

Earls Colne Primary School and Nursery **SEND Information Report**

Inspiring all children to create and achieve

Our school is located in beautiful grounds at the very heart of the village and we make the most of these wonderful surroundings and facilities to enrich and enhance our children's learning. With our on-site Nursery, we cater for children between the ages of 3 and 11 years.

At Earls Colne Primary School and Nursery we want all children to enjoy an education which helps them to realise their full potential, discover their talents and instil in them a lifelong love of learning. We want our children to be happy, polite and motivated as we provide a safe and stimulating environment, enabling these qualities to be developed. Independence, respect and a belief in their own self-worth are also attributes which we foster. Our partnership with parents and the community is highly valued and together we are able to create a school which is caring and inclusive. We aim to provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

The following information aims to set out the key ways in which Earls Colne Primary School and Nursery supports children with Special Educational Needs and Disabilities (SEND).

INCLUSION LEADER

Our School/Nursery Inclusion Leader is a qualified Special Educational Needs Co-ordinator (SENCO). Contact can be made as follows:

Mrs Carol Woolgar
Or by phone Monday to Thursday:

senco@earlscolne.essex.sch.uk
(01787) 222205

The following page provides links to the key areas covered in this report:

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How we [identify](#) children with Special Educational Needs

[Assessment](#) and review of progress

Meeting needs:

- Identification and [Early Intervention](#)
- [Approaches](#) to teaching and learning
- [Adaptations](#) to

[Types](#) of Special Educational Need or Disability

Inclusion Governor:

The governing body has statutory duties towards pupils with Special Educational Needs and Disabilities (SEND). There is a named governor with this responsibility:

Mr R Farnes

Contact can be made via the school office.

[Governing Body](#) & [Complaints](#)

[Partnership ethos:](#)
Ways you and your child are involved.

[External agencies](#) supporting children in school and [links to other agencies](#)

[Pastoral care](#) and social and emotional wellbeing

[Transition](#) arrangements between different phases of education

Identification and Early Intervention

All teachers are teachers of pupils with Special Educational Needs & Disabilities, (SEND), therefore we take collective responsibility and have a whole school approach to the teaching of pupils with additional needs. Class teachers work with the SENCO and school leadership team to identify and support children with additional needs.

The benefits of early identification of SEND are widely recognised; identifying need at the earliest point, and then providing good interventions, improves long-term chances of success for the child or young person. Special educational provision relates to that which is additional to or different from the educational provision made generally for others of the same age. The majority of children with SEND can have their needs met through mainstream education providers, like Earls Colne Primary School and Nursery, and will not need an Education, Health and Care Plan (EHCP) which provides a gateway to greater levels of support.

Children may be identified as having SEND in the following ways:

- Children may be identified as having SEND before starting school.
- Children may be identified as having special educational needs through parental concern or on transfer from other schools.
- Children with SEND may be identified within school, by the Inclusion Leader, class teacher or other adults working with the child.
- Children with SEND may be identified during learning progress meetings, during which the learning progress of individual children is discussed.
- Children with SEND may be identified from the analysis of progress data.
- Additional assessments may be carried out by the Inclusion Leader, relating to a specified area of concern.

Assessment and review of progress

In school we **constantly** track the progress of children through personal target setting, informal and formal assessments. Progress review meetings are held every term and children who are a cause for concern are highlighted to the Head Teacher and the Inclusion Leader at this time. Further assessment of individual children may then be appropriate.

Assessments used for analysis include:

Target Tracker

Provision guidance materials and banding descriptors (Educational Psychology Service)
Development Matters (Early Years)

P-Scales and Pre-key stage assessment standards (Progress measures for children not yet reaching National Curriculum levels)

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Rising Stars Reading age and comprehension test
YARC (York Assessment of Reading and Comprehension)
Wigan Maths tests
Sandwell Early Numeracy Test
Sound linkage Phonological Awareness screening
PhAB (Phonological Assessment Battery)
Speech and Language Progress Tool & Assessment Framework
Communication Trust Speech & Language Progression Tool
British Picture Vocabulary Scale
The Boxall Profile
SNAP Profile Assessment Tool.
Lucid Assessment of verbal and non-verbal skills

Early Intervention

We have a committed staff who have a wealth of experience when working with children with SEND. We work as a team to deliver the best outcomes.

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses (SEN Code of Practice 2014)

The following steps are taken when a child is identified as having Special Educational Needs. Not all steps will be included for every child with SEND. The levels of support given will depend on the individual levels of need.

- We establish what is needed that is 'additional to or different from' the teaching and learning being given to the child's peer group. The Inclusion Leader will work with the class teacher to establish any adaptations necessary to the general teaching strategies employed within the classroom setting.
- Depending on the findings of assessment(s), a learning map for the child is drawn up by the Class Teacher in collaboration with the child's parents and the child. (The level of involvement of the Inclusion Leader, at this stage, will depend on the level of SEND established.) The learning map will detail the specific learning intervention(s) which the school will carry out. These are discussed with parents in respect of their role in supporting their child's learning. Such interventions are also discussed with the child. Specific, Measurable, Achievable, Realistic and Timely (SMART) targets are set for the child. Clear entry and exit levels (relating to the area of learning to be targeted) are recorded for interventions the child attends. A cycle is undertaken of:

Identify  Assess  Plan/Do  Review

At the end of a 10 week intervention, a review is carried out and 'next steps' determined between the class teacher, the child and parents/carers. The Inclusion Leader is involved in monitoring the effectiveness of learning interventions carried out. (See 'Adaptations to the Curriculum' for more information on the interventions offered)

- The child can, at this stage, be added to the **SEND register**. This process is discussed with parents in a meeting with the Inclusion Leader. This stage may be implemented sooner if the child is identified as having on-going or significant SEND. A child on the SEND register is deemed to be receiving 'SEN Support'.

- A pupil will be placed on the SEND register if they:

*'have a significantly greater difficulty in learning than the majority of others of the same age; or
have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'* (SEN Code of Practice 2014)

- Children placed on the SEND register has needs in one (or more) of the following areas:

Types of Special Educational Need or Disability:

- **Communication and Interaction**
 - **Cognition and Learning**
 - **Social, Mental, Emotional Health**
 - **Sensory/Physical**
- We support most children with SEND from our general school budget. However, more extensive support is needed by some children and this requires additional funding. At this stage, an assessment for an Education, Health and Care Plan (EHCP) is undertaken by the Local Authority in collaboration with school staff, the child and the child's parents/carers. To secure an EHCP a detailed process is followed, in consultation with the child, their parents/carers, professionals within school, education specialists and the health service.
 - Care plans and disability access arrangements are implemented as needed.

Approaches to teaching and learning for children with additional needs:

Staff expertise

We have a committed staff, selected for their experience, knowledge and aptitude for working with pupils with SEND and dedication to the well-being and progress of each individual child. At Earls Colne we are committed to the approach that *all* teachers are teachers of pupils with SEND, therefore we share responsibility and have a whole school approach to the teaching of pupils with additional needs.

Our school has a Nursery and 2 Early Years Foundation Stage (EYFS) classes. Key Stage One consists of 2 classes each of Years 1 and 2. These groups are taught in differentiated sets for mathematics and phonics. Key Stage Two is organised into Middle and Upper Phases. Middle Phase consists of 2 Year 3 classes and 2 Year 4 classes. Upper Phase is made up of 3 classes of mixed ages Years 5 and 6. These classes are taught in 4 smaller, differentiated year groups for mathematics and English. Each Phase has a lead teacher who coordinates teaching and learning and who reports directly to the Head Teacher.

High quality teaching is at the heart of our provision for children with SEND. We want to ensure that children with SEND take part in the activities of the school together with children who do not have SEND as far as possible. We use a number of strategies to enhance the classroom learning experience for all our learners:

- Skilled and experienced class teachers, supported by well-trained learning support staff in every classroom.
- Differentiated teaching groups throughout the school for mathematics and English and in Key Stage One for daily phonics learning.
- Personalised spellings and number bonds/times tables learning
- Personalised learning and targets for all children
- Detailed planning which identifies how learning is to be differentiated
- High quality teaching and learning resources. For example: Interactive White Boards, visualisers, a variety of up to date ICT learning resources, (eg Clicker 6, Communicate in Print) Numicon, writing tool kits, reading rulers, pencil grips, writing slopes.
- Disabled access and facilities, including a fully disabled toilet facility and hoist.

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- Regular Continuing Professional Development for all staff. (Training on SEND forms part of this CPD.) Bi-annual updates are given on the safeguarding of children and Child Protection.

Adaptations to the curriculum:

The school delivers the EYFS and National Curriculum adapted to meet individual needs. We work with key skills and growth mindset approaches, focusing on teaching learners the skills needed for lifelong learning and independence. All learners are targeted to achieve good or outstanding progress based on national expectations for learners with SEND.

In school we constantly track the progress of children through personal target setting, informal and formal assessments. Progress review meetings are held, by staff, every term and children who are a cause for concern are highlighted to the Head Teacher and the Inclusion Leader at this time. Further assessment of individual children may then be appropriate.

We focus on early intervention if a child is falling behind their peer group in their learning. The benefits of early identification of SEND are widely recognised; identifying need at the earliest point, and then providing good interventions, improves long-term outcomes for the child or young person. We deliver a variety of interventions which aim to close gaps in learning.

Where additional support is needed, outside the child's usual classroom, this is usually done in smaller groups and is timetabled sensitively to, wherever possible, avoid the child missing input for mathematics and literacy learning. We have expertise in the school to make the following interventions available to identified groups of children as appropriate:

- Code X Phonics based reading catch up programme
- Sound Foundations/Phonological Awareness programme
- Phonics/spelling group/ 'Nessy' ICT programme
- Reading 'Catch up'
- Inference Training
- Accelerate/Accelewrite
- SNIP literacy intervention
- Small group writing
- Small group reading
- Plus One, Power of Two Maths
- Educational Psychologist Maths
- Gym Trail
- 'Jimbo Fun' / Finger gym
- 'Talkboost'
- Socially Speaking

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- Positive Assertiveness Confidence Skills (PACS)
- Lego Therapy
- Pre-learning vocabulary group
- Memory training group
- Speech and Language (Individual programmes)
- Emotional first aid
- Pastoral care through lunchtime 'drop in' clubs and mentoring.

Partnership ethos

With families:

We work closely with parents and carers and have an 'open door' approach, as this leads to the best outcomes for learners. We are always willing to answer questions or discuss concerns. Additionally, we welcome the involvement of parents and carers in school life in a variety of ways:

Informally:

- Our 'open door' approach welcomes parents and carers into school.
- We want you to share your knowledge and talents in school, to further our children's learning.
- School weekly newsletter
- Head Teacher 'Drop-in' sessions (Termly)
- Inclusion Leader 'Drop-in' sessions (Termly)
- Home Learning Log, which includes weekly information from your phase Class Teachers.
- Open Afternoons
- Sports days, School music and drama productions, church services and 'Friends and Family' fundraising events.

Formally:

- Curriculum evenings
- Parent workshops
- Parent consultations with Class Teachers/Inclusion Leader (Bi-annually)
- School report (Annually)
- Parent/Carer surveys
- Parent/carer views included on One Page Profiles.
- Learning maps for children taking part in an intervention/booster group within school.
- Individual Provision Maps for children with more complex SEND.
- Education, Health and Care Plans
- Annual review of Education, Health and Care Plans

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- Transition visits for children joining our school and for those moving on to the next key stage or secondary school. Meetings for parents/carers.
- Transition booklets for children joining the school mid-year.

Pupil Voice:

The views of our children are central to our approach. Children are encouraged to express themselves in a variety of ways within school:

- Recognising and expressing their own learning preferences.
- Pupil perception questionnaires
- Learning conversations and mentoring with Class Teachers and other adults in school.
- Elected School Council with SEND represented
- Buddy systems for our younger learners
- Peer mentoring for some of our older learners
- Pupil input to target setting
- Pupil views are sought for children receiving Additional School Support and for those with an Education, Health and Care Plan.
- One page profiles for all vulnerable learners which include pupil views.

External agencies and professionals:

In order to support our delivery of an adapted curriculum, we work closely with a variety of other professionals who either visit our school or to whom we can make referrals. Below are some of our key contacts:

- Children's Community Nursing Team
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Educational Psychologist
- Multi-sensory Training Clinic
- Essex Specialist Teacher Team
- Emotional Well-being and Mental Health Services (EWMHS)
- Access to counselling services
- An on-site learning mentor
- Social and Health services
- SEND (Educational Psychologist) cluster group
- Whole school partnership with St. Peters School, Coggeshall and Richard de Clare School, Halstead.
- Local Delivery Group
- 'GROW' at Lyons Hall Primary School

Pastoral care for social and emotional development:

We recognise that sound mental health and social and emotional development are vital components of well-being and good progress in school. We follow the guidance in the Department for Education document:

Mental health and behaviour in schools.

Currently, the guidance given to schools in this area is non-statutory advice. It clarifies the responsibility schools have in this area and outlines what can be done and how to support a child or young person, whose behaviours - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

As a school, we recognise that one in ten children and young people aged 5 to 16 have a clinically diagnosed mental health disorder and around one in seven has less severe problems. Our staff have been trained to promote positive mental health in their pupils and identify and address those with less severe problems at an early stage in order to build their resilience. Our whole school ethos and 'Growth Mindset' approach seeks to underpin positive mental attitudes and foster the wellbeing of our children.

The current guidance is also used to help to identify and support pupils with more severe needs. We have a school based learning mentor who works with the Inclusion Leader to deliver a variety of interventions for children who are seen as vulnerable. She uses a variety of strategies to support children and their families. These strategies include:

- Relationship building work (with child and family, as appropriate)
- Play and art therapies
- Circle of friends
- Social skills groups
- Mentoring and learning conversations
- Homework clubs
- Lunchtime 'drop in' clubs
- 'Drop in' clinics
- Shared action planning and monitoring, to address specified goals
- Monitoring attendance and punctuality and supportive work in this area
- Providing advice and support to parents

Staff work closely with the Inclusion Leader and, in collaboration with parents children. Referrals to specialist agencies such as Emotional Well-being and Mental Health Services (EWMHS) are made, where appropriate.

As a school, we are currently working on an audit of current provision and our planned responses to the Government's Green Paper on 'Transforming Children and Young People's Mental Health Provision'. This will be in the context of the Essex Local Offer.

Transition arrangements

We work with other settings (nurseries and other schools) and within our own setting (Nursery to Reception, Reception to Key Stage One and Key Stage One to Key Stage Two) to ensure that the needs of those making transitions with SEND are met. There may be educational, psychological or physical considerations to take into account during transition arrangements.

Individual needs are catered for by:

- Arranging mentoring sessions or discussion with the child about the transition.
- Arrangements for standard, whole class and extra visits to the new class/setting.
- Individual discussion and additional information for parents.
- Physical preparations for disabled access arrangements.
- Transition meetings between old and new teachers, including between different school settings.
- One Page Profiles to provide key information on SEND and vulnerable learners.

Our Reception Teachers visit children joining our school in their Nursery settings and discuss individual needs with their key workers. We also work closely with our partner Secondary Schools: Honywood School, The Ramsey School and others according to where our students choose to attend. We work with these schools on 'taster' days and general transition arrangements.

Governing Body

Our Governing Body is committed to meeting the aims of the school. Their mission statement is explicit and they manage the school's budget to ensure best value and effective use of resources. Our Special Educational Needs and Disabilities Governor works with the Inclusion Leader to ensure that our legal obligations are met in relation to the Equality Act 2010 and the SEND regulations detailed within the Children and Families Act 2014. The school uses best endeavours to make sure that a children with SEND gets the support they need and that reasonable adjustments are made for children with SEND.

Complaints:

Any complaints in relation to the provision made by the school for children with SEND should be dealt with by the procedure set out in the Complaints Policy. (See below)

Policies

The Inclusion Policy (which incorporates our SEND Policy) is available, along with other key policies, on our school website:

<http://www.earlscolneprimaryschoolandnursery.co.uk>

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Local Authority Local Offer

Our school SEND provision makes up part of the Essex Local Offer which can be accessed via the Essex County Council website:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs>

Support Services

Contact details for some useful support services are:

SENCAN

Braintree

Tel: 0300 003 4131

The Parent Partnership helpline

Tel: 01245 436 036

www.iasnetwork.org.uk

The Educational Psychology helpline

Tel: 01245 433 293

The helpline is open every Monday afternoon during term time from 1pm to 5pm.

iEssex (Independent Support Essex)

iEssex, Moulsham Mill, Parkway, Chelmsford, Essex, CM2 7PX

01245 608300 / 07506 566856

Sarah.riordan@isessex.org

Contact a Family

www.cafamily.org

National Network of Parent/Carer Forums

www.nnpcof.org.uk

Families in Focus

Offers support to families of children with disabilities and special needs

Helpline: 01245-353575

Home Start

Advice and support for parents who are managing ill-health, sensory & physical disabilities or emotional difficulties.

Autism Anglia

Offers advice and support: 01206-577678

info@autism-anglia.org.uk

Contact the Inclusion Leader if you would like to be supported in sourcing helpful information