

White Notley Primary School SEND Information Report

At White Notley, we believe that a creative, broad and balanced curriculum should be available to all pupils; regardless of ability, gender or ethnic origin. We believe accordingly that every child should be entitled to a curriculum, which enables them to become an independent learner and fulfil their 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 are creative, problem solvers and critical thinkers.

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 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:

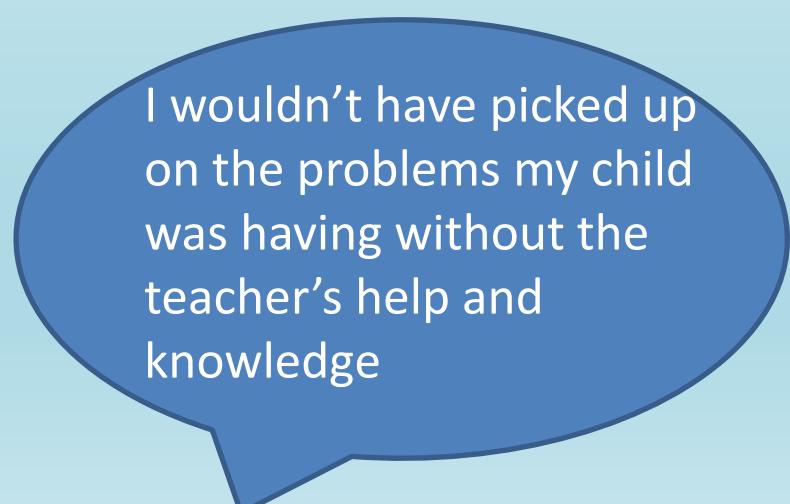
- ❖ it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- ❖ the attendance of the child or young person there would be incompatible with the efficient education of others,
- ❖ or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the head teacher 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 the school where the draft EHCP sets out any provision to be delivered on their premises that has 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 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 an appropriate 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 teacher's help and knowledge

The SENCo

- The SENCo's name is Patsy Fitzpatrick. 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 is currently studying the National Professional Qualification 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 Claire Berry.
- 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.

Parent and Pupil Consultation

How will pupils be involved in decisions regarding provision that can better 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.

This school uses one planning to document and review how we intend to remove barriers for children on the SEND register. These are created together 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.

One plans are reviewed termly and this involves gaining parent and pupil views on progress towards targets and the actions that have been taken by the school to reduce barriers to learning.

Children with an Education Health Care Plan (EHCP) also have termly review meetings to gain pupil and parent views and review progress towards targets. These reviews are held through one plan meetings and through the Annual Review of the EHCP.

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

Identification and Assessment

All children benefit from a range of high quality teaching methods, however some 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 support to the high quality provision found in the classroom.

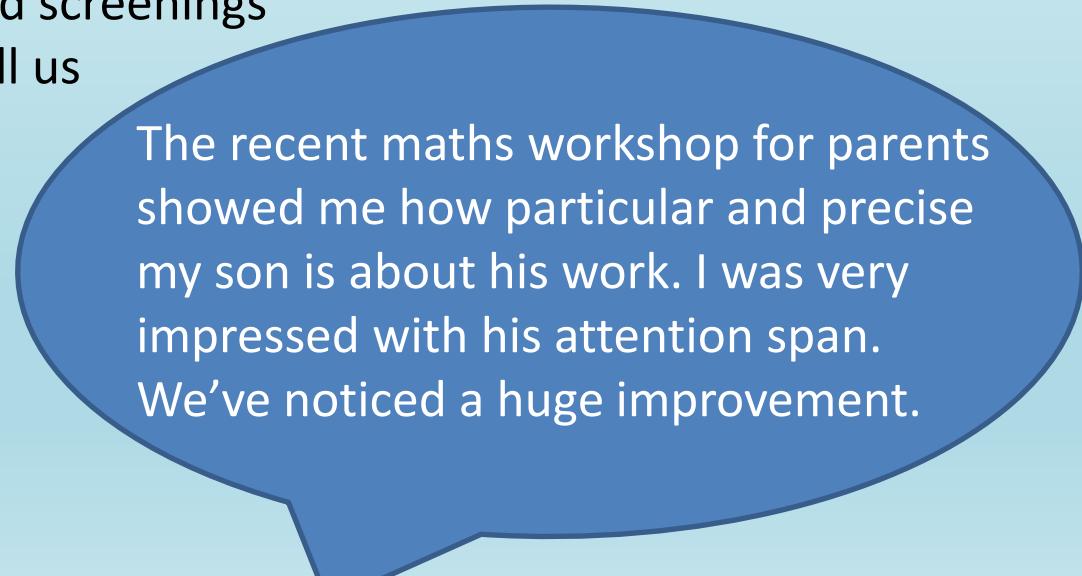
Identification and Assessment

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

Information can be collected through the following ways:

- From parents
- Through baseline tests – reading ages and spelling ages
- From Sonar (system for tracking attainment)
- From a phonics screening (year 1)
- 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 the next steps that 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.

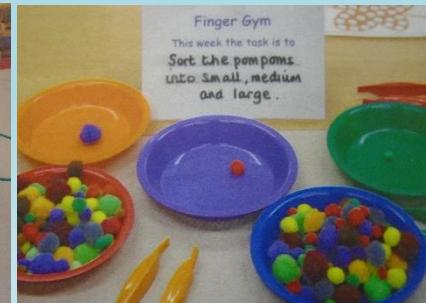
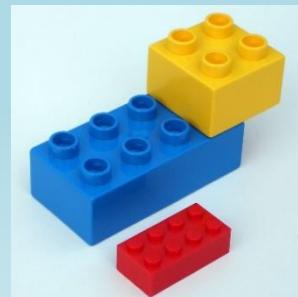
If it is felt that more extensive support is required (including higher levels of support from specialist outside agencies) an assessment for an Education, Health and Care Plan will be undertaken.

Interventions that are currently run at our school.

- ❖ Precision Teaching – a short daily intervention to develop key skills
- ❖ Specific Speech and Language work – advised from specialist services, e.g. colourful semantics
- ❖ Phonics interventions
- ❖ Speech and Language programmes
- ❖ Reading comprehension intervention
- ❖ Times tables interventions
- ❖ Mr Goodguess – developing inference skills
- ❖ Build With Bricks – a social interaction intervention
- ❖ Group and Individual Learning Mentor sessions.
- ❖ Gym Trail – to improve coordination, balance, fine and gross motor skills.

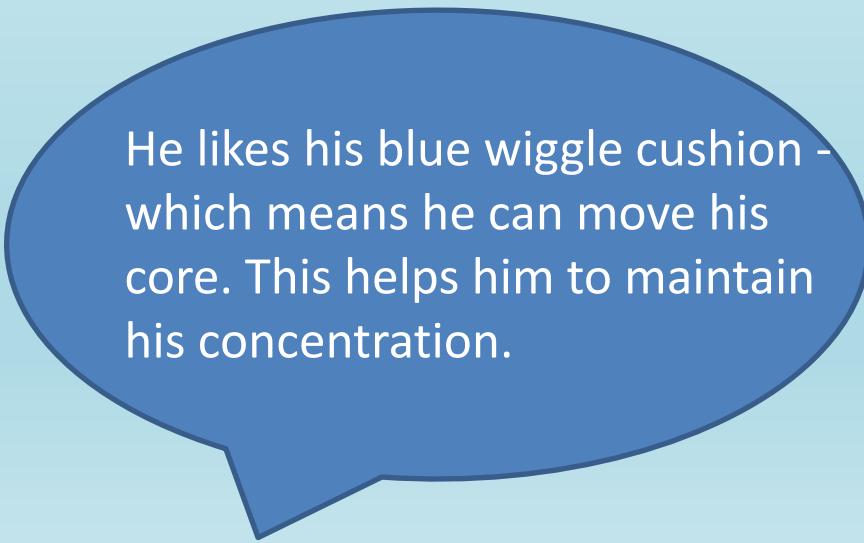
*My child
enjoys these classes.*

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. This 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
Pop Essex
Happy Hill

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.

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. Fitzpatrick) 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.
- Teachers can provide specific resources to help support additional needs or areas children are finding difficult.
- We offer 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.
- There are 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 Mentor. Where more specialist support is needed, the school can refer families to other outside agencies.

Staff Training

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

- How to support pupils on the autistic spectrum
- Precision Teaching
- 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 Bricks
- Literacy and Literacy Difficulties
- Maths Difficulties
- Sensory Diet Training
- How to support pupils with a PDA profile

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

- 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 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 share information with relevant school and their SENCo. ALL SEND school records will be passed on to secondary school or any other school the child may transfer to. 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 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 school SENCo's may 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.