

## SEND Report

### **1. What are Special Educational Needs?**

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

### **2. How does the school know if my child has SEND and what should I do if I think my child has SEND?**

We place great importance on identifying SEND early so that we can help children as soon as possible. Teachers are continually observing and getting to know the children in their class in addition to monitoring their progress. If they have any concerns they can discuss these with the SENCo at any time. Pupil Progress meetings are held with class teachers and the SENCo each half term. Tracking is used to identify those not making expected progress. We do not assume just because a child is making slower progress than expected that the child has SEND, but if there are any concerns they will be discussed with the parents as soon as possible.

Sometimes the needs do not focus around academic achievement, but, more about attention and concentration skills, communication skills and social interaction skills, which can manifest themselves as behavioural issues. If you are concerned about how your child is doing at school please talk to either the class teacher or SENCo.

### **3. How will the school support my child**

The SENCo is Mrs. J Wier, her role is to co-ordinate all the specific provision that is put in place, liaise with the class teachers and, together with all adults involved, monitor a pupil's progress and well being. Mrs. Wier also liaises with a range of external agencies such as speech therapists who can give us more specialised advice. The SEND Code of Practice describes how children with SEND should be supported by a step-by-step or graduated approach.

Teachers will choose the most appropriate way to help each child learn from a range of activities within the classroom, or differentiating the curriculum. Support can also be offered in the form of group work or interventions with teaching assistants.

Parents will be made fully aware and engaged in the planning of support and interventions and, where appropriate, be asked to contribute or reinforce progress at home. Interventions offered at our school include:

Five minute box (English)

Numicon

Accelerwrite (English)  
SEAL (Social and Emotional)  
Time to Talk (Social and Emotional)  
Nessy (Motor skills)  
BBC Dancemat (Motor skills)  
Word Wasp (Speech and language)  
Socially Speaking  
(Social and  
Emotional)

For children who do not make expected progress after school based interventions, the school will liaise with parents and outside agencies to involve the support of other professionals, such as Speech Therapists and counsellors. Sometimes this will involve One Plan meetings, which bring together all significant people working with a child in both in and out of school.

Where, despite the school having taken relevant action to meet the needs of the child, progress is still not achieved, the school and parents can consider requesting an Education Health and Care Needs assessment. At this stage, a child is likely to be assessed by an Educational Psychologist. If considered appropriate the pupil will have an Education Health Care Plan, which may result in individual support being made available to help progress.

#### **4. How Accessible is the school?**

Our school is all on one level with accessible facilities for wheelchair users, including a shower area . We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential visits.

#### **5. How will the school prepare for my child to join the school and move on to a new school?**

There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need.

When transferring across year groups children will meet their new teacher and teaching assistant (if applicable). Transition work could include "All About me" booklets and pupil passports.

When transferring to secondary school, our SENCo will meet with SENCos to share information and arrange meetings with the parents of children with SEND and extra visits to the new school for individuals or groups.

#### **6. How will we know how well they are doing?**

Within school pupil progress meetings are held to discuss progress formally, although if progress is a concern informal meetings can be held at any time. To support a child with SEND teachers may work with the SENCo to produce an Additional Support Plan or ASP which will consist of individual targets for the child to work on in school. The child will be working towards these targets and will be reviewed towards the end of each term.

Teachers will ask for parents' views on how they feel their child has got on with their targets and a meeting will take place to look at new targets with the parents.

**7. How can I be involved?**

Where a child is receiving SEN support we will regularly talk to parents to set clear targets and review progress towards them. The Additional support Plan will outline the personal targets for your child and these can be worked on at home as well as in school. Should you need any advice or strategies on how best to do this the class teacher or SENCo will provide this.

**8. Who can I contact for more Information?**

Within school the SENCo is Mrs. Wier, if you would like a meeting, please call school on 01255 880315 or email [admin@allsaints-oakley.essex.sch.uk](mailto:admin@allsaints-oakley.essex.sch.uk)

The Local Authority have published a "Local Offer" to outline services available to children and their families and to explain what they can expect from a range of local agencies. More information can be found on the Essex infolink.

**Updated November 2016**