



Essendine Primary School

SEN Information Report for 2021-2022

Welcome to our SEN information report, which is part of the Triborough Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing bodies, or the proprietor's policy for pupils with SEN. This information is updated annually and can be located on the school's website.

At Essendine Primary School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments on our offer, so please do contact:

- Lisa Farrow - Head teacher
- Nicola Wright – SENCo (Special Educational Needs Coordinator)
- SEN Governor – Tara Soonye

Our approach to teaching learners with SEN

At Essendine Primary School, we believe in participation for all our pupils and will do our utmost to ensure all children reach their potential. We promote independence for all learners, and we ensure all pupils have respect for others and become lifelong learners equipped for the future by providing an excellent and inspirational education through a welcoming, safe, happy and supportive community. We aim to work together-parents/carers, staff, governors and children – for the benefit of all those who come to our school, including those with additional needs. We will not tolerate any form of bullying and we have a clear anti-bullying policy in place.

We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We also monitor the progress of all learners and staff continually assess to ensure that learning is taking place and progress made. Our whole school system for monitoring progress includes termly pupil progress meetings as well as termly learning plan reviews for pupils with additional needs.

Identifying SEN

At different times in their school life, a child or young person may have a special educational need. The Code of Practice defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others the same age or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that a child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulties that requires special educational provision additional to other learners will be identified as having SEN (this can include 'looked after' children).

In 2021-2022, our SEN profile showed that we had 14% of children identified as having SEN with 6% having Education, Health & Care (EHC) plans.

The four broad areas of special educational needs that children are now identified with include:

- Cognition and learning (including maths, reading, writing and spelling etc.)
- Communication and interaction (including speech and language difficulties and problems with social interaction)
- Physical and sensory (including disabilities such as those affecting mobility, sight and hearing)
- Social, emotional and mental health (from time to time, some pupils require extra pastoral support and we make arrangements for them to share their views and worries, including those with SEN)

What should you do if you think your child may have special educational needs?

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher in the first instance who will then if needed, use the school's referral procedure to discuss your concerns with the SENCo (Nicola Wright).

Supporting learners with SEN

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching intended to overcome barriers to learning. This support is set out in our whole school provision map.

The following system will be used by our school to track and monitor SEN pupils:

- All children will receive high quality teaching with appropriate differentiation.
- Inadequate progress of individual pupils identified – high quality teaching targeted at areas of weakness.
- Continued inadequate progress from particular pupils – liaise with SENCo to assess whether there is a significant learning difficulty.
- SEN support that is 'additional to' or 'different from' other learners to be put in place using a four-stage process; Assess, plan, do and review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help to overcome barriers to learning. Strategies will be recorded on a learning plan and will form the basis for termly review meetings, held as part parent/teacher consultations.

Do – providing the support – extra assistance for learning or learning resources – as set out in the plan.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parent or carer, teacher and SENCo – contribute to this review. This stage then informs the next cycle, if necessary.

This additional support, (often called intervention) will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, occasionally on a 1:1 basis, but more often as part of a small group. The support

provided, and its impact, will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners their needs may require access to technology e.g. modified I.T. equipment, recording devices etc.

While the majority of learners with SEN will have their needs met in this way, some may require an assessment of needs to determine whether it is necessary for the local authority to make provision in accordance with an Education, Health & Care (EHC) Plan.

Current interventions include:

- 1:1 and small group support with SEN TAs (Special Educational Needs Teaching Assistants)
- Lexia - computer-based program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn
- Box Clever - to increase the way children access newly learned vocabulary in general communication, through play scenarios
- Lego Therapy – play based intervention that promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts
- Five Minute Box – multi-sensory intervention to teach early literacy and maths skills.
- Precision Teaching – to improve the accuracy and fluency of reading, spelling and maths
- Reception Speech and Language therapy groups
- Social skills groups
- Booster Literacy and Maths groups
- Key Stage 2 Phonics groups
- One O'clock club in The Hub
- Counselling through 'Meaningful Minds'

Evaluating effectiveness

The interventions/support put in place will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention-this will provide the point of reference for measuring progress made by a child, and a target outcome set. These will then be recorded on the child's learning plan. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. These termly learning plan reviews will involve children and their parents/carers as well as class teachers and the SENCo, where agreed actions are recorded.

Where difficulties persist, despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parental consent. This may involve:

- Speech and language therapy services (SLT)
- Educational Psychology (EP)
- Occupational therapist (OT)
- Health services such as Westminster/Brent Child Development Service (Paediatrics)
- Visual and hearing impairment specialists (VI & HI)
- Children and adolescent mental health services (CAMHS) www.cnwl.nhs.uk

Education, Health & Care (EHC) Plans

An EHC plan (which replaced statements of SEN) is to make special education provision to meet the special educational needs of the child or young person, to secure improved outcomes for him or her across education, health and social care and as he or she gets older, to prepare for adulthood.

An EHC plan will contain:

- the views and aspirations of you and your child
- a full description of his/her special educational needs and any health and social care needs
- establish outcomes for your child's progress
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC plan. The EHC plan would cover a child from two years to an adult at 25 years.

Where a child has an EHC plan, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

The Learning Hub

Essendine has a Learning Hub, which is a large space with designated areas. Each has a wide range of equipment and resources for Children who experience social and emotional difficulties in the classroom or playground. The Hub is also used for intervention groups throughout the day.

Other opportunities for learning

At Essendine Primary School, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making adjustments to ensure participation for all. Please contact the School Office if your child has any specific requirements for extra-curricular activities.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that this 'moving on' can be difficult for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within school will take place in the summer term review meetings; transition to secondary school will take place in the summer term of Year 5 to ensure adequate time for planning and preparation.

During Year 6, information (previously agreed with parents) will be shared with the SENCo at your child's future secondary school. This information will outline the needs and support that has proved effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him/her at Essendine Primary School.

Have your say

Essendine Primary School is your school. This report details our annual offer to learners with SEN-D. To be effective it needs the views of all: parents/carers, learners, governors and staff.

If you have any comments, please contact Nicola Wright (SENCo) at;

nwright@essendine.org.uk

If you have a complaint, please use the complaints procedure, which you will find on the school website.