



HEARTS ACADEMY TRUST

SEN Information Report

School: Waterman Primary School

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What types of SEN do we provide for?

For children with general learning difficulties

The delivery of provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teachers' planning includes differentiated work for SEN children.

All classes have LSAs deployed within them to support children with SEN. Some children are given one to one/small group support either in English, Math's, spellings or phonics.

Depending on the nature of the child's difficulties, he or she may also be taken out for specialised, in-school programmes.

For children who either have a diagnosis of Autism/Asperger's, ADHD or have difficulties with Behaviour, Social, Emotional, Communication, Interaction and Friendships

Pupils may attend Bubble Time and spend time with the learning mentor. Bubble Time can run weekly for 20 minutes. This covers Social skills, games and stories.

The schools have a full time learning mentor who is available for all children and their families and provides a strong link between home and school life. The learning mentor is fully trained and focusses her work with children with social, communication, interaction, behavioural and emotional difficulties.

For children who have a diagnosis of Dyspraxia or have gross or fine motor control difficulties; attention and organisational difficulties.

The school works closely with occupational therapists and individuals with an occupational therapy programme follow this with an LSA. Gym Trail can also run on a weekly basis to support children with attention, organisation and motor control activities.

For children who have speech and language difficulties.

One LSA and the SENCo are all trained in the Eiklan programme (Communication in the classroom) and these skills have been cascaded to all staff. One LSA and the SENCo are also trained in Talk Boost which is a 10 week intervention aimed at pupils in KS1 with a delay in communication. It supports attention and listening, vocabulary, sentence building, storytelling and conversations. The Eiklan trained LSA is the schools oracy champions

and she is used to run and support others in running specialised programmes passed on by the Speech and Language Therapists.

For children who have medical issues the SENCo and learning mentor arrange meetings with the school nurse and parents to complete Health Care Plans for these children.

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting.

The SENCo regularly liaises with outside agencies e.g. Pediatricians, GPs, Specialist teachers, Educational Psychologists, Physiotherapists, Speech Therapists, Speech and language support workers, Counsellors, Behaviour Support Team, School nurses, family liaison officers, Health Visitors.

Specialist resources are used to aid learning across the school e.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, traffic lights, left handed scissors, pencil grips, sit and move cushions.

There are also ramps at exits, a lift to get upstairs and a hoist for the swimming pool.

Further specific equipment is bought or hired according to the needs of the children, as and when they arise e.g. laptops, specialist chairs, radio aids.

How do we identify and assess pupils with SEN?

Early identification is vital. Throughout the schools we monitor and track the progress of all pupils by an ongoing process of planning, teaching and assessment. Pupils with SEN may be identified at any stage of this process during their school life. The assessments that are used are;

- Foundation stage baselines
- The foundation stage profiles
- The p scales
- Termly assessments of progress
- Use of online data tracking
- End of key stage tests
- Pupil progress meetings

Waterman Primary School recognises there is a range of SEN amongst our pupils and we match the level of intervention to their need. We investigate further when:

- when assessments are low at the start and end of the Foundation Stage, indicating poor early learning skills
- the pupil is working below the national expectation of the year group
- the attainment gap between the pupil and their peers is widening
- little progress is being made even when teaching approaches and resources have targeted a pupils identified need
- emotional or behavioural difficulties persisting in spite of the use of the schools behaviour management programme
- self-help skills, social and personal skills inappropriate to pupils chronological age
- for a child who is new to the school whose records indicate that additional interventions have been in place
- parental concerns regarding educational, behaviour, social or communication difficulties
- other adult concerns e.g. medical, Educational Psychologist

We have adopted the “graduated” approach, where the level of intervention increases whenever adequate progress is not being made.

Graduated approach

ASI (Additional School Intervention)

If a pupil does not make expected progress in spite of strategies the teacher has made in class, the teacher may decide more intervention is needed. The teacher and the SENCo will look at the evidence of progress and decide on strategies that are different to or additional from those already provided in the classroom to help the pupil make progress.

An Individual Provision Map is written by the class teacher and SENCo for the pupil. The Provision Map will set out extra support the pupil is accessing to help with their area of need.

The Provision Map is updated half termly in light of new data and provision required. The provision the pupil receives is discussed with parents at parent meetings.

HN (High Needs)

If a pupil continues not to make progress at ASI the SENCo will begin the one plan process. Parents and the pupil will be invited into school to discuss

the pupil's strengths and areas of difficulty. Three to five manageable outcomes will be set and will link pupils and parental aspirations with academic outcomes. These will be reviewed termly with the class teacher and SENCo. At this point the SENCo may ask for help from outside agencies. This is in addition to the extra support the pupil is already receiving in school.

At the HN level parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with the school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCo.

Request for statutory assessment

If the pupil continues not to make progress the school, through the Head teacher and SENCo, request the local authority to make a statutory assessment of the pupils SEN. If the LA agrees, it collects information from all the people who have been involved with the pupil. From this the LA Special Needs Officer decides whether the pupil needs a EHC plan (Education Health Care)

The EHC Plan

An EHC plan is a legally binding document which sets out the provision a pupil must have to meet his SEN. The LA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. One plans are used to set targets for each term as before. Each year the school must hold an Annual Review with the parents and all outside agencies involved with the pupil to assess the student's progress. A representative from the LA may attend these meetings.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

At Waterman Primary School the SENCo is Joanne Fincher, who is a qualified teacher and regularly attends courses. She is readily available for appointments to speak to the parents.

The SENCo is also available to speak to after school and can be found on the playground. The SENCos details alongside the certificate showing her qualification are shown in the reception. The SENCo has held the national qualification since 2012.

Alongside the SENCo all school staff have a responsibility to those pupils with Special Educational Needs.

	<p>The Inclusion Policy is published on the school's website and also contains the SENCo's contact details.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Waterman Primary school has a creative curriculum that all staff have worked upon to ensure it caters for all pupils needs. We have Directors of Learning and Lead practitioners that support teachers and LSAs in delivering the curriculum and adapting for individual needs.</p> <p>The curriculum and environment is adapted and changed according to the pupils needs at the time and support is given by a range of external agencies to ensure the environment and curriculum is correct.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Half termly one plan meetings are held for all pupils with HN or EHC plans with either the class teacher, SENCo or both present, giving the parents and pupils an opportunity to discuss any achievements, issues or needs. At these meetings one plans are written with parents and pupils to ensure parental aspirations and wishes are included in the outcomes.</p> <p>Waterman Primary School has an open door policy. Parents are welcome to drop in before or after school to speak to the Head teacher, SENCo, Learning Mentor and Class Teachers.</p> <p>The Early Years Leader and SENCo will meet with parents and any professionals involved as part of the induction process.</p> <p>Parents of children with an EHC plan are invited to discuss their child's progress at the annual review.</p> <p>Parents of children with an EHC plan are invited to a separate annual review in Year 5 for the amendment of the EHC ready for secondary school.</p> <p>Parents of children who have an EHC plan are invited to discuss transitional provision with the potential secondary school at a Transition Review.</p> <p>Parents are invited to meet with the Specialist Teachers and Educational Psychologist after their termly visits to pupils on their caseloads.</p>

How do we consult pupils with SEN and involve them in their education?

Children on **HN** and EHC plans are made aware of the outcomes set on their One Plans and are informed about their progress on a regular basis. The One Plan outcomes are discussed with the child so he/she is aware of the targets set and any interventions involved to achieve them. Pupils are then invited to make a contribution to the child view section of the One Plan.

Annual review meetings are held for children who have an EHC plan to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupils view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting.

Pupils are invited to write comments on their annual reports.

Pupils are part of a school council where they have the opportunity to discuss issues in school and develop their own agendas. Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

Pupils are given various questionnaires throughout the year to allow them the opportunity to have a voice in how the school is run. These questionnaires include information for the School Development Plan, ideas for new clubs, ideas for new school menus and ideas for new themes for our Curriculum

How do we assess and review pupils' progress towards their outcomes?

Half Termly meetings to update one plans formally with parents and pupils.

Multidisciplinary meetings are held to analyse progress made and determine the way forward for children who have involvement of multiple outside agencies.

Annual review meetings are held for children with EHC plans to analyse old goals and set new targets and determine strategies to improve . Parents are also invited to EP, Specialist Teacher meetings, multidisciplinary meetings and annual reviews. All parental views at these meetings are documented.

How do we support pupils moving between different phases of education?

Waterman and Stambridge Primary schools have an induction programme where all pupils spend time in the school setting to become familiar with their surroundings. When starting pupils attending school for half a day and lunch for 2-3 weeks. If a pupil will not manage a school day after this period they can continue on a reduced timetable. The Foundation stage leader and SENCo visit pre-schools and pupils homes as part of this process. Resources e.g. transition pictorial books are given to pupils as part of this induction. Any other resources to aid transition are made as needed.

At year six transition, the SENCo provides information on request to the local feeder Secondary school about the pupils with SEN who have chosen to go there. For pupils with a statement the SENCo arranges a meeting with the SENCO from the chosen secondary school, the class teacher, the parents and the pupil during the summer term prior to transition. Year 6 pupils will be given opportunities to visit their new secondary school as many times as deemed necessary.

For pupils who may find transition between classes difficult, transition books are designed. If necessary, extra visits to the class to become familiar with the setting and new class staff are arranged. All pupils spend time with their new class teacher, class staff and peers in their new classroom at the end of the school year.

How do we support pupils with SEN to improve their emotional and social development?

The Learning Mentor works closely with children, their families and professionals involved with these children. She attends meetings with the families and professionals.

Pupil's views towards how they feel at school, bullying etc. are gathered at least annually and the learning mentor ensures key pupils feel happy and safe in school. The school has anti-bullying ambassadors and their main role to promote good friendships out in the playground.

For some groups of pupils, the school (with parents' consent) will educate the pupils about a child's particular needs so the pupils fully understand them. We find this helps to encourage and maintain understanding and good relationships.

The school has a school counsellor who works with parents and pupils on their emotional, mental health and wellbeing. This is both through individual sessions and group sessions.

What expertise and training do our staff have to support pupils with SEN?

LSAs run specific occupational therapy, physiotherapy and speech and language therapy programmes with individual pupils.

LSAs are used to run special programmes e.g. gym trail, Lego communication, numicon to support all children with a special educational need within the school.

LSAs teach small focused groups for assistance in English and math.

Staff have attended courses on Autism, Dyslexia and Behaviour.

Regular opportunity is given to LSAs and SENCo to attend courses on particular SEN topics and give feedback at staff meetings.

Half termly SENCo cluster meetings are held for the LDGs primary SENCos covering a range of SEN topics with Educational Psychologist, specialist teachers, family support workers and feeder secondary schools.

Directors of Learning and Lead Practitioners support staff with the teaching and learning strategies for SEN pupils. They lead relevant training and support sessions.

How will we secure specialist expertise?

Waterman Primary is part of the Rochford Local Delivery Group. As part of this we have access to:

Training for all staff members

Support groups for LSAs and SENCo

EP

Family Support Workers

Attendance officers

Drop in sessions to discuss pupils with parental consent

Support/information groups for parents

As part of the drop ins we have access to the specialist teacher team who can help and advise us in school and also work and support parents if needed.

<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>There is a full Accessibility Plan in place as well as a SEN Action Plan.</p> <p>Specialist resources are used to aid learning across the school e.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, self-assessment stamps, left handed scissors, pencil grips, coloured paper for dyslexic pupils.</p> <p>Waterman Primary has also employed oracy champions who are fully trained in ELKLAN and are speech and language trained, therefore carrying out individual speech and language targets throughout the school.</p> <p>There are also ramps at exits, a lift up the stairs, disabled toilets and a hoist in the swimming pool area.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children as and when they arise e.g. laptop, specialist chairs, radio aids.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The SENCo and Head of School continually monitor provision given to SEN pupils in the classroom and through provision given above and beyond. The SENCo creates a provision map that details the extra provision the pupils are receiving and this is updated continually. Progress is regularly checked to ensure progress is being made. The SENCo regularly meets with other SENCOs both in the local community and the Academy Trust to ensure evaluation is moderated.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The procedure for complaints is highlighted in the Complaints Policy which is on the school website.</p> <p>At Waterman Primary School we have an open door policy. Parents are welcome to meet with the class teacher, learning mentor, SENCo or head to discuss any concerns/complaints they may have. All staff ensure these are taken seriously and resolved and all outcomes feedback to parents/carers.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>If the concern is related to an in school issue the first point of contact is the pupil's class teacher who will investigate the concern and will inform the SENCo and Head of School if needed.</p> <p>If the parent has a concern the school cannot support, parents have the following family support services.</p> <p>The Family support team at Rochford Extended Services:</p>

	<p>http://www.rochfordextendedservices.org.uk/</p> <p>A range of specialist family support can be found on the family support page under social care and family support on the Essex Local Offer website: http://www.essexlocaloffer.org.uk/categories/social-care-and-family-support</p>
Where can the LA's local offer be found?	<p>The Local Authorities local offer can be found at http://www.essexlocaloffer.org.uk/ There is a link to this on our schools website.</p>