



Sheering C of E Primary School SEND Report

Autumn 2020

Sheering School Vision and Aims

At Sheering School our Christian ethos lies at the heart of the school and the school lies at the heart of the community. In an exciting and stimulating learning environment we will acquire the values, knowledge and skills to enable us to achieve our full potential. 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 and we expect the whole school community to embrace this vision.

Introduction

As part of the new Code of Practice (September 2014) every school is required to publish their provision for Special Educational Needs. This is called the SEND Information Report. SEND stands for Special Educational needs and disabilities. Our SEND Policy is in line with the new Code of Practice.

At Sheering School we understand our statutory obligations under primary legislation and have regard for the following regulations:

- *The new SEND Code of Practice 2014;*
- *The Children and Families Act 2014;*
- *The Equality Act 2010; advice for schools DfE Feb 2013 (updated 2018)*

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

"A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools." (SEND Code of Practice 2014).

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support within the school setting or require involvement of external specialists or support services.

The revised Code of Practice requires that all children with Special Educational Needs and/or Disabilities should be identified and assessed as early and as quickly as is consistent with

thoroughness. Initial identification will generally be made by the Class Teacher through professional observation and assessment to identify a child's strengths and areas for development. Concerns may also be raised by the parents or the child and information from parents and carers is sought early on in the identification process and with a continual flow of information to and from school throughout the graduated approach. Identification of need may also come from outside agencies such as GPs, other health professionals, Speech and Language Therapist, the pre-school specialist teaching team, Educational Psychology Service, nurseries and playgroups.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.

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

Class teachers plan lessons which are differentiated to meet the needs of all children in their 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. We have a team of experienced class teachers. We believe that quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. 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.

At times, teachers may choose to use additional small group or individual work to help support your child. Class teachers may liaise with the SENCO for additional advice or support. If the school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specific Learning Difficulties Advisory Teacher. A referral will not be made without parental permission.

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, information may be shared via letters home, additional meetings, phone calls, e-mails and home school liaison books.

Children who need additional 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. The resulting paperwork is shared with all relevant people and discussed at review meetings when progress towards outcomes and current provision is reviewed and adaptations made as required. This will be 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?

All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress. Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence.

Additional provision is coordinated by the school's SENCO and is designed and implemented by teaching staff, supported by teaching assistants. Advice sought from outside agencies will be incorporated into your child's provision. Regular assessment will identify where amendments to provision may be required.

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

Children are supported with their social and emotional development through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social, and Emotional Aspects of Learning (SEAL) are an integral part of our curriculum and are also taught explicitly in class.

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 and Eco Schools group as well as in circle times. 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.

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. 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?

Teachers, High Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) receive training to support their continued professional development. 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. Our SENCO is a highly experienced teacher and holds the National Award for Special Educational Needs Co-ordination. 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. 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.

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 Headteacher. 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 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. You will be consulted and involved in planning as appropriate.

11. 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 a specialist teacher for the visually impaired 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.

12. 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 on sarah.billett@sheering.essex.sch.uk or via the school office.

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

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 will also be made if parents feel this will be beneficial.

Within school we have internal transition meetings where the class teacher's and teaching assistants share information. 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 records about children are passed on to the secondary school and information shared with their new teachers.

14. 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.

15. 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 Headteacher.