

Special Educational Needs and Disabilities Information Report 2017/18

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| **School Name** | West Horndon Primary School |
| **Type of school** | Mainstream Primary with an Enhanced Provision for Speech & Language disorders |
| **Fully wheelchair accessible?** | No (Classrooms are over 2 floors and there is currently no lift) |
| **Our special educational needs co-ordinator (SENCO) and how can she be contacted?** | Mrs Julia Bolton is contactable via the school office  01277 811741  admin@westhorndon.essex.sch.uk |
| **School policies related to this report that are available on our school website** | [SEND & Inclusion policy](http://www.westhorndon.essex.sch.uk/website/policies/196)  [Behaviour](http://www.westhorndon.essex.sch.uk/website/policies/196)  [Anti-bullying](http://www.westhorndon.essex.sch.uk/website/policies/196)  [Child Protection & Safeguarding](http://www.westhorndon.essex.sch.uk/website/policies/196)  [Equality](http://www.westhorndon.essex.sch.uk/website/policies/196)  [Administering medicines](http://www.westhorndon.essex.sch.uk/website/policies/196)  [Accessibility Plan](http://www.westhorndon.essex.sch.uk/website/policies/196)  [Admissions](http://www.westhorndon.essex.sch.uk/website/admissions/230)  [Supporting Children with Medical Conditions](http://www.westhorndon.essex.sch.uk/website/policies/196) |
| **Schools Ethos for SEND** | |
| West Horndon Primary School aims to create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We recognise and appreciate the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.  We aim to promote positive learning for our children with SEND and take steps to prevent them being treated less favourably than other pupils through:   * Ensuring they feel a valued part of the school community * Providing a safe and supportive environment * Having access to a range of teaching and learning strategies to suit their needs * Promoting independence and resilience as a learner, without over-reliance on adult support * Identifying and addressing needs as quickly as possible * Communicating their needs appropriately throughout the school * Encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development for example, through attending meetings, Parent-Teacher Consultations and following up on recommendations made with input at home. * Making effective use of all support services available to us wherever possible. | |
| **We provide support for the following SEND** | |
| West Horndon Primary School will endeavour to meet the needs of individual pupils. We understand that SEND needs are identified broadly in four main areas, these are:   * Communication and Interaction. * Cognition and Learning. * Social, Emotional and Mental Health Difficulties. * Sensory and/or Physical.   Support for pupils with these needs will, in most cases be met within the mainstream provision through means identified in a pupil’s Education, Health and Care Plan and/or their Person-Centred Plan/One Plan.  **Enhanced Provision for Speech and Language needs**  In addition to this are those pupils with severe speech and language disorders who are admitted into our Enhanced Provision and attract additional provision of intensive speech therapy and specialist teaching by ELKLAN trained staff. (see below for admissions details) | |
| **Admissions Procedures** | |
| **Mainstream**  All mainstream school admissions are dealt with by Essex County Council rather than the school.  Parents will receive a ‘Common Application Form’ which must be completed and returned to Essex County Council by the closing date. Alternatively, you may apply online at [www.essexcc.gov.uk/admissions](http://www.essexcc.gov.uk/admissions)  Further information can be obtained by calling Essex County Council Planning and Admissions on 0845 603 7627.  All schools must offer a full-time place for new Foundation entrants irrespective of the term in which they were born.  We may use the first few weeks of the Autumn term to have a gradual build-up to full-time depending on the needs of the child and previous experiences through, for example, a pre-school.  All children take part in a comprehensive induction programme in the Summer term before they start.  This includes an information session for parents.  There is one Foundation stage class at West Horndon Primary School, with a maximum admission number of 15. In the event of over-subscription, places will be allocated using the following criteria:   1. Looked-after children.\* 2. Children with a sibling attending the school 3. Children living in the priority admission area. 4. Remaining applications.   *\*Looked-after children’ or those with exceptional medical circumstances have a priority.* Parents with children who are moving into the area and are interested in transferring to West Horndon Primary School from another primary school are also most welcome to come along and tour the school.  **Enhanced Provision**  Admission into our Enhanced Provision for children with complex speech and language needs is made through referral by Essex County Council. Recommendations are generally made by speech therapist working with children within the community who have been identified with speech and/or language difficulties as their prime need. Children being referred to the Enhanced Provision will normally have Education, Health and Care Plan and choose to name West Horndon Enhanced Provision as a preferred choice of school. It is beneficial that parents visit the school and enter into a dialogue with us concerning their child’s placement before approaching the local authority to ensure accurate placement. If your child has severe speech and language needs, please call our SEND & Inclusion manage to discuss whether our setting may be appropriate for them. For more information visit <http://www.essexlocaloffer.org.uk/> | |
| **Our arrangements for consulting parents of pupils with SEN and involving them in their child’s education?** | |
| We appreciate and encourage support from parents in their child’s education and firmly believe that home and school should work in partnership. We have an ‘open door’ approach where parents are encouraged to maintain close communication links with the class teacher, SEND & Inclusion Manager, LSAs and Head Teacher. We welcome the involvement of parents supporting at home, in class and with specific events or trips.  For parents of pupils with SEND, discussion about pupil progress will take place via Parent/Teacher consultations which take place each term, with a written school report in the summer. During this meeting, time will be given over to update any Person-Centred Planning/One Plan with progress and revised small step objectives. In addition to this parents of pupils with Statements of Special Educational Needs or Education, Health and Care Plans will be invited to an Annual Review meeting with the class teacher, SEND & Inclusion Manager and any other relevant professionals to review the plan in detail.  Half-termly target setting takes place between the class teacher and all pupils and copies of these targets are shared with parents.  Parents may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Teachers etc. who are involved in their child’s education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, etc. Social Care input is also available where needed.  Relevant policies are available from the school website – paper copies can be made available by enquiring at the School Office. The SEND & Inclusion Policy and other relevant policies listed above are available on the school website <http://www.westhorndon.essex.sch.uk/website/policies/196>  The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. The accessibility plan can be reviewed here: <http://www.westhorndon.essex.sch.uk/website/policies/196>  The SEND & Inclusion Manager can signpost and make referrals on behalf of parents to various support services such as the Brentwood Local Delivery Group, SNAP, Homestart, Educational Psychologist and a range of health care professionals should they require this.  The Governing Body (GB) has a contingent of Parent Governors. The GB as a whole regularly communicates with, and seeks views of parents and pupils. The SEND & Inclusion Manager reports to the GB each term. Darren Cohen is our specific SEN Governor whose role is to regularly support and challenge the SEND & Inclusion Manager about the provision for SEN pupils.  Parental views are sought via questionnaires, Ofsted’s Parent View and face-to-face at review meetings.  Access to a Jargon Buster for SEND terms is available below | |
| **We consult pupils with SEN and involve them in their education** | |
| Pupils are involved in their education plan and are encouraged to contribute their views through the compilation of a One Page Profile. They can submit their views prior to review meetings are invited to attend. Through their One Page Profile pupils are encouraged to set individual goals and have ownership of them. Depending on individual needs, targets may be set within One Plan/Person Centred Planning meetings involving those concerned with the child.  We aim to provide pupils with a curriculum suited to their educational needs, which is rich, varied and enjoyable using themes to promote a context for learning. Pupils can pass on views about the school via their class councillors who raise them at Pupil Parliament Meetings.  Children are encouraged to talk about their views and needs with the staff | |
| **Complaints procedure from parents of children with SEN about the provision made at the school** | |
| The school aims to resolve any issues swiftly.  A parent’s first port of call is to arrange for a meeting with the class teacher.  If necessary, they would then go to the SEND & Inclusion Manager, after which, the matter progresses to the Head teacher.  In the unlikely event that the matter is not concluded, the Complaints procedure can be read on the school website, or a copy is available in the school office on request. | |
| **Essex County Council local offer** | |
| The Local Authority has a duty to set out the services it provides for pupils with SEND and their families. A link to the local offer can be found via <http://www.essexlocaloffer.org.uk/> | |
| **We identify and assess pupils with SEND in the following way** | |
| At West Horndon we monitor progress of all children closely through on-going assessment. Where specific needs are identified we aim to address these through ‘quality first teaching’, which ensures work differentiation, intervention strategies, individual and group support and multi-sensory approaches are used to support learners at all levels.  The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation. Any concerns should be discussed at the earliest opportunity with the class teacher.  Children who are not making adequate progress despite quality first teaching may be identified as SEN support. Extra intervention through small groups or individual work beyond the classroom can be accessed to ensure support is focused on meeting their individual needs and personal outcomes. Where necessary the school may engage external professionals or outside agencies. Parents will be consulted before this happens.  Where a child has more complex needs and needs further support in school to make progress, we will discuss with all parties involved in making a request for an Education, Health and Care Plan (EHCP) assessment.  It is not the school’s role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.  The SEN budget and where appropriate Pupil Premium is used to partly fund the deployment of LSAs, equipment and resources, and training and CPD of LSAs.  Assessment data is analysed to inform the SEND & Inclusion Manager and parents about pupil progress. This information is currently included on annual reports. The data is also used to inform staff about the effectiveness of interventions, next step targets and also influences systems for personalised learning. Children receiving intervention are tracked throughout their school career to measure progress and ensure it is maintained. | |
| **Our approach to teaching pupils with SEND includes:** | |
| The SEND & Inclusion manager and class teacher will meet with parents to discuss particular needs and requirements for individual pupils.  Where a pupil’s EHCP identifies specific provision, the school will endeavour to meet its statutory duty to provide this for the child. This can look different depending on an individual’s needs and may consist of one-to-one assistance or an integrated approach with overall support.  Where necessary changes to the curriculum are made through consultation with the head teacher and other professionals  We endeavour to enable pupils with SEND to partake in all activities within the school and will make reasonable adjustments to accommodate all needs. Where necessary an individualised risk assessment will be produced to ensure the pupils needs, their safety and wellbeing are met within a specific activity (e.g. an educational visit to an outdoor pursuit centre)  The school work closely with other professionals who will contribute towards the planning for some of our children.  Where necessary we may involve:  **School Nursing Team**  The school nursing team can often be consulted on a range of issues that all pupils, including those with SEND may be experiencing. The SEND & Inclusion Manager can make a direct referral or parent/carers can attend one of the regular drop in sessions held in school with the school nursing team.  **Speech and Language therapists, physiotherapist’s, occupational therapists and paediatrician**  When the specialist services of health professionals are required referrals can be made through the child’s GP or alternatively the SEND & Inclusion Manager can refer through the Children’s Single Point of Access (CSPA)  **Specialist Teachers**  Where necessary we have access to local authority specialist teachers who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and hearing impairment.  **Educational Psychologist**  The school may involve suggest involvement of an educational psychologist to help assess a pupil and suggest ideas to support their learning. They will make observations, run assessments and meet with parents on their visits. We will always seek parental permission for this.  **Brentwood Collaborative Partnership**  West Horndon Primary School is a member of the Brentwood Collaborative Partnership (BCP) whose purpose is to share experience and expertise of SEND across the membership schools. By pooling our resources, we are able to provide access to SEND experienced staff and training. In addition to these services all schools within the BCP have access to the help and advice of the SEND team at the Endeavour School (Special School). They can provide training and advice for staff and parents at the Endeavour or as outreach in our school.  **Equipment**  Specialist equipment can be provided to ensure that all our pupils are given the opportunity to fully access all aspects of learning. Where required occupational therapist can be requested to undertake an assessment regarding a pupil’s need and identify any equipment, furniture or access to the building required. Currently, the Local Authority provides some equipment – some items are purchased by the School. The occupational therapists periodically check and maintain equipment they have provided. | |
| **The following emotional, mental and social support is available for pupils with SEND:** | |
| Emotional support can also be offered beyond the general care we offer in school through counselling and nurture groups.  As part of Brentwood Collaborative partnership we are able to access specialised counselling and support service for pupils and their families through Kid Inspire. More information on the service they offer can be found on their website:  <https://kidsinspire.org.uk/> | |
| **We evaluate the effectiveness of our SEND provision in the following ways:** | |
| The effectiveness of SEN provision is measured in two ways.  The views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes is discussed at parents evening and when updating any individual learning plans (One Plans) and One Page Profiles.  The progress and attainment levels of those children with SEND are measured termly during pupil progress meetings or more often if appropriate.  This data will be shared with governors and will be judged by external moderators such as Ofsted. | |
| **Our arrangements for reviewing the progress of pupils with SEND are as follows:** | |
| The SENCO and class teacher will meet with parents at least termly, to discuss particular needs and requirements for individual pupils. Support and provision for pupils with SEND will follow a cycle, referred to as a graduated approach as follows:    This Person-Centred Planning, results in a One Plan which is reviews termly and involves the input of the pupil, parents and all professionals involved. | |
| **Staff training for SEN** | |
| Our SEND & Inclusion Manager is qualified to government requirements which stipulate that the SENCO must be a qualified teacher and complete a National Award for SEN Coordination. She regularly attends training and updates to familiarise with current documentation and initiatives. Local cluster meetings are held with other schools to ensure information and skills are shared.  LSAs are currently deployed on a needs basis to classes and trained accordingly.  Staff members are encouraged to attend CPD courses and are updated on SEN regularly by the SEND & Inclusion Manager. | |
| **The Governing Body** | |
| The Governing Body demonstrates good financial management to ensure the building and resources are fit for purpose and fully inclusive. It is the governor’s responsibility to review and update the school’s accessibility plan to ensure we meet the needs of our pupils as far as possible within our site. The SEND & Inclusion Manager signposts, links to services to meet identified needs and meets with the SEND Governor who reports back to the Governing Body. The Head teacher reports to the Governing Body regularly. | |
| **Support services & useful contacts** | |
| **iSEssex** (information and support for EHCP applications) 01245 608300, email:[info@isessex.org](mailto:info@isessex.org) [www.isessex.org](http://www.isessex.org)  **SNAP –** [www.snapcharity.org](http://www.snapcharity.org) – 01277 211300  **Local Library** – New Rd, Brentwood CM14 4BP 0845 603 7628  **School Nurse** – contact via the School. | |
| **Our school arrangements for supporting pupils transferring between stages of education.** | |
| Where a child with SEN is transferring into the mainstream reception class we would expect the Early Years Specialist teacher team contact us to arrange a meeting, usually in the summer term before the child starts at the school. Parents and other professionals are invited to the meeting. SENCO and relevant staff visit pre-school settings of children with complex needs and liaise with key workers. The EYST continues to work with the child for the first term and organises a meeting to handover to the Primary Specialist Teacher. Children entering our Enhanced Provision at reception age follow a similar transition although there is likely to be a higher degree of other professionals, such as speech therapist involved as well as those from the statutory assessment team within the local authority. EYFS teachers prepare for the transition of pupils to Year 1 at an appropriate point towards the end of foundation stage. Year 2 teachers and LSAs support the transition of pupils going from KS1 into Year 3/ KS2 during the summer term.  The SEND & Inclusion Manager and key staff from school will support pupils transitioning into secondary school and work closely with the team from the receiving school to ensure the child is fully supported through regular meetings and visits by all parties in the summer term.  Children leaving the Enhanced Provision are fully supported in their transition. When the SEND & Inclusion Manager, class teacher and speech therapist know a pupil has made sufficient progress to return to mainstream education or if an alternative setting needs to be sought, a meeting with parents will take place early on to discuss options available. Once a choice has been made the review paperwork will be submitted to revise the education, health and care plan. The SEND & Inclusion Manager, will likely accompany the child on a visit to the new setting and encourage staff from there to visit the Enhanced Provision to meet the pupil in situ. A succession of transition visits will be implemented depending on the individuals need. The speech therapist will visit the new school after transition to ensure the child remains on track and has the appropriate support available.  Copies of essential paperwork are transferred to the new school in the summer term prior to the child leaving.  Information regarding the special educational needs of looked after children is reported to the placing local authority termly during the Pupil Education Plan(PEP) meeting and Looked After Child (LAC) Review. | |
| For any further information regarding pupils with special educational needs and disabilities please contact the SENCO via the school office. | |

SEND Jargon Buster & information

The list compiled below comprises of language associated with SEND which you may find useful. Where applicable, we have noted information on how we manage it as a school.

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| **Annual review** | A review of a pupil’s EHC plan carried out by the LA at least every 12 months. This is organised by the school and you will be advised of suitable dates |
| **Areas of need** | Four broad categories used to describe a pupil’s SEN. They are: communication and interaction, cognition and learning, Social, Emotional and Mental Health (SEMH), sensory and/or physical needs |
| **ASD** | Autistic spectrum disorder |
| **CCG** | Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area |
| **Disagreement resolution** | A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the LA. Available to all children and young people with SEN, not just those with EHC plans |
| **EHC needs assessment** | Initial assessment, carried out by the LA, for deciding whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools. See the local offer for further details or speak to the SENCo if you feel your child’s needs would be better met through a EH & C plan |
| **EHC plan** | Education health and care plan. A statutory document drawn up by the LA, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability. Replacing statements and learning difficulty assessments by April 2018. See the local offer for further details or speak to the SENCo if you feel your child’s needs would be better met through a EH & C plan |
| **Graduated approach** | A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN |
| **One Plan** | An education plan compiled by school and parents and any other professionals involved with the child |
| **LA** | Local authority |
| **LDA** | Learning difficulty assessment. A statutory document drawn up by the LA describing the provision for a young person with SEN in post-16 education, training or higher education. Being replaced by EHC plans by April 2018 |
| **Local offer** | Sets out information about provision that the LA expects to be available in its area for children and young people with SEND. Published by the LA |
| **Mediation** | A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal |
| **MLD** | Moderate learning difficulties |
| **One-page profile** | All children and adult at West Horndon complete a one page document outlining their strengths, what is important to them, what can help them and their aspirations |
| **Outcome** | Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART) |
| **Personal budget** | An amount of money requested by parents or young people for securing provision set out in the EHC plan. The budget, prepared by the LA, can be held directly by the parent or young person, or managed on their behalf by the LA, school or other organisation |
| **PMLD** | Profound and multiple learning difficulties |
| **SALT** | Speech and language therapy, sometimes speech and language therapist |
| **School offer** | Some schools refer to their SEN information report as a ‘school offer’. |
| **School-based plan** | A non-statutory document setting out school-based support and interventions for a pupil with SEN. Examples of school-based plans include One Plans, SEN support plans, and pupils passports |
| **SEMH** | Social, emotional and mental health difficulties |
| **SEN** | Special educational needs. A pupil has SEN if he or she needs special educational provision due to a learning difficulty or disability (see special educational provision) |
| **SEN** **information report** | A document published on the school website, setting out the school’s provision for pupils with SEN |
| **SEN** **policy** | Sets out the vision, values and aims of the school’s SEND arrangements. Does not have to be a standalone document |
| **SEN** **support** | An overall term that refers to pupils needing special educational provision who do not have EHC plans. |
| **SENCO** | Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEN |
| **SEND** | Special educational needs and disability |
| **SEND Code of Practice** | Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND |
| **SEND resource base** | Specialist provision within a mainstream school, also known as an SEN unit or specialist resource base |
| **Sensory room** | A space which uses special lighting, music, and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication |
| **SLCN** | Speech and language communication needs |
| **SLD** | Severe learning difficulties. Can also refer to speech and language difficulties |
| **Special educational provision** | Provision to help pupils with SEN of disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age |
| **Special school** | A school that is specifically organised to make special educational provision for pupils with SEN |
| **SpLD** | Specific learning difficulties. SpLD affect one or more aspects of learning. Examples include dyslexia, dyscalculia and dyspraxia |
| **Statement** | A statutory document drawn up by the LA describing the provision for a child or young person with SEN who is still at school. Being replaced by EHC plans by April 2018 |
| **Top-up funding** | Additional funding available from the LA for pupils with high needs, i.e. those whose educational provision costs more than £10,000 per year |
| **Transition planning** | Preparation for moves between phases of education or for adult life |
| **Tribunal** | An independent body that determines appeals by parents or young people against LA decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination |