



Sheering C of E Primary School SEND Report

This SEND Information Report outlines our School Offer and the Special Educational needs and disabilities (SEND) information required as stated in the SEND Code of Practice 2015. It provides details of the inclusive provision that we as a school provide in order to meet the needs of children with SEND.

At Sheering School our Christian ethos lies at the heart of the school and the school lies at the heart of the community. At our school everyone is given the opportunity to be the best they can be because 'Everyone Matters'. Our vision underpins everything that we do in Sheering School.

The categories of SEND are:

- **Communication and Interaction**

Including, but not limited to Autistic Spectrum Disorder, Speech and Language Difficulties.

- **Cognition and Learning**

Including, but not limited to Dyslexia, Dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Including, but not limited to attention deficit hyperactivity disorder (ADHD), Anxiety.

- **Sensory and/ or physical needs**

Including, but not limited to, Epilepsy, Hearing or Visual Impairment, Sensory Processing Difficulties.

(It may be the case that rather than one primary need, a child has a need that goes across more than one of the above areas, or changes and evolves over time, which is why we focus on a detailed assessment of need that ensures all ranges of a child's individual needs are identified).

1. How do you know if my child needs extra help and what should I do if I think my child may have Special Educational Needs?

Sheering C of E Primary school is an inclusive school. Through quality first teaching, an enriching learning environment, the equipment we use and how we deploy our support staff we ensure that all children, regardless of their level of need, have the correct support required to thrive and achieve their full potential.

According to the SEN Code of Practice (2015): “A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her... or if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools”

On being welcomed to our school, parents are given the opportunity to let us know of any needs or concerns they may have. Early discussions with preschools or previous schools also take place to ensure any provision required related to SEN is adequately planned for.

Through use of careful monitoring and assessment processes, if a pupil's attainment is not where we would expect it to be, or their progress is significantly slower than their peers or does not meet their intended progress target, then we may consider that they have SEN. If SEN is considered, then information will be collected to find out how best the child can be supported. This will always take the form of seeking the views of parents, the pupil, and the current teacher and /or previous teachers, however it may also include guidance and support from educational and health professionals.

Children will only be placed on the SEN register if they are identified as having a learning difficulty that requires provision above and beyond the remit of the normal classroom teaching.

Indicators that may signal a pupil needs additional support could include:

- A significant change in their behaviour;
- A concern(s) raised by an external agency (for example a GP or the school nurse);
- Information obtained from a previous setting the child has attended;
- Information presented by a parent or carer about their child's needs;
- Information presented by the pupil's class teacher;
- Assessment data that shows limited progress being made from the pupil's starting point;
- Observations by members of the teaching team.

If a parent or carer believes their child may have a special educational need then initially, they should make an appointment with their class teacher to discuss concerns. It may be appropriate at this time for the SENCO (special educational needs co-ordinator) to be part of

the meeting also. As a school we adopt an open-door policy for parents to discuss concerns through formal or informal discussions.

2. How will the school staff support my child at Sheering school?

Quality first teaching is provided to all children continuously, and this includes adapting and differentiating the curriculum according to the needs of the children in the class.

Teachers and teaching assistants adapt work so that pupils with special educational needs and/or disabilities (SEND) can access the curriculum. OFSTED December 2019

Through the school's continuous assessment for learning and tracking and monitoring of progress we can identify any child who is falling behind age appropriate expectations. Teaching and learning is monitored throughout the school in a variety of ways, including assessment, book scrutinies, formal pupil progress meetings and general classroom observations of teachers and pupils. Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

All interventions for children receiving SEN support follow the cycle of 'Assess, Plan, Do, Review', also known as the 'Graduated Approach'.

Assess: An accurate assessment of the pupil's needs is obtained through observation, professional dialogue, and data.

Plan: If 'additional to and different from' support is required, then the views of all involved, including the parents and the pupil, will be obtained. Evidence based interventions will be devised, implemented, and evaluated by the class teacher, supported by the SENCO.

Do: SEN support provided will be recorded, outlining a clear set of targets and their outcomes. On some occasions a plan, known as a One Plan, will also be put in place. The One Plan is written in conjunction with the pupil and parent(s) to ensure everyone is on the journey together. In addition to the formalised One Plan, class teachers will use class provision maps to detail any provision that is 'additional to and different from', which may include shorter term interventions.

Review: Progress towards these outcomes will be tracked and reviewed and shared with the parents and pupils.

If at the review stage, progress rates are still causing concern then support may be sought from external agencies to create strategies that meet the specific needs of a pupil. These may include advisory teachers from Essex local authority, educational psychologists, speech and language therapists, occupational therapists, or counsellors. A referral will not be made without parental permission.

For a minority of pupils whose needs are significant and complex, and where the SEN Support required to meet their needs cannot be provided within the remit of our own resources, then the school, in partnership with the parent(s) will make a request to the local authority to conduct an assessment of education, health and care needs. This may result in an EHC (Education Health Care Plan) being provided.

3. How will I know how my child is doing at Sheering school?

All parents will receive formal communications once a term in the form of parent consultations and/or Annual Reports. In addition to this, if your child is on the SEN register then additional meetings or conversations will take place as and when required or requested by school or home.

Children who need further support of any kind are included in a Provision Map, which sets out the targets they are working towards, what strategies are being used to support them in meeting those targets, who will provide that support, and how often they will receive it.

A child who has been identified as having a special need requiring a high-quality personalised teaching and learning approach will then be further supported through the one-planning approach. Learning outcomes and necessary provisions are agreed and planned for delivery by the school, parents and other professionals. All interventions, including their purpose and the activities involved are formulated from a target which is specific, measurable, attainable, relevant, and time bound. This is known as a SMART target. The resulting paperwork is shared with all relevant people and discussed at One plan review meetings when progress towards outcomes and current provision is reviewed and adaptations made as required. This is reviewed termly.

The impact of any support provided is monitored regularly by class staff and the SENCO and targets or strategies being used are updated accordingly.

4. How will the learning and development provision be matched to my child's needs?

At our school everyone is given the opportunity to be the best they can be because 'Everyone Matters'. We understand that all children must achieve their full potential, and we adopt high standards to ensure this is achieved.

Our curriculum is appropriate and relevant to the children, and continual assessment of children through a range of methods (formative and summative assessment, child observations, professional dialogue) informs teachers planning each week. All sessions delivered are differentiated to meet the needs of the learners in the class. This may be by employing additional resources to support a child, using an alternative method to present information, or through use of support staff to further enrich the learning experience (for example completing 'pre learning' tasks with a child so that they are not overwhelmed the first time a new concept is introduced).

Where a child's educational needs are not being met through the above approach, the school will follow the graduated 'Assess, Plan, Do, Review' approach to interventions as

identified above. These always begin as part of a class provision map, and progress into SEN intervention if necessary.

If SEN intervention on a formal level is necessary, then a child is placed on the SEN register and parents are notified. The creation of a One Plan for the child would then take place, setting out specific SMART targets to support the child. These plans are created by the class teacher alongside the support of the SENCO. The wishes and feelings of everyone that is part of the child's educational journey are taken into account and discussed. The SENCO and Senior Leaders regularly monitor the progress of all children on the SEN register, and may suggest the involvement of external professionals if required. Advice sought from outside agencies will be incorporated into your child's provision.

Agencies working with our school include:

- A Play Therapist employed by the school for 1 day a week, to support children to work through difficult situations or experiences including anxiety.
- A designated Inclusion partner and Educational psychologist from Essex Local Authority;
- Advisory Teachers from Essex Local Authority;
- Speech and Language Therapists;
- Occupational Therapists;

5. What support will there be for my child's overall wellbeing at Sheering school?

At Sheering School our Christian ethos lies at the heart of the school and the school lies at the heart of the community. We have high expectations at our School and we give everyone the opportunity to be the best they can be because Everyone Matters.

As a Church School we are very proud of our Christian 'TERRIFIC' values which underpin the whole curriculum in developing compassionate, courageous, independent and enthusiastic children within the context of a caring Christian community. An engaging curriculum and a wide variety of musical, sporting and creative opportunities enable our children to develop into happy and confident young people, equipped to face the challenges of life in the twenty first century.

We value every child's input and seek to place this at the heart of our school community. Opportunities for children to share ideas include school council meetings, our Faith Committee as well as in circle times. At every point and in all we do, the child, their feelings and their wellbeing is at the centre of any decisions made. We use the Zones of Regulation curriculum to support our children with understanding and expressing emotions. Our Behaviour Policy, which includes guidance on expectations, is in place and fully understood by all staff. We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence. Interventions for mental and emotional health, such as social groups, are approached in the same way they would be for all curriculum-based subjects.

Where a child has an identified medical condition, an Individual Health Care Plan is created in conjunction with their parent(s), which outlines the daily management of the conditions, and what, if any, adaptations may need to be made to enable the child to be fully included within all aspects of school life. These are shared and discussed with all staff who are involved with the pupil.

6. What training have the staff, supporting children with SEND had or are having?

In addition to the statutory requirement to obtain the National Award for SEN Coordinators, the SENCO also holds a Masters Degree in Education and has experience of leading curriculum and pupil behaviour and welfare at a whole school senior leadership level.

All staff are given opportunities to continue their professional development and further their knowledge and understanding of various needs and conditions, and where a particular need of a child is identified, training will be sought to support this child through private, NHS or local authority services.

External and in-house training are also provided to help staff develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND. She regularly updates staff on relevant training relating to SEND and specific children in school.

7. What specialist services and expertise are available at or accessed by the school?

Most of the children's needs are met using expertise from the staff including the SENCO. If further advice and support is required, we will make a referral, with parental permission, to an appropriate outside agency or service. The specific need of each child is at the core of everything we do, and therefore access to services is requested on a needs-by-needs basis. See the Essex Local Offer for services available to all primary schools.

The local offer from Essex County Council is available at the website- www.essexlocaloffer.org.uk.

8. How will you help me support my child's learning?

There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent consultation meetings take place in the Autumn and Spring terms. Targets continue to be set at the end of the school year and are included in the end of year reports, which celebrate your child's progress and achievements.

For those children with an identified need, the class teacher and SENCO will involve families in setting the SMART targets and outcomes for their child, through the methods outlined in this document.

9. How will I be involved in discussions about and planning for my child's education?

In addition to formal Parent Consultations, you can also discuss your child's education with their class teacher, the SENCO or Head teacher. For some pupils, a school/home contact

book may be used to enable regular information-sharing and updates between key school staff and parents/carers.

Where a child needs more focused, individualised differentiation, a One Plan may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning.

At times, when pupils needs are more complex, multiple outside professionals may be involved. In this case, a Common Assessment Framework (CAF) may be set up which facilitates regular meetings between the team of professionals and family members, known as the Team Around the Family (TAF).

If your child's needs are significant, they may be issued with an Education Health Care Plan (EHCP). EHCPs are reviewed and updated termly through the One planning system then in more detail at an Annual Review meeting.

10. How will my child be included in activities outside the classroom including school trips?

Our Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs your child has. This applies to all enrichment trips (school trips), extra-curricular clubs led by the school and whole school events such as sports day. You will be consulted and involved in planning as appropriate.

11. How will the school prepare and support my child to join, transfer to a new school or the next stage of education and life?

We work closely with all schools, to ensure all pupils are familiar with their new setting. For children with extra needs joining the school, a member of staff will be available to meet with parents so that appropriate arrangements can be put in place for the arrival of the child. Home visits and additional transition meetings will also be made if parents feel this will be beneficial.

At the end of each academic year teachers take part in internal transition meetings where information is shared to support the children. This includes handover meetings between the current teacher and new teacher and the SENCO for identified children. Arrangements are made for individually tailored transition activities for those children who need them.

We recognise that transferring to secondary school can be difficult for a child with SEN so we try to ensure that transition is as stress free as possible. We contact and meet with the school's SENCO to ensure he/she knows about any special arrangements or support that need to be put in place. Additional visits can be organised to help the child feel more confident about their new school.

All school records are transferred to any new educational settings, and followed up with telephone or face to face visits as needed.

12. How accessible is the school environment?

Where feasible, we will make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010.

We work with the occupational therapy service and specialist advisors to ensure equality in access for our children who have SEND. Their advice is incorporated in to One Plans where appropriate. On specialist advice, the school purchases / hires specific equipment to meet the need of pupils.

We have a disabled toilet and shower room. All areas of the school can be accessed by ramps. We ensure that equipment used is accessible to all children regardless of their needs. The school reviews our Accessibility Plan annually.

13. How are the school's resources allocated and matched to children's special educational needs?

We have a set allocated budget for SEND within the school. Within budgetary constraints, support is allocated according to the level of need. Staffing allocations and interventions are closely monitored to ensure value for money.

Additional funding can be applied for where needs are judged to be exceptional for individuals or small groups. The SENCO will advise parents/carers if this is an appropriate course of action. The final decision on whether to award additional funding is made by an Exceptional Needs Panel in Essex.

14. How is the decision made about how much support my child will receive?

At Sheering each individual is valued, encouraged and inspired to develop their resilience and their love of learning. We encourage all our children to become independent learners to the best of their ability.

Decisions about support are made through consultation with parents, teachers/support staff, and relevant external agencies. The SENCO oversees any additional support and regularly reviews this with the teaching staff and Head teacher.

15. Who can I contact for further information?

In the first instance, you are encouraged to talk to your child's class teacher. Further information and support can then be obtained from the SENCO, Mrs Billett, who can be contacted via email sarah.billett@sheering.essex.sch.uk or via the school office: 01279 734210.