



## EDWARDS HALL PRIMARY SCHOOL

### SEN/D Information Report

February 2017

#### What are Special Educational Needs or a Disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

*A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*

*Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

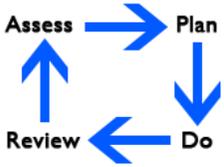
#### What types of SEN/D do we provide for?

Children’s SEN/D needs are generally in the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Details of our provision in these four areas can be found in the school’s local offer contribution:

<http://edwardshallprimary.co.uk/documents/inclusion-report/>

<p><b>How do we identify and assess pupils with SEN?</b></p>	<p>Underpinning ALL our provision in school is the <b>graduated approach</b> cycle of:</p> <div style="text-align: center;">  <pre> graph TD     Assess --&gt; Plan     Plan --&gt; Do     Do --&gt; Review     Review --&gt; Assess </pre> </div> <p>All teachers are responsible for every child in their care, including those with special educational needs.</p> <p>In order to identify the barriers to learning, we take into account all the information from discussions with parents or carers, the child, the class teacher and assessments conducted by the Inclusion Team. If it is found that a child is experiencing a significantly greater difficulty in learning than the majority of children of the same age, then a decision may be made to place him/her on the SEN Register at the ‘SEN Support’ level. Advice may be sought from external professionals.</p>
<p><b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b></p>	<p>Our Inclusion Manger is Mrs V Mallyon. She can be contacted either via the school office, or by phone or by email.  email: <a href="mailto:senco@edwardshall.southend.sch.uk">senco@edwardshall.southend.sch.uk</a>  Tel: 01702 524470</p>
<p><b>What is our approach to teaching pupils with SEN/D?</b></p>	<p>High quality first teaching and additional interventions which are identified through our assessment of needs across the school, contribute to our provision management approach. This helps us to regularly review and record what we offer every child in our care and also what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.</p> <p>Depending on their needs, pupils with SEN/D may receive some 1:1 or small group support within the classroom or they may be included in a short-term, small group intervention.</p>

<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We aim to provide differentiated, personalised learning opportunities that will aid a pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.</p> <p>The Inclusion Manager and/or external professionals will be consulted as needed for support and advice on appropriate strategies and practical resources which may facilitate a pupil's participation in all areas of the curriculum.</p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>The Headteacher and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.</p> <p>The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.</p> <p>The school will seek advice, as appropriate, around individual pupils, from external support services.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p> <p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>Involving parents and learners in the dialogue is central to our approach and we do this through:</p> <ul style="list-style-type: none"> <li>• Informal conversations with parents before or after school.</li> <li>• More formal meetings arranged to discuss specific issues.</li> <li>• Parent consultation meetings.</li> <li>• Termly review meetings for those on the SEN register, between teacher, parent and child, when all have the opportunity to share their views.</li> <li>• Opportunities for pupils to give their views on their progress after completion of a time-limited intervention.</li> </ul>

<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>Pupil progress meetings are held termly to examine the progress and achievement of all pupils. The impact of support provided is measured and consideration is given as to whether changes to that support need to be made.</p> <p>The impact of short term interventions is assessed against a baseline assessment to ensure that these interventions provide a valuable addition to our classroom teaching. Interventions are reviewed and adapted as necessary.</p> <p>In addition, parents of children on the SEN register are invited to termly review meetings to discuss their child's progress towards their individual targets and to contribute towards setting new targets.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>We liaise closely with our feeder pre-schools; a member of our staff visits all pre-schools with children who have been offered a place at Edwards Hall and taster sessions in school are offered during the summer term before they start. Foundation Stage teachers visit each family in their home before the children start school. Where necessary, transition meetings between parents, pre-school and school staff and any professionals who are involved are held prior to a child starting at our school.</p> <p>Extra visits may be arranged so a child can become familiar with their new surroundings and new staff. A transition book of photos may be provided to help a child feel happy about moving on to a new setting.</p> <p>We also work closely with the secondary schools to which our SEN/D pupils transfer. Subject-specific visits for all Year 6 pupils to local secondary schools may be undertaken and groups of secondary school pupils have also come in to school to work with our Year 6 pupils. To support transition, secondary Heads of Year, and SENCOs where necessary, visit to discuss pupils with our Year 6 staff and Inclusion Manager.</p> <p>Additional familiarisation visits to secondary schools may be arranged for those with SEN/D or those who are particularly anxious about moving on. Secondary staff may be invited in to our school to meet the children, to observe them working in class and to meet our staff to discuss strategies which we have found to be successful.</p> <p>A short term 'Coping with Transition' intervention may also be offered.</p>
<p><b>How do we support pupils preparing for adulthood?</b></p>	<p>N/A</p>

<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>At Edwards Hall we believe that everyone has the right to feel safe, welcome, secure and happy and to be treated with consideration and respect.</p> <p>We make sure we regularly praise positive and supportive behaviour in order to develop empathy and emotional intelligence in all our pupils. Any incidents are treated seriously and dealt with immediately.</p> <p>We aim to support our pupils through peer mediation, playground buddies, and preventative playground games to develop cooperation and discussion through circle time, P4C and assemblies.</p> <p>In addition, we offer small group and 1:1 SEMH interventions for building self-esteem, anger management, dealing with anxiety, and developing friendship skills.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>Throughout the year, support staff training is linked to the School Development Plan. The Inclusion Manger offers advice and support to staff on adapting teaching for those with SEN and information about particular SEN needs. Additional training on specific SEN needs is offered as necessary.</p> <p>The Inclusion Manager has taken part in regular Local Authority SENCo Training sessions regarding developments in SEN/D nationally, Emotional Health and Wellbeing, and other issues relevant to SEN/D in Southend.</p> <p>Support and teaching staff have also received training in Epilepsy, Anaphylaxis, Fire Safety and Health and Safety.</p>
<p><b>How will we secure equipment and facilities to support pupils with SEN?</b></p>	<p>Our SEN budget is used to provide:</p> <ul style="list-style-type: none"> <li>• SEN and classroom support staff</li> <li>• Commissioned external services (Educational Psychology Service, Early Help Family Support Service)</li> <li>• Additional teaching resources (Assessment materials, resources for speech and language, fine motor skills, social and emotional support etc)</li> <li>• Training</li> </ul>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>The school continues to build strong working relationships and links with external support services in order to fully support our SEN/D pupils and aid school inclusion.</p> <p>We work closely with the following agencies:</p>

	<ul style="list-style-type: none"> <li>• Education Psychology Service</li> <li>• Social Services</li> <li>• Speech and Language Service</li> <li>• Specialist Outreach Services</li> <li>• Health Care Professionals, such as the Occupational Therapist</li> <li>• Early Help Family Support Service (EHFSS)</li> <li>• Emotional Wellbeing and Mental Health Services (EWMHS)</li> <li>• Bereavement Counselling</li> <li>• Play Therapist</li> </ul>
<p><b>How will we secure specialist expertise?</b></p>	<p>Advice and support from external specialists support services can be accessed via an Early Help Family Support Assessment (EHFSA), completed by school and parent together, or in some cases via a GP referral, made at parent's request, or via an agency's own referral form.</p> <p>External specialists may assess and / or work with a child outside school, e.g. a speech and language therapist or occupational therapist. A member of our staff may attend sessions with the child to observe strategies used.</p> <p>Other specialists, such as an Educational Psychologist, may visit a child in school to observe or assess and offer advice.</p> <p>Other specialists, such as a behaviour outreach teacher, may work with a child in school over a number of weeks.</p> <p>However the support is provided, the advice of external specialists is always shared with the school, included in a child's ISP and then acted upon by school staff.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>All teachers use Assessment for Learning (AfL) strategies to help them understand where a child is in their learning, where they need to go, and what they need to do to get there. Strategies and teaching methods are adapted as necessary to suit individual learners. One-to-one or small group support or short term interventions are used to support quality first teaching. The effectiveness of this teaching and additional support is evaluated by looking at the progress and achievement of all pupils, including those with SEN.</p> <p>Individual interventions are also evaluated by comparing pre- and post-intervention assessments.</p>

<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>The school's Complaints Policy and Complaints Procedure specifically for SEN/D can be found on the website.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>If children have any concerns in school they can talk to any member of the teaching or support staff. If parents have any concerns regarding their child and his/her SEN provision, they should initially speak to the Inclusion Manger or their child's class teacher.</p>
<p><b>What support services are available to parents?</b></p>	<p>At Edwards Hall, we commission the services of the Early Help Family Support Service (EHFSS), which provides a single point of referral with access to a variety of support services. A short assessment form is completed with the help of the Inclusion Manger and advice and guidance is offered on the type of services which may be helpful, depending on individual needs.</p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>Southend Local Authority's local offer can be found at: <a href="http://www.southendinfopoint.org">www.southendinfopoint.org</a> Edwards Hall's local offer can be found at: <a href="http://edwardshallprimary.co.uk/documents/inclusion-report/">http://edwardshallprimary.co.uk/documents/inclusion-report/</a></p>