions. There are two parents' consultation evenings per year where you can meet with the teaching staff to discuss their learning, in addition there is an extra meeting in the summer term to go into your child's class to view their work and meet with their class teacher and meet the new class teacher in an informal manner.

Other opportunities for learning

All learners should have the same opportunity to access extracurricular activities. At Waterman Primary School in 2017-18 we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO to discuss specific requirements.

All staff at Waterman Primary School are committed to offering equal opportunity to all. We follow the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

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

The school's accessibility plan is reviewed annually in line with the needs of our pupils.

Improving emotional and social development

Our school is very small; our children's needs are highlighted and recognised amongst the adults within the school as appropriate. The extra pastoral support offered to children and families is provided through the Alice Dunn, our learning mentor Nicola Wiltshire and within the weekly Bubble Time sessions. The views of our children are taken into consideration as part of the School Improvement Plan, the evaluation cycle and the general running of the school daily. As part of the marking and feedback policy all children review their learning. A proportion of our school have closer focus upon their specific areas of need and these are

taken into account during the sharing of One Plans. We listen carefully to any anxieties and concerns around the area of bullying, actioning the school's bullying policy as needed.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Waterman Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to local Secondary school will be discussed in the summer term of their Year 6, to ensure time for planning and preparation. Additional visits and transition plans are put into place if this is felt necessary and beneficial.

Have your say

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff so please engage with our annual self-evaluation process as the appropriate time. Should you wish to speak to the school about its service, please don't hesitate to contact the SENCo, Mrs Fincher or the Head of School, Mrs Thorn.