



SEN information report for Eversley Primary School, Crest Avenue, Essex

All Basildon maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

School based information	People	Summary of responsibilities
<p>1. What kinds of SEN are provided for at Eversley Primary School?</p>		<p>We aim to ensure that:</p> <ul style="list-style-type: none"> • Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community. • Students with SEN are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential. • We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem. • We identify and assess students with SEN as early and as thoroughly as possible using the revised Code of Practice (2014). • Parents/carers and students are fully involved in the identification and assessment of SEN, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach. • We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.

	<ul style="list-style-type: none"> • We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school. <p>There are four types of Special Educational Needs and Disabilities (SEN), decided by the Department for Education:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory or physical <p>If a student has SEN, then their needs will fit into one or more of these categories.</p> <p>A school's provision for SEN is defined as, support which is additional to or different from that which is available to all students.</p>
<p>2. What are our policies for identifying children and young people with SEN and how do we assess their needs?</p>	<p>At Eversley Primary School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEN in a variety of ways, including the following:</p> <ul style="list-style-type: none"> • Liaison with primary school / previous school • The student is performing significantly below expected levels/making slow progress • Concerns raised by parent/carer • Concerns raised by teacher • Liaison with external agencies, e.g. physical health diagnosis from a paediatrician <p>If a student is identified as having SEN then their name will be added to the SEN Support Register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional intervention and school support is for the student to be working closer to or at age related expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.</p>

<p>3. How do we consult parents of children with SEN and involve them in their child's education?</p> <p>How will we support your child with identified special needs who is starting at our school?</p> <p>How can I let the school know I am concerned about my child's progress in school?</p> <p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • We will invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, we will meet them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts. • Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child to settle more easily. • If your child is to have a key person involved, we will arrange times when they can meet you and your child to get to know each other. <p>We may ask if we can carry out a home visit to make your child feel at ease about starting at Eversley Primary School. When your child leaves us at the end of Key Stage 2 or at any point in the school year, we arrange transition meetings with the new setting.</p> <p>If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher.</p> <p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. Our school also has pupil progress meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. We use target tracker as a way of measuring progress.</p> <ul style="list-style-type: none"> • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> - Any concerns you / we may have - Any further interventions or referrals to outside professionals to support your child's learning - How we could work together, to support your child at home / school. <p>Your child may be placed on the school SEN register which indicates which children require Additional Intervention and School Support.</p>
<p>4. What are the arrangements for</p>	<p>The views of the children are very important when deciding on their outcomes and targets. The children are able to attend their One Page Profile progress meetings with their parents/carers and class teacher to help to decide what they want to achieve and how best this can be done.</p>

<p>consulting young people with SEN and how do we involve them in their education?</p>	
<p>5. How do we assess and review the progress of children towards their outcomes?</p>	<p>Your child's progress is continually monitored by his / her class teacher.</p> <ul style="list-style-type: none"> • His / her progress is reviewed formally every half term and a Band / P scales / EYFS level in reading, writing, numeracy and science, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above, but is not yet at age appropriate expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P scales'. • At the end of each key stage (at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally. • All children at the school have learning targets. These Targets are clearly presented in the children's target books. • The progress of children with a statement of SEN / EHC Plan is formally reviewed at a person centred planning meeting with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways may be used to keep you informed, which may include: Home / school book, letters / certificates sent home, additional meetings as required, reports, rewards and celebrations.
<p>6. What are our arrangements for supporting children moving between phases of education?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and / or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: We will contact the new school's SENCO and ensure he / she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. We make arrangements for staff who have worked with your child to meet new staff. • When moving classes in school: Information and one page profiles are passed on to the new class teacher in advance.

	<p>For children with an EHCP and more complex needs, there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff.</p> <p>If your child would be helped by a transition story to support them when moving on, then it will be made for them.</p> <p>Those children who might find moving on difficult may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'One Page Profile' which includes information about themselves for their new school.</p> <p>Where understanding might be difficult your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</p>		
<p>7. What is our approach to teaching children with SEN?</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to learn as independently as possible.</p> <ul style="list-style-type: none"> • Specially trained support staff can implement the teachers modified / adapted planning to support the needs of your child where necessary. • At any time according to need, a combination of any of the following strategies may be in place: a consistent management plan including, behaviour charts / rewards, visual timetables, left-handed scissors, writing slope, 5 minute boxes, a wide range of reading materials, interactive whiteboards, social stories. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. 		
<p>8. How do we adapt our curriculum and learning environment to suit children with SEN?</p>	<p>Class teacher input via good / outstanding classroom teaching.</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning objective. 	<p>All children in school receive this.</p>

	<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</p> <p>Head teacher</p>	<ul style="list-style-type: none"> • liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school’s SEN records and making sure that there are up to date details of your child’s progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and / or disabilities in the school) to achieve their potential. • Supporting your child’s class teacher to write learning targets for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and / or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child’s day has been and we do actively encourage this continued feedback!</p> <p>Mrs Pepper is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and / or disabilities. She will give responsibility to the SENCO and class / subject teachers but is still responsible for ensuring that your child’s needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. 	
<p>10. How do we evaluate the effectiveness of the provision made for children with SEN?</p>	<p>We evaluate the effectiveness of any provision made through close monitoring of progress.</p> <p>Planning is evaluated and annotated by class teachers / LSAs to evaluate the impact of lessons and / or interventions.</p> <p>Adaptations are made to plans if required.</p>		

	<p>Assessment data is tracked each half term to determine which children are not making required progress and which require intervention.</p> <p>We hold termly class data review meetings between the class teacher / Head teacher / deputy head teacher and SENCO.</p> <p>Termly SEN progress review meetings are held with parents / carers; we work closely with parents to obtain their views and help shape provision for children with SEN.</p>		
<p>11. How are children with SEN enabled to engage in activities with children who do not have SEN?</p>	<p>Within lessons the children get opportunities to work with their peers of varying abilities. Although, in some year groups, children are grouped according to ability e.g. maths and English, they are encouraged to work with their peers during activities such as Art, D.T and Science. All children have the opportunity to play together during break times.</p> <p>At Eversley Primary School we have a range of after school clubs. These are available for all children to attend. These include art club, dodge ball, choir, drama, football, newspaper club and Internet Cafe.</p> <p>The school setting is all on one level. We ensure that equipment used is accessible to all children regardless of their needs.</p>		
<p>12. What support do we provide to improve emotional and social development?</p>	<p>If a child requires support to improve their emotional and social development, we may arrange a counsellor to work with them. We will also add them to the Learning Mentor's or Behaviour Support Worker's timetable who work with children on such things as friendship groups, drop in, playground support, smart thinking, dealing with feelings and anger management. All children are encouraged to talk to an adult if they have a problem. Different forms of communication may be set up if we feel a child is not able to express themselves verbally. At anytime according to need, a combination of any of the above strategies may be in place.</p> <p>If a child requires more specific targeted support, then a CMP or PSP may be put in place.</p> <p>At Eversley we define bullying as an action that is repeated over a period of time. As a school our ethos towards the prevention of bullying is one where we celebrate and value differences and encourage everyone to view themselves as an important part of the school. (For further information please see our Anti-Bullying Policy)</p>		
<p>13. How and when does the school involve other bodies to meet children and support their families?</p>	<p>Specialist groups run by outside agencies</p> <p>This may be from:</p>	<p>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • Before referrals are made we will discuss your child's progress with you and together we will 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need for an EHCP assessment.

	<ul style="list-style-type: none"> • Local Authority central services such as the ASD Team or Visual support or Hearing Impaired or Specialist Teacher Teams • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>plan possible ways forward.</p> <ul style="list-style-type: none"> • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better - Support to set targets which will include their specific professional expertise - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. - A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. If we feel that they need support in school to make good progress, we will discuss with all parties involved in making a request for an Education, Health and Care Plan (EHCP) assessment. If this is not the case, the outside agencies will ask the school to continue with the support at 'School level' and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHCP will outline the outcomes and aspirations for your child and support your child with specific strategies. It will also have long and short term goals for your child. 	
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<p>14. What are our arrangements for handling complaints from children with SEN about the provision made at school?</p>	<p>If you are unhappy about the provision made for your child with SEN, the first step is to contact the SENCO who will discuss it with the Class teacher. If the issue is still not resolved it will be discussed with the Head Teacher. The school complaints procedure, involving the Governing Body, will be followed if a resolution has still not been found.</p>		

GLOSSARY OF TERMS

CMP- Consistent Management Plans

PSP- Pastoral Support Plan

SEN support 1

SEN support 2

SEN - Special Educational Needs

SEN Code of Practice -The legal document that sets out the requirements for SEN

EHCP - Education & Health Care Plan

SEN - Special Educational Needs

SEND - Special Educational Needs and or disabilities

SALT - Speech and Language Therapist

CAMHS - Child & Adolescent Mental Health Service

EP - Educational Psychologist

Written and under review by Jo McLaughlin September 2018

SENCO - Special Educational Needs Coordinator

ASD - Autistic Spectrum Disorder