



EDWARDS HALL PRIMARY SCHOOL

SEN/D Information Report

April 2018

In September 2014 a new Special Educational Needs Code of Practice came into effect. From this time Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs. (SEN)

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Schools must contribute to the Local Offer. This SEN Information Report is our school's contribution to the Local Offer.

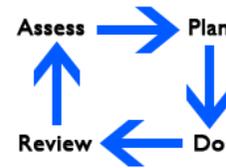
Further information on what is available from Southend Borough Council's Local Offer can be found at www.southendinfopoint.org

Our SEN Information Report provides details of the resources, interventions etc. that we provide here at Edwards Hall to support children with Special Educational Needs and/or Disabilities (SEND). We are continually updating our support and provision due to the ever changing needs of our children and so there may be additional support available that has not been covered here in this document. This report has been compiled by the SENCO with contributions from the SEN governor, staff members, students and parents. Information from the School's SEN policy is also included; this policy can be found on the school website. The SEN Report is reviewed annually.

<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Our Inclusion Manger is Mrs K Allard.</p> <p>She can be contacted either via the school office, or by phone 01702 524470 or by email: mrs.allard@edwardshallprimary.co.uk</p> <p>If you would like further information about what we offer at Edwards Hall or would like to discuss your child's specific needs please do not hesitate to contact Mrs Allard.</p>
<p>What are Special Educational Needs or a Disability?</p>	<p>At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:</p> <p>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.</p> <p><i>A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.</i></p> <p><i>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</i></p> <p>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.</p>
<p>What types of SEN/D do we provide for?</p>	<p>Children's SEN/D needs are generally in the following four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and/or Physical Needs <p>See Appendix 1 below.</p>

How does Edwards Hall know if my child needs extra help?

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with SEND. Early identification of additional needs is a priority and regular tracking of progress takes place to identify any pupil making less than expected progress given their age and individual circumstances.

Less than expected progress can be defined as progress that:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

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 following identification of the barrier to learning, high quality teaching including differentiation and intervention a consultation with parents/carers with the teacher may result in a decision to place him/her on the SEN Register at the 'SEN Support' level. Advice may be sought from external professionals during this process.

<p>What should you do if you think your child/young person has special educational needs.</p>	<p>If parents have any concerns regarding their child and his/her learning they should initially speak to their child's class teacher. This then may lead to a referral to Mrs Allard the school's Inclusion Leader.</p> <p>Parents may also contact the Inclusion Leader directly if they feel this is more appropriate.</p> <p>Parents views and aspirations are valued and are key to the assessment and provision for their child- all parents have a voice and this will be used to inform the assess, plan, do review cycle.</p>
<p>How will teaching be adapted for your child with SEN/D?</p>	<p>Quality first teaching, differentiation for individual pupils and high expectations are key to responding to all pupils who have or may have SEN/D. We endeavour to meet the needs of all learners through quality first teaching and differentiation and make reasonable adjustments and SEN/D provision throughout the day to meet the needs of individuals.</p> <p>Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups. Some 1:1 or small group support within the classroom or short-term, small group intervention may be used to meet identified needs.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.</p> <p>We aim to provide differentiated, personalised learning opportunities that will aid a pupil's academic progression; teachers modifying and adapting teaching, resources and support to meet the needs of pupils with identified SEN/D.</p> <p>The curriculum is adapted for pupils with SEN/D in the following ways:</p> <ul style="list-style-type: none"> • Teachers plan work using student's achievement levels differentiating tasks to ensure progress.

	<ul style="list-style-type: none"> • Teachers will look to remove any barriers to learning associated with individual students e.g. ensuring students with hearing impairments are seated appropriately. • Additional resources or adapted materials may be used if appropriate e.g. access to technology, pencil grips etc. <p>The Inclusion Manager and/or external professionals will be consulted as needed for support and advice on appropriate strategies, practical resources and reasonable adjustments which may facilitate a pupil's participation in all areas of the curriculum.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</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>At Edwards Hall Primary School we encourage all children to take part in extracurricular activities. All pupils are encouraged to take part in residential visits regardless of their needs this is a step to encourage independence.</p> <p>Risk assessments are completed for all activities and individual risk assessments are completed when appropriate for individual pupils alongside parents to identify any reasonable steps the school may take to ensure pupils able to engage in activities and enjoy the activity safely.</p> <p>Some children may need extra adult support during these activities and as a fully inclusive school we use our best endeavours to enable this support to be put in place. Parents/carers will be involved in planning for any of these activities and provision reviewed in relation to the needs identified.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p> <p>How do we consult pupils with SEN and involve them in their education?</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"> • Informal conversations with parents before or after school. • More formal meetings arranged to discuss specific issues. • Parent consultation meetings.

	<ul style="list-style-type: none"> • Termly review meetings for those on the SEN register, between teacher, parent and child, when all have the opportunity to share their views. • Opportunities for pupils to give their views on their progress after completion of a time-limited intervention. • Teachers share successful strategies and suggestions with regards to how parents can support at home when meeting with parents.
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Pupil progress meetings are held termly with teachers, the Head teacher, Deputy Head teacher and Inclusion Leader 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, their aspirations for their child and to contribute towards setting new targets.</p> <p>Pupil's views on their progress towards outcomes are discussed at progress meetings and after finishing time-limited interventions. One page profiles are key in identifying their views about what is important to them, their aspirations for the future and what is working well for them.</p>
<p>How do we support pupils moving between different phases of education and in preparation for adulthood?</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>Towards the end of each academic year arrangements are made to ensure all pupils have a smooth transition into their next school year. This includes transition time for all pupils with their new teacher in the Summer Term. Dedicated staff meeting time for handover sessions to pass on valuable information to their new teacher. The Inclusion Leader ensures all relevant information about any vulnerable pupils is shared with involved staff. This includes ensuring the class SEN files are passed on containing all relevant and up-to-date paperwork. Additional transition arrangements are made on an individualised basis where appropriate for certain children and may include: the creation of a transition or inviting the new teacher to the Summer Term ISP review meeting with parents.</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>Where required, suitable activities are planned to support the learning of key life skills that children will need in later adult life. These activities may involve everyday skills such as road safety, cooking, social awareness and self-care.</p>
<p>What arrangements does the school make when a child joins the school mid phase?</p>	<p>When the school has been informed that a pupil with additional needs will be joining Edwards Hall, all possible steps are made to ensure that the necessary provision is in place to effectively meet that child's needs. This includes meeting with parents, contacting the previous school and any involved outside agencies and organising appropriate staff training.</p> <p>For some children we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.</p>

	<p>If a child has an Education, Health Care Plan and it is a planned change to our school we will, whenever possible, arrange a review meeting with the current setting.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</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, the school has a clear anti-bullying policy to prevent bullying and is available on the website. Pupils with SEN/D may be given additional pastoral support if required from adults to enable their views to be shared and listened to and the issues addressed.</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. We support children through implementing:</p> <ul style="list-style-type: none"> • School behaviour reward system • Individual Behaviour Plan • 1:1 or small group support for anger management • Social Skills groups • Buddy system on playground and circle of friends • Play leaders' support • Social Use of Language (SULP) groups • Access to specialist support from Seabrook College • 1:1 and small group support for self-esteem or anxiety • Access to Early Help Family Support Service (EHFSS) or Emotional Wellbeing and Mental Health Service (EWMHS) through an EHFA, dependent on meeting their criteria • Education Psychology Service, through an EHFA. • Play Therapist placements

<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Through regular training school staff are provided with up to date developments in teaching practice in relation to the needs of pupils with SEN. Training opportunities are matched to school development priorities as well as the identified needs of individual pupils. Throughout the year support staff training is linked to the School Development Plan and the needs of the pupils they are supporting.</p> <p>The Inclusion Manger attends relevant courses and meetings and signposts relevant SEND focused external training opportunities for staff. She offers and advice and support to staff on adapting teaching for those with SEN and information about particular SEN needs.</p> <p>Additional training on specific SEN needs is offered as necessary.</p>
<p>What specialist support or services does the school access to meet the needs of pupils with SEN/D?</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>The school has strong working relationships and links with many specialist external support services including:</p> <ul style="list-style-type: none"> • Education Psychology Service • Social Services • Speech and Language Service • Local Authority (LA) Advisory/Support Teachers for hearing, visual and speech and language impairments. • The NHS: G.P.s, School Nurse and specialists, including The Lighthouse Centre and the Occupational Therapist • Early Help Family Support Service (EHFSS) • Emotional Wellbeing and Mental Health Services (EWMHS) • Bereavement Counselling

	<ul style="list-style-type: none"> • Play Therapist <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. Other specialists, such as an Educational Psychologist, may visit a child in school to observe or assess and offer advice. Other specialists, such as a behaviour outreach teacher, may work with a child in school over a number of weeks. All advice and support is used to develop and review support and strategies to meet the needs of individual pupils both within school and supporting their families.</p> <p>See also Appendix 1 below</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Provision is regularly reviewed and adapted to ensure it is effective in supporting the pupils' with their learning. · The progress of each child is regularly tracked. All teachers use Assessment for Learning (AfL) strategies and individual interventions are evaluated by comparing pre- and post-intervention assessments.</p> <p>Based on this information, interventions and other forms of support are constantly reviewed and updated to ensure that it is effective in supporting the pupils' with their learning and development.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or Inclusion Manager, who will be able to advise on formal procedures for complaint.</p> <p>The school's SEN/D Complaints Policy and Complaints Procedure can be found on the website.</p> <p>Parents and carers who are unhappy with the Local Authority or school's responses to their child's SEND, may seek mediation from the SEN Mediation and Disagreement Resolution Services. This is available to parents of children with special educational needs and to young people with special educational needs. The services are free and confidential and are independent of the local authority and Clinical Commissioning Group. Tel no: 0800 064 4488</p>

	<p>Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authority’s decisions about your child’s special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Tel no: 0800 064 4488</p>
<p>How does Edwards Hall Primary School support children who are looked after by the local authority and have SEN?</p>	<p>The Inclusion Leader is also the Designated Teacher for Looked After Children. When a child is looked after by the local authority we are committed to joined up working involving as appropriate parents and carers as well as foster carers and social workers and the virtual school in discussions. All provision will be co-ordinated with both the PEP (Pupil Education Plan) and SEN provision complimenting any specific learning targets identified for individual pupils to meet their SEN/D needs as well as any other needs such as SEMH.</p>
<p>What support do you have for parents of a child with SEN?</p>	<p>Parents can look at the following websites:</p> <ul style="list-style-type: none"> • Southend’s Information Point and Directory of Services for Adults, Children and Families (SHIP) • Southend’s Local Offer <p>The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.</p> <p>Parents are welcome to meet with the Inclusion Leader who may be able to offer further suggestions and support or may be able to signpost or refer parents to appropriate outside agencies who can offer support. This process may involve the completion of an Early Help Family Support Assessment alongside a member of the Inclusion Team.</p> <p>All information from outside professionals can be discussed and reviewed with the Inclusion Leader.</p> <p>Support services for parents of students with SEN include:</p> <p>Southend’s Information, Advice and Support Service (IASS) - formerly Parent Partnership Service (PPS) is a statutory service offering independent advice and support to parents and carers of all children and young people with SEND. The service can be contacted via: parentpartnership@southend.gov.uk Website: http://www.southend.gov.uk/info/200171/children_and_families/275/childcare/3</p>

Independent Support Service - Parents whose children are being assessed for an EHC Plan can access the Independent Support Service whose aim is to provide guidance to parents regarding the EHC Plan process.

Website: [http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-\(SEN\),-Southend](http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-(SEN),-Southend)

Appendix 1 – Types of SEN/D provided for, support given and criteria

Communication and Interaction

These include:

Speech and Language Difficulties

- Developmental Language Delay / Disorder
- Phonological/Severe Pronunciation Problems
- Expressive Language Difficulties
- Receptive Language/Language Comprehension Difficulties
- Social Communications/Semantics and Pragmatics Difficulties

Disorders on the Autistic Continuum

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

Needs		Support	Criteria
Communication and Interaction	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Access to assessment and advice from the Speech and Language Support Teacher • Access to Speech and Language specialist, obtained through the completion of an Early Help Family Support Assessment (EHFSA) • Individualised speech and language programmes • Talk Boost, Sulp, ELKLAN strategies • Makaton • Picture Exchange Communication System (PECS) 	<ul style="list-style-type: none"> • Identification of need by a Speech and Language Therapist • Receptive and Expressive language difficulties identified

	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access specialist teaching advice from The St Christopher School, who have expertise in ASD • Social stories • Individual Visual timetable • First/Then cards • Calm and safe environment for calming down • LSA and/or MDA support, as appropriate • Educational Psychology Service, through EHFSa 	Identification by a paediatrician as having a social communication difficulty.

Cognition and Learning

These include

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific Learning Difficulties, such as Dyslexia, Dyspraxia

Needs		Support	Criteria
Cognition and Learning	Mild and Moderate Learning Difficulties	<ul style="list-style-type: none"> • Screening and assessment programme to identify those who need targeted support • Interventions – small group and individual • Educational Psychology Service, through an EHFSa. 	Identification by school staff of below expected achievement or slower than expected progress.
	Specific Learning Needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"> • Screening programme and further assessment to devise a bespoke programme of study • Access to specialist teachers in education • Education Psychology Service, through an EHFSa. 	Identification of need by school staff. Referral by OT for specific issues.

		<ul style="list-style-type: none"> • Programmes that develop co-ordination or gross and fine motor skills, such as the Motor Skills Utd group • Specialised programmes that develop strategies to support specific needs. 	Identification of specific learning difficulty by paediatrician or educational psychologist.
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Social, Emotional and Mental Health Needs

- These include emotional and behavioural difficulties

Needs		Support	Criteria
Social, emotional and mental health difficulties	Behavioural Needs	<ul style="list-style-type: none"> • School behaviour reward system • Individual Behaviour Plan • 1:1 or small group support for anger management 	Identification of need by school staff
	Social Needs	<ul style="list-style-type: none"> • Social Skills groups • Buddy system on playground and circle of friends • Play leaders' support • Social Use of Language (SULP) groups • Access to specialist support from Seabrook College 	Identification of need by school staff Concern expressed by parent/carer

	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • 1:1 and small group support for self-esteem or anxiety • Access to Early Help Family Support Service (EHFSS) or Emotional Wellbeing and Mental Health Service (EWMHS) through an EHFA, dependent on meeting their criteria • Education Psychology Service, through an EHFA. • Play Therapist placements 	Identification of need by school staff Concern expressed by parent/carer
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Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

Needs		Support	Criteria
Sensory and/or Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to hearing impairment Specialist based at Kingsdown School • Educational Psychology Service, through an EHFA 	Identification by medical professional
	Visual Impairment	<ul style="list-style-type: none"> • VI specialist based at Kingsdown School • Touch typing lessons • Physical environment audit • Appropriate equipment, as necessary 	

	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and individualised support 	
	Physical Impairment	<ul style="list-style-type: none"> • Disabled toilet and shower room • Reasonable physical adjustments • Lift from KS1 to KS2 area • Liaison with Physiotherapist and Occupational Therapist, whose support has been previously accessed via the GP. 	
Medical Needs		<ul style="list-style-type: none"> • Specialist support • Liaison with specialist nurses • Access to school nurse • Health Care plans • Medical room • Secure storage for medication 	