



*Achieving great
things together.*

Engaines Primary School
SEND

An information guide about the
school's provision and practice for
children with Special Educational
Needs and Disabilities (SEND).

Introduction.

At Engaines we believe that every child can achieve and it is our duty to ensure that every child is able to achieve their very best. It may be that they have academic or sporting ability, which we will encourage them to develop or music, art, drama, singing. Whatever their talent, we will do our best to identify it and encourage the children to reach the highest standard they can in that area.

We are committed to providing a fully accessible curriculum which values and includes all pupils, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to ensuring that every child leaves Engaines with a love of discovery and learning and that each child develops the skills required for an independent future.

This leaflet has been designed to be a guide for parents and carers through the support that children with SEND will receive at Engaines.

If you have concerns that your child may have Special Educational Needs or a disability please speak to the class teacher or SENCO (Mrs Ford) to discuss your concerns.

Transition

Leaving Engaines.

It is important that time is spent preparing children with special educational needs or disabilities for a change in setting. This means that you can be confident that your child's needs are being met and that your child will be happy in their new setting. It is important that we are able to communicate with the new school to ensure that they have all relevant information prior to the child joining them. We are happy for members of staff from the new setting to visit Engaines to see the child working in our environment and to see how we support the child. We encourage additional visits to the new setting. In some cases the children can be put on a phased transition between placements. This can involve gradually increasing the amount of time spent at the new placement. We will work hard to ensure that communication between both schools and the family are kept as the priority and that the new school is fully prepared for the arrival of your child. Please discuss any potential moves to a new school with Ms Irwin or Mrs Ford as soon as possible to ensure that any moves takes place smoothly.

Transition

Joining Engaines

It is important that you talk to us prior your child starting school, whether your child is joining Engaines in Early years Foundation stage or any other year group. It is important to us that your child's first experience of our school is a positive one based on a good knowledge of their strengths and areas of development. You know your child best and we need to learn from the information that will make this transition go smoothly.

Please contact the Head Teacher, Jackie Irwin, or SENCO, Mrs Ford, for a discussion about your child so that a transition plan can be agreed. The following strategies have been put in place to assist with transition.

- Meeting with parents or carers to find out more about their child's needs.
- Informal walk around the school to ask questions relating to the working of the school.
- School staff visit current setting ; we like to see children in a familiar environment with people who know your child well.
- Transition meeting with parents and carers, pre-school or school staff from current setting and new setting. This would include information sharing, agreeing communication methods and sharing targets.
- Creation of a photo-book, with text, of our school introducing your child to us. This introduces your child to key people who your child needs to know and will familiarise the child to the parts of the school that they will need to know.
- Short, and increasingly longer, visits to the school. This could be initially visiting the school with a familiar adult and exploring the school environment, then focusing in on different areas of the school and introducing key people.
- Meetings with external agencies to ensure that staff receive any additional training required to implement the health care of educational programmes and checking the care and access arrangements for children with mobility impairments.

Policies and Provisions.

The school delivers the requirements of the EYFS and National Curriculum which is adapted to meet the individual needs of the children. Children are, where possible, taught in the main classrooms alongside others from the same year group. The teaching is then adapted to meet the needs of individual learners. Alongside this the children are taught the key skills that they need for lifelong learning and independence.

All learners are targeted to achieve good or outstanding progress based on national expectations for learners with SEN. We continually assess learners and track progress making adaptations to support and provide interventions where necessary. We support learners through all transitions as they move through different phases of their education.

Our building and facilities are accessible and safe for all learners, see our accessibility plan. Other policies are available on request.

Identification of special educational needs

A pupil may be classed as having a Special Educational Need or Disability if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her, (SEND Code of Practice 2014). A learning difficulty is considered to be when a child has **significantly greater** difficulty than that what is experienced by the majority of others of the same age. Special educational provision means educational or training provision that is **additional to and different** from that that is received by others of the same age in a mainstream setting.

Each class is led by a qualified teacher and supported by a Learning Support Assistant (LSA). The majority of children will have their needs met in class through Quality First Teaching. For children whose progress is slow additional support may be required. This may include using adapted resources, class seating plans chunking learning into smaller steps, use of visual aids or additional equipment and checking a child's understanding before they start a task. Their progress will be monitored by the class teacher. They will be placed on the schools Children Causing Concerns list. These children will have their needs discussed at Pupil Progress Meetings with the schools SENCO and Head Teacher and concerns will be raised with the parents/carers.

Our staff expertise

We have a dedicated staff base who are committed to professional development and ongoing special educational need training.

All staff have had recent training in :

Dyslexia

Autism

Memory difficulties

Restraint training

Outdoor learning

Epi-pen and asthma training

Specific staff have also received or are receiving training in :

Speech and language

Maths interventions

Lifting and handling

Letters and sounds / spelling.

Precision teaching

Hearing Impairment in the classroom

First aid.

Staff deployment.

At Engaines we carefully consider how to use the support staff in order to gain maximum impact. We look at the level of need within each class and try to match the staff strengths to the need within that class. The majority of support is allocated to individual classes. Interventions are broadly carried out by support staff who have had some level of training in that intervention. The intervention takes place outside of the class and is monitored by the class teacher or the SENCO.

If children have a high level of need or have a statement or Education Health Care Plan they will be allocated additional support. This will be added to the total support available in the child's class. The class teacher will decide when the child will receive the additional support depending on what is planned for that day. This support may come from the Class Teacher, class Learning Support Assistant or one to one LSA depending on the focus of the activity. We avoid allocating one LSA to a child with high needs as we prefer to develop independence and less of a reliance on a particular individual, making them more resilient to change.

How we support children with special educational needs.

Following discussions some children may be identified as requiring additional support from an LSA, Learning Mentor, Specialist Teacher or by being taught using a different method. Interventions may be used to fill gaps in a child's learning. The class teacher plans differentiated activities which may be supported by the LSA. It is the role of the LSA to support learning by team teaching with the teacher, leading guided groups, providing in class hover support, taking teacher directed interventions and providing one to one support as appropriate. At this point, following discussion with all involved parties including the child and parents the child may be placed on the special needs register as School Support.

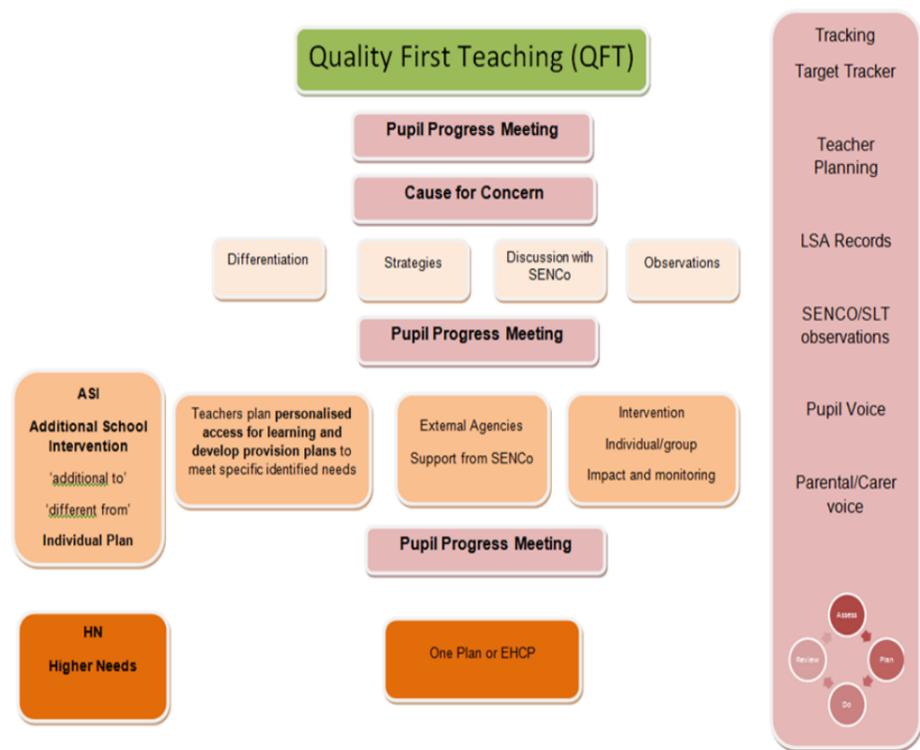
Children with severe or complex needs may require a Education Health Care Plan (EHC plan). These children need a higher level of support which may be in the form of adapted resources or additional adult support. This adult will have similar responsibilities to the class LSA but will also be responsible for any additional support a child with an Education Health and Care plan may have specified on their plan. Children with an Education Health Care Plan or a Statement have a team of support including the class teacher, class LSA and a team of support staff providing one to one support under the direction of the class teacher and SENCO.

A Graduated response to SEN Support (Assess, Plan, Review, Do).

All children at Engaines are continually tracked and their progress regularly evaluated against National Expectations, the progress of the cohort and the Progression Guidance 2010/11. Progress is measured using qualitative data (observation) and quantitative data (test results) and provision is adapted accordingly.

We apply a graduated response to identification and the support provided to children with SEND using a graduated response, with a continual cycle of Assess, Plan, Do Review.

Image showing visual representation of our school Graduated response.



Children's views.

We listen to the views of the children as their welfare and happiness is central to us.

We do this by:

Having a SEND representative on the school council.

Pupil voice meetings.

Target setting.

Individual observations.

One page profile

Pupil perception surveys

Learning mentor sessions

SENCO open door policy.

Our work with parents and carers.

We work closely with parents and carers as we recognise that this leads to the best outcomes for learners. We welcome parents and carers views and comments as part of our partnership and seek these views formally and informally.

Informally through :

Open door policy which gives parents and carers the chance to phone or chat face to face.

Weekly achievement assemblies where we celebrate success and effort.

Social events.

Formally through

Termly progress meetings

Termly reports.

Parent's evenings.

Education Health Care plan reviews.

One Plan Meetings

Parent forum

Parents view forms

IEP reviews

Assess

Following concerns from parents, children or staff the following assessments will be used to form further actions.:

Baseline tests (reading / spelling age),
Teacher / LSA/ SENCO identification
through observation/ marking/ gut in-
stinct,

Parent information or concerns,
Tracking progress through intervention
groups,

Essex guidance for SEND,

Target Tracker analysis,

Phonic screening,

Speech and language screening,

Early years base line,

Phonological assessment screening,

Literacy assessment,

Maths assessment,

Working memory assessment,

Provision guidance banding descriptors,

Pre-school assessment ,

Liaisons between settings.

Plan, Do, Reveiw.

If assessments show that there may be a barrier to the children's learning a One Plan Meeting will be held with all involved parties, including the child. This meeting is child centred and all of the child's and families needs can be discussed. At this meeting a plan will be written The plan will include alterations that may be made to the school day to meet the child's needs. The plan will be actioned and run for a given period of time. Another meeting will then be held to discuss the impact of the plan.

Progress will be reviewed termly using the following assessments:

- Target tracker
- Teacher planning
- LSA records
- Observations
- Pupil voice
- Parental voice
- Pupil progress meetings

Our partnerships.

The school works closely with external support ensuring that any advice is applied to a child's care plan or targets.

The school staff regularly liaise with :

- Specialist teachers,
- School nurse,
- Occupational therapy,
- Family support,
- Social worker,
- Physiotherapy,
- Speech and language therapy,
- CAMHS,
- RELATE,
- Social Care,
- Education Psychologists,
- Theraplay,
- CPOC,
- Other therapeutic services.

A child may be referred to an external agency by the GP or school SENCO and are regularly seen in school to ensure that the school are meeting the child's holistic needs. Our governing body plays an active role in strategic planning and has a responsibility for overseeing the practice in the school and ensuring that it meets the needs of the learners and their families.