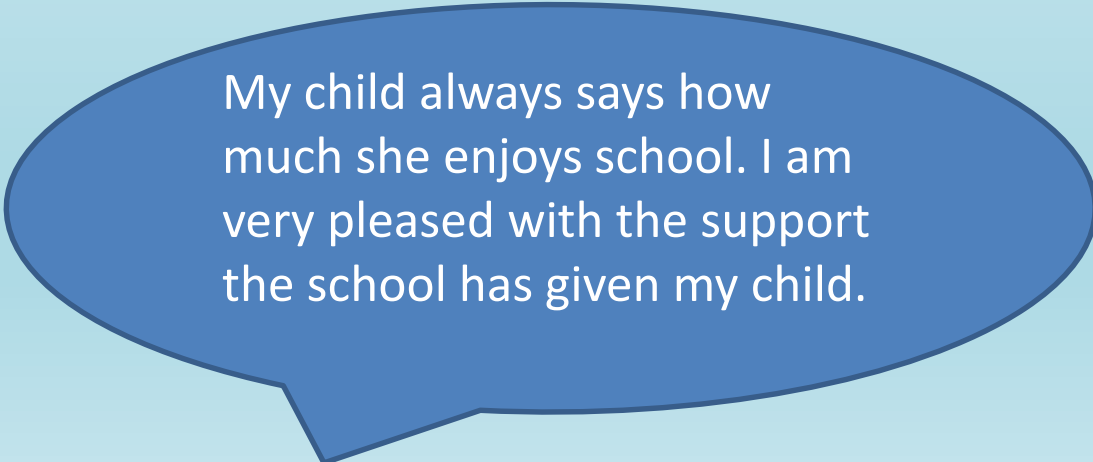


White Notley Primary School SEND Information Report

At White Notley, we believe that a creative but broad and balanced curriculum should be available to all its pupils, regardless of ability, gender or ethnic origin. We believe accordingly that every child should be entitled to a curriculum, which enables him/her to become an independent learner, being able to fulfil his/her potential to the highest possible standard.

At White Notley, all children and their achievements are valued equally.

Our school ethos is that no child is left behind. Our commitment is to develop unique and ambitious children who make informed choices and are inspired to reach their greatest potential.



My child always says how much she enjoys school. I am very pleased with the support the school has given my child.



To the report

Admissions

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

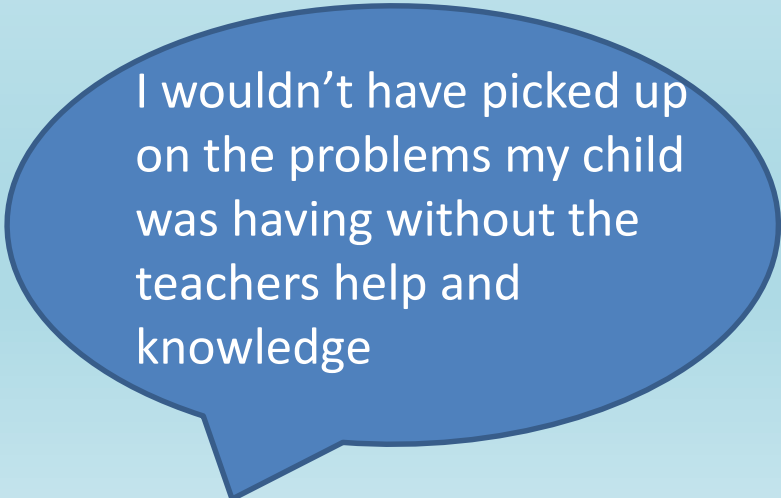
- ❖ it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- ❖ the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient
- ❖ use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

The kinds of SEN special educational needs and/or disability that we provide for

- Support is provided within a differentiated curriculum, to meet the needs of pupils who require provision that is different from or additional to their peers.
- Support is provided in the four categories of need:
 - ❖ 1. Communication and interaction,
 - ❖ 2. Cognition and learning,
 - ❖ 3. Social, mental and emotional health,
 - ❖ 4. Sensory/physical.



I wouldn't have picked up on the problems my child was having without the teachers help and knowledge

Parent and Pupil Consultation

How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses One Planning to document and review how we intend to remove barriers for children on the SEND register. These are completed with the pupil and parents and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.

This information will be reviewed regularly and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

The school has an open door policy. Parents are invited to discuss arrangements with the Class Teacher and/or SENCo at any point throughout the year, by making an appointment at the school office.

Regular review meetings to gain parent views and review children's progress across actions that have been taken by the school to reduce barriers to learning.

Parents of children who have an EHC plan are invited to discuss their child's progress at the Annual Review.

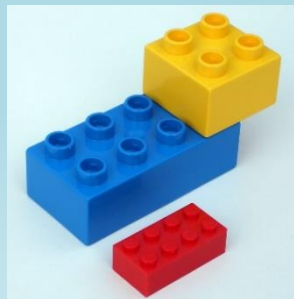
Home school books or Class Dojo are checked daily for messages from home.

Interventions that are currently run at our school.

- ❖ Bear Necessities, Dancing Bear – sound and reading intervention.
- ❖ Specific Speech and Language work – advised from specialist services, e.g colourful semantics and NELI
- ❖ Chatterbug – a speech and language, listening and attention scheme.
- ❖ The Ultimate Guide to Phonological Awareness – improving phonological and phonemic awareness.
- ❖ Lego Club – a social interaction intervention.
- ❖ Group and Individual Learning Mentor sessions.
- ❖ Talk Boost – a communication intervention.
- ❖ Gym Trail – to improve coordination, balance, fine and gross motor skills.

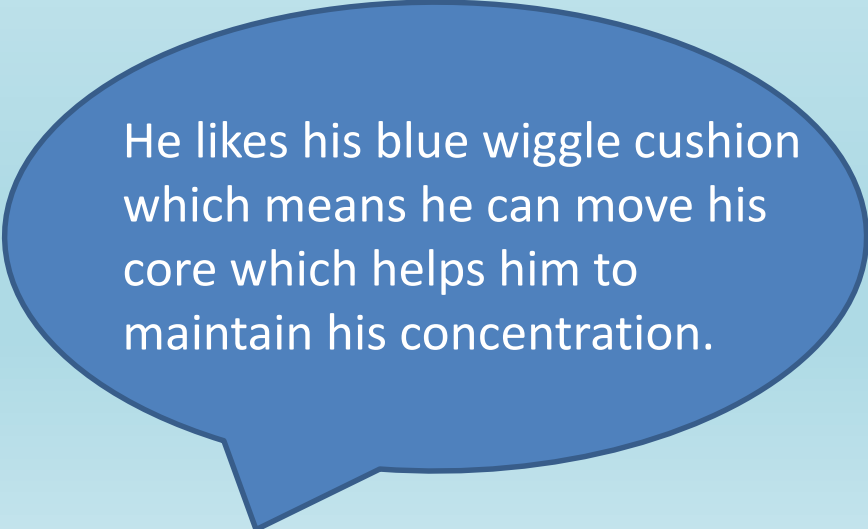
My child enjoys these classes.

Interventions are reviewed regularly and new schemes are trialled.



Local Authority Offer

- The Local Authority local offer is available to view on <http://www.essexlocaloffer.org.uk/>
- The Local Offer has been published as part of the SEND reforms under the Children and Families Act 2014.
- *The Local Offer will:*
- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible
- Make service provision more responsive to local needs and aspirations
- Be developed and reviewed with the service providers and service users



He likes his blue wiggle cushion which means he can move his core which helps him to maintain his concentration.

Outside Agencies and Support Services

Some children with special educational needs or disability require more specialist support from other professionals. These outside agencies or support services can support a child and their families. All may provide specialist assessments or advice on different strategies or materials.

Educational support:

**Inclusion Partners
Educational Psychologists (EP)**

Health Care Support:

**General Practitioner (GP) Paediatricians
Occupational Therapists
Physiotherapists
Speech and Language Therapists
Counsellors
Health Visitors
School Nurses
Hospitals
Optometrists**

Family and Social Care Support:

**Home/School Liaison
Family Solutions
Families in Focus
SENDIASS
IPSEA
Play and Resource Centre (PARC)**

In discussion with the class teacher and parent, the SENCo makes a referral to appropriate outside agencies.

The SENCo liaises regularly with outside agencies as appropriate.

The SENCo

- The SENCo's name is Helen Lewis. If you would like to meet with her, she is usually at White Notley on a Monday. If you would like to arrange a meeting, you can do so by coming into school or telephoning the school on 01376 583376. You can also contact her by sending an email to senco@whitenotley.essex.sch.uk . We welcome a dialogue with parents and are flexible to the ever changing needs of children.
- The SENCo is an experienced, qualified teacher and has gained the National award for SEN Coordination. She strives to keep up to date with new initiatives and best practice by attending training sessions and by reading relevant publications. The SENCo attends local cluster and support groups on a regular basis.
- The SENCo supports class teachers and learning support assistants in working with and assessing children who have special education needs. The class teacher is responsible for teaching children with SEN/D. The SENCo also liaises with parents and other professionals in order to secure the best possible outcomes for children.
- The governor responsible for SEND is Mrs Angie Nunn.
- The Learning Mentor is Mrs Suzanne Williams who supports children with their social, emotional and mental health. Teachers or parents can request that their children access sessions with Mrs Williams and fill in a questionnaire so that targeted support for their well-being can be provided.

Identification and Assessment

All children benefit from a range of high quality teaching methods however some children can require additional support. If a pupil is identified as falling behind age related expectations or struggling to access learning tasks in the classroom White Notley Primary School will use the graduated approach to support the child. This graduated process is a cyclical process.



A child will be included on the SEN/D register, in consultation with parents, if they require additional and extra support to the high quality provision found in the classroom.

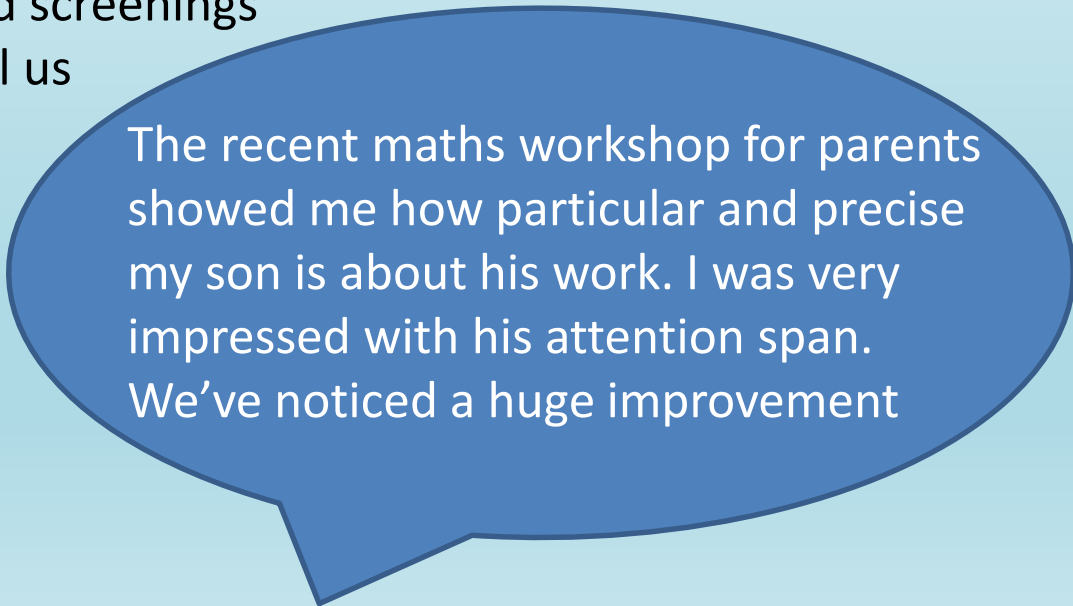
Identification and Assessment

The first stage is to gather information as part of the “assessing” stage.

Information can be collected through the following ways:

- Through baseline tests – reading ages and spelling ages
- From target tracker (system for tracking attainment)
- From a phonics screening (year 1)
- From parents
- From other agencies
- Through observations
- By using a range of assessments and screenings
- By listening to what the children tell us

Once teachers have gathered the information this is then discussed with parents and decisions are made about what next steps need to be taken.



The recent maths workshop for parents showed me how particular and precise my son is about his work. I was very impressed with his attention span. We've noticed a huge improvement

Identification and Assessment

The next stage is the “planning” stage. If it is felt necessary, then SEND (Special Educational Needs and/or Disability) support is implemented and a One Plan is drawn up. One plans are used to target specific support for a child when they are:

- Making little or no progress despite high quality teaching
- Having difficulty developing literacy/numeracy skills resulting in poor attainment
- Persistent social or emotional difficulties
- Physical or sensory difficulties and is making little or no progress despite specialist equipment

The next stage is the “do” stage where teachers and support staff will use targeted support identified on one plans to support your child.

The final stage is the “review” stage. Teachers will meet with parents regularly to review progress, monitor the effectiveness of interventions and additional provision identified on the one plan and then plan the next steps to support the child. If a child makes progress and reaches levels in line with age expectations and no longer requires additional support they will be removed from the register, again in consultation with parents.

If it is felt that more extensive support is required including higher levels of support from specialist outside agencies, an assessment for an Education, Health and Care Plan will be undertaken.

How do we help parents to support their child's learning?

- The class teacher is your first point of contact. They can suggest strategies and activities that you can use to support your child at home.
- The SENCO (Mrs. Lewis), can also meet with you to discuss how to support your child with strategies specific to your child's needs.
- If outside agencies or the Educational Psychologist have been involved, they may have suggestions and programmes of study that can be used at home.
- The school website can be used to access curriculum overviews and curriculum maps for each class. There is also phonics information and support for helping your child to read.
- We hold parent workshops demonstrating how we teach specific areas such as phonics and mathematics.
- Teachers can provide specific resources to help support additional needs or areas children are finding difficult.
- We offer stay and play sessions for parents and opportunities for parents to visit class and look at the children's work

Resources

- Specialist resources are used to enable learners across the school. Resources may include lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, left handed scissors, talking computers, writing slopes, sensory cushions, pencil grips and fiddle boxes.
- There is also a disabled toilet.
- Double doors in some parts of the building.
- High marking making the edge of the steps more visible.
- Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.
- Staff as a resource: the school employ learning support assistants to support the learning of all pupils including those with special educational needs.
- Pupils with social and emotional needs are supported by all members of staff and the Learning Support Mentor. Where more specialist support is needed the school can refer families to other outside agencies.

Staff Training

SENCO Mrs. Lewis holds the qualification 'National Award for SEN Co-ordination' completed with the Eastern Partnership training scheme and the University of Hertfordshire.

Different staff members have received training related to the following areas of SEND:

- How to support pupils on the autistic spectrum
- How to support pupils with speech and language difficulties including the Nuffield Early Learning intervention (NELI)
- How to support pupils with dyslexia
- How to support children with visual impairments
- Working together with Lego
- Literacy and Literacy Difficulties
- Maths and Maths Difficulties

Staff training needs are regularly reviewed so that all staff can have access to, up to date and relevant SEND training when needed in order to support the needs of our pupils.

Transition

Transition plan arrangements for transfer from Pre-school to Primary School

- Home and nursery visits will be requested in order to hand over information about provision, programmes and outside agency support in place at Pre-school settings in order to support transition.
- All children visit White Notley, on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.

Transition plan arrangements for transfer from class to class

- Class teachers carry out handovers to new class teachers.
- Teachers and their LSAs are advised about the SEND children in the class and provide them with the summer term's EHCP's and One Plans and any other medical information. Relevant courses will also be arranged.

Transition plan arrangements for transfer from Primary School to Secondary School

- Where children are transferring to Secondary School, the SENCo will meet SENCo's of each secondary school to transfer SEND information. ALL SEND school records will be passed on to secondary school or any other school the child may transfer. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.
- Parents of children who are have an EHCP will be asked by Statutory Assessment to state their preferred school and a case worker will be allocated to deal with admissions.
- Extra visits to secondary school can be arranged.
- Secondary SENCo to visit children with an EHCP in primary school setting.

Other useful policies

SEND POLICY

EQUALITIES OBJECTIVES

ATTENDANCE POLICY

BEHAVIOUR POLICY

COMPLAINTS POLICY

PUPIL PREMIUM STATEMENT

ADMISSIONS ARRANGEMENTS

These may be found online at www.whitenotley.essex.sch.uk/home or by request at the school office.

Complaints

- Our school have an open door policy. We encourage you to come and speak with us about any worries or concerns you may have.
- Should you wish to make a complaint, then refer to the complaints policy which is on our website.