



**E**veryone      **S**miles      **H**ere.

Esh Church of England (Aided) Primary School

# SEN Information Report

September 2021

## Introduction

### Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

### Broad areas of need

There are four broad areas of special educational need, these are:

#### **Communication and Interaction**

*Includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.*

#### **Cognition and Learning**

*Includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.*

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

*Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.*

#### **Sensory and/or Physical Difficulties**

*Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.*

### School ethos & approach

Esh C of E Primary School aims to provide a safe, positive and caring environment founded on Christian values. Children are special and unique and our aim is to ensure that all children fulfil their potential. We recognise the diverse and individual needs of all our children and take into account the additional support required by those children with Additional Needs. We believe in positive intervention by removing barriers to learning, raising expectations and achievement and working in partnership with other agencies in order to provide a positive and stimulating educational experience for all children with SEND (Special Educational Needs and Disability).

### Consultation in production of SEN Information Report

This SEN Information Report has been written in consultation with parents, governors, staff and advisory teachers from Durham County Council. It supports, underpins and links to other whole-school policies that are published on the school website.

## Review arrangements of SIR

This SEN Information Report has been ratified by the Governing Body and is reviewed annually by the SENCO. It was most recently reviewed in September 2021 and will be reviewed again in September 2022.

## Key Contacts

**Mr Andrew Park** is the Head Teacher and has overall responsibility for SEND. He is responsible for day-to-day leadership and organisation of SEND. Mr Park can be contacted by calling the school office (0191 3731324).

**Miss Amy Lowes** is the Melrose Learning Trust SENCO. Her role includes working with children and parents, advising members of staff, collaborating with outside agencies and ensuring that the quality of the school's SEND provision maintains its high standard.

**Mrs Heather Watkins** is our Governor for SEND.

## 2. SEN Provision

### The kinds of SEN that are provided for:

At present, we provide for the following kinds of SEN:

- Autism
- ADHD
- Sensory Processing Disorder
- Speech and language difficulties – including Makaton support
- Hearing impairment
- Dyslexia
- Specific learning difficulties
- Moderate learning difficulties
- Attachment disorder
- Anxiety
- Movement and motor difficulties
- Down Syndrome

This list is not exhaustive and is continually updated. The range of additional needs across our school is closely monitored and this information is submitted termly to Durham County Council as part of the school's census return.

## **Our approach to teaching children/young people with SEN**

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. The curriculum includes not only the formal requirements of the Early Years Foundation Stage Curriculum/National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

Children at Esh C of E Primary School learn in a supportive and caring learning environment where they are encouraged to be independent learners and think for themselves. Children are provided with a range of visits and visitors to stimulate learning and they will have hands-on experiences to ensure their learning is fun. Children are challenged and interested in an environment where they feel safe to take risks. All children have equal opportunities and are rewarded when they do well. We aim to have a school full of happy and confident learners.

## **How we adapt the curriculum and learning environment for children and young people with SEN**

Assessment of children is an on-going process and forms an essential part of teaching. Assessment is designed to promote the raising of achievement. Assessments provide important information for child review and support meetings and may also be used as a basis for an initial referral to the SEND team. The team may also use assessments (in Maths, Reading and Writing) to further assess a child's Special Educational Needs. It is important to note that not all children referred to the SEND team will be SEND children; any support and guidance may be short, medium or long term. Children with Special Needs who are not working at a National Curriculum Level will be assessed using the Engagement Model. During your child's time in school, they will be continually assessed and class teachers will share information with parents at regular intervals.

All pupils follow the National Curriculum at a level and pace to match their needs. We place children at the heart of personalised learning and our curriculum is tailored to meet the children's individual needs. There are times when modifications to the curriculum may be implemented in order to match a pupil's need.

Sometimes, additional support will be required to help children with SEN. Additional support includes (but is not limited to) the following:

- 1:1 or small group support in class with the class teacher or teaching assistant
- 1:1 or small group support out of class with the class teacher or teaching assistant
- Additional physical resources
- Adaptations to the curriculum
- Timetable alterations

For children with physical disabilities, significant adaptations may be required. The school's Accessibility Plan is published on the school website.

## **How we identify, assess and review children/young people with SEN**

The school uses a model of graduated response to the identification of pupils with SEN, in accordance with the Code of Practice 2014. We are continually assessing, planning, implementing and reviewing our approach to teaching pupils in our school.

We therefore:

**Assess** – the pupil's needs.

**Plan** – what provision is needed and what outcome should be achieved.

**Do** – put the provision in place.

**Review** – what difference it is making towards outcomes

The school's system for regularly observing, assessing and recording the progress of all pupils is used to identify those who are not making expected progress and who may have additional needs. Evidence of progress and attainment is taken from a variety of sources including observations, work scrutiny, baseline assessments, Foundation Stage Profiles, termly assessments, end of year assessments and SATs results. Individual pupil progress is tracked termly for reading, writing and maths, using assessment data. Initially, pupils who are not making adequate progress, receive differentiated support within the class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. The pupil's needs will be provided for within the whole class planning framework.

Sometimes, groups of children are targeted to receive additional support. This is provided throughout the school by teachers and teaching assistants with expected outcomes discussed, agreed and planned for. If it is felt necessary to seek further support, the class teacher, will consult parents/carers with the SENCO, who may undertake further assessments or observations if necessary. The results of these assessments, combined with further discussion with the class teacher and parents/carers, will determine whether the pupil needs further support or intervention strategies.

### **SEN Support**

Most children on the SEN Register have a Support Plan (SP), which is drawn up and managed by their class teacher. The SPs set out the child's strengths, needs and the support they will receive. These support plans are reviewed termly with parents, when new targets are set.

For some children, their additional needs may involve a range of outside agencies and they may eventually require an Education and Health Care Plan (EHCP – see below). This support plan is reviewed termly with parents.

The majority of children have their additional needs met through the provision set out in an SEN Support Plan. For some children, it is necessary to ask the Local Authority to conduct a statutory assessment for an Education and Health Care Plan (EHCP). These are usually longer-term plans that secure the best possible outcomes for children across education, health and social care as they get older. EHCPs are reviewed annually with parents, class teachers and the SENCO.

For more detailed information go to the Durham Local Offer:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0>

## **How children with SEN engage in all activities**

The inclusive ethos that permeates the school means that all children are able to engage fully in all aspects of school life.

School staff ensure that all children with SEN are fully included in all activities in order to promote the highest levels of achievement. All pupils have access to the school curriculum and school activities.

Every child at the school has the entitlement to a sense of achievement, personalised to them.

## **How we evaluate the effectiveness of SEN provision**

The school continuously ensures the SEN provision has a positive impact on the outcomes for all pupils. This is monitored and evaluated through:

- Robust evaluation of policy and practice
- Book looks
- Lesson observations
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management

## **3. Support for Emotional & Social Development**

Pastoral support is integral to the school's provision for all children, including those with SEN. The school's open door policy and strong relationships mean that all emotional and social difficulties can be addressed quickly. Staff record concerns, which are monitored by the Head Teacher and Deputy.

## **4. Looked After Children with SEN**

Mr Park (Head Teacher) is the Designated Teacher for Looked After Children. He works with the SENCO to ensure that all teachers understand the implications for children who are in the care of the Local Authority and have SEN.

Additional needs for Looked After Children are identified through the same procedures detailed above. The school works in collaboration with the Virtual School in the Local Authority that co-ordinates the child's care.

Progress is reviewed through termly reviews of SEN Support Plans/EHCPs and through termly Personal Educational Plan (PEP) reviews.

## **5. SEN Transition**

For children with SEN, transition can sometimes be an anxious time. Therefore, we have robust procedures in place for the various transitions that children will go through during their time at our school.

When a child joins in Reception, parents and carers will be invited to speak with their child's new class teacher about any additional needs that have already been identified. The class teacher will pass this information to the school SENCO who may be in touch if further information is required.

When it is time for children to move to another school, the school SENCO will discuss the transition with the SENCO at the receiving school to ensure clarity and a continuation of the support that the child has received.

## 6. SEN Specialist Expertise

### SENCO & Staff Expertise

Miss Amy Lowes is the Melrose Learning Trust MAT SENCO and holds the National Award for Special Educational Needs Co-Ordination. Her role includes working with children and parents, advising members of staff and collaborating with outside agencies.

Mr Park manages SEN provision on a day-to-day basis and works alongside the MAT SENCO. His role includes, but is not limited to: working with children and their parents/carers, liaising with outside agencies, supporting school staff, conducting statutory annual reviews and ensuring that the high standard of the school's SEN provision is maintained.

All class teachers and teaching assistants have received training around SEN. As per the SEN Code of Practice, all teachers are teachers of SEN and a high quality provision for children with SEN is everyone's responsibility.

### External Specialists and Other Bodies

We work with a wide range of specialists and external agencies. They support children, their parents/carers and school staff.

#### The external specialists may:

- Act in an advisory capacity
- Extend expertise of staff
- Provide additional assessment
- Support a child directly
- Consult with all parties involved with the child.

**The external specialists include:** (add all other external specialist that are currently involved with the children in your setting)

- School Nurse
- Early Intervention Team
- Early Years Outreach
- Educational Psychology Service
- NHS Speech and Language Therapy
- The Movement Team
- Learning Support Service
- NHS Occupational Therapy
- Autism & Social Communication Team
- CAMHS (Child & Adolescent Mental Health Service)
- One Point Service
- Cognition & Learning Team
- Emotional Wellbeing & Effective Learning Team
- Durham SEND Information, Advice and Support Service

Details of these outside agencies can be found on the [County Durham Local Offer website](#).

### **How specialist expertise is secured**

The school receives an Additional Needs Budget each year. This is used to support children with SEN, including buying-in the specialist services listed above.

## **7. Consulting with SEN Pupils, Parents & Carers**

### **Consultation with Children and Young People with SEN**

Through regular assessment points throughout the school year, children's attainment and progress are measured. If attainment or progress is not as expected, provisions are put in place to ensure that each child is able to reach their potential. In-class and out-of-class interventions are carefully planned and matched to children's individual needs.

### **Consultation with parents and carers of children with SEN**

We are committed to working with parents and carers to identify their child's needs and support. Some of the ways we do this include:

- Termly parents/carers evenings;
- Ongoing discussions with their class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to contact school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.

Partnership with parents/carers and children/young people is a key principle in the SEND Code of Practice. The school seeks parents' views on our provision each year and this helps to inform action points for the following academic year.

## **8. Compliments, Complaints & Feedback**

The school always seeks to improve on the quality of education provided for children with SEN and needs to hear from parents about their child's experience.

Mr Park (Head Teacher) can be contacted through the school office (0191 3731324) or by emailing the school. He is also available to speak to parents at the gates before and after school.

If parents have a complaint, they should speak to their child's class teacher in the first instance. If the problem cannot be resolved, please make an appointment with Mr Park. If matters remain unresolved, parents/carers may wish to seek further advice from [SENDIASS](#).

If parents/carers wish to make a formal complaint, the procedure for doing so is detailed in the Complaints Policy, which is published on the school website.

In the event that a complaint is related to an EHC Assessment or an EHCP, this will be managed directly by the Durham Statutory Casework Team. Parents/carers will be contacted directly by the team to receive information about the mediation services and other action parents/carers may consider.

## 9. Key Policies

School policies are published on the 'Policies' section of the school website. Key policies related to SEN are also published on the SEND section.