

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

STATUTORY POLICY

SEND Information Report

Ratified by Governors	02.10.23
Review Cycle	Annually

Chair of Governors: K Bush	
Headteacher: LLawson	

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Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

Special Educational Needs Coordinator (SENCO)

SENCO	Mrs Lynn How <ul style="list-style-type: none">• Has achieved the National SENCO Award• MA in SEND and Wellbeing,• NPQH• FCCT
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SEND Link Governor

Designated SEND Governor	Mrs Julie Cooper
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Introduction

- At Dr Walker's CoE Primary School, we value all children as individuals with a range of abilities, aptitudes and needs.
- Our school is an inclusive school and offers to meet the needs of all pupils and their families, including those with special educational needs and/or disabilities (SEND).
- We are committed to inclusion and will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extracurricular activities.
- We have a shared expectation that all pupils, regardless of their special educational needs, should be offered inclusive teaching which will enable them to make the best possible progress in school so they know they are a valued member of the school community.

Responsibilities

Headteacher	Dr L Lawson	Responsible for the day to day management of all aspects of the school, including the provision for pupils with SEND.
SENCO	Mrs L How	Responsible for: <ul style="list-style-type: none"> - Coordinating the support for children with SEND. - Developing the school's SEND policy. - Working with parents to ensure they are fully involved with their child's learning. - Tracking SEND pupils' progress. - Providing advice and training so that all members of staff are skilled and confident in meeting a range of needs.
Class Teachers		Every teacher is a teacher of every child, including those with SEND. Responsible for: <ul style="list-style-type: none"> - Adapting and refining the curriculum by responding to the strengths and needs of any pupil with SEND in their class, so that they can access the broad and balanced curriculum. - Ensuring quality first teaching - Providing suitable differentiation according to SEND pupils' needs. - Checking on the progress of SEND pupils. - Identifying, planning, and delivering additional support.
Learning Support Assistants		<ul style="list-style-type: none"> • Work under the direction of the class teacher. • LSAs are appropriately prepared and trained to support the curriculum and children with SEND. • They strive to provide support which promotes pupil independence, pupils' thinking skills and increase self-esteem.
Please see the school's Deployment of Teaching Assistants Policy , which can be requested from the school office.		Responsible for: <ul style="list-style-type: none"> - May be used to support pupils with SEND during lessons or by delivering interventions both in and out of class. - Ensuring that they use the scaffolding approach to promote pupil independence during lessons. - Giving feedback to the class teacher, concerning pupils' learning to support future planning.
• SEND Governor	Mrs J Cooper	Responsible for: <ul style="list-style-type: none"> - Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Staff training

- All members of staff take part in an ongoing programme of training to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

How does the school ensure that children who may have SEND are identified early?

- Our class teachers monitor all the pupils in their class and track their progress carefully.
- If a pupil is showing a difficulty in an area of their schooling their class teacher will meet with their parent to discuss the next steps and will seek advice from our SENCO.
- If, despite extra support, a child continues to need provision which is additional to or different from that which is available for all children of the same age, it may be decided that the child has SEND.
- Parents and carers are kept fully informed about how their child is progressing in school, and their expert knowledge of their child is sought and valued when planning next steps.

How does the school support children with SEND?

- At Dr Walker's CoE Primary School, we use a wide range of approaches in supporting our pupils with SEN to become independent life-long learners.
- This will include:
 - Ensuring that teachers have the highest expectations for all children in their class and use different ways of teaching so that all children are fully involved in their learning.
- This may also include:
 - Individual work with an adult on targets set on the child's plan.
 - Working with an adult in a small group of pupils with similar levels of achievement or needs on targets set on a child's plan. (These are usually called 'Intervention groups')
 - Use of health and social care colleagues, for example, Speech and Language Therapist, Educational Psychologist (EP), Pediatricians and Occupational Health, Emotional Wellbeing and Mental Health Service (EWMHS).
 - Use of quality resources to support learning for example, visualizers, finger gym, Numicon, reading and writing resources, social skills resources, games, ICT and other specialist equipment, for example, weighted lap supports, and sit and move cushions.
- *(See Core Offer – Appendix 1)*

What should I do if I think my child may have SEND?

- If you think your child has a Special Educational Need or Disability that has not been identified, you should talk to your child's class teacher and/or the SENCO straight away.
- You will be able to talk through your concerns and discuss what will happen next. Working together with your child's teachers will often help to sort out worries and concerns.
- The closer you work with your child's teachers, the more successful any help for your child can be.

How are parents/carers encouraged to take an active role in supporting our children?

- Parents are made fully aware of the planned support and are encouraged to take an active role in the planning and review process.
- Where a child has SEND, we regularly talk with parents/carers to set targets and review progress towards them.
- We meet with parents/carers at least three times per year, but this may be more frequent depending on individual children's needs.
- We also offer parents:
 - Two parent consultations per year.
 - A written report every year.
 - Home/school liaison books for pupils with complex needs.
 - Regular SEND parent coffee mornings/afternoons.
 - An 'open door' policy for parents to speak with class teachers, the SENCO or Headteacher.

Transition and support in 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 transition is an important time for all children, but especially for a child with SEND.
- Consequently, we work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible.
- When moving classes, parents and children are invited to attend a **transition review meeting** with the child's new class teacher and the SENCO, and children have opportunities to visit their new class.
- When a child is moving to another school, all information and records are passed on, and we ensure that the new school is aware of any special arrangements or support that needs to be in place.
- In some cases, extra opportunities for the pupil to visit the receiving school are organised, so that the pupil can become more familiar with staff members and the school's layout.

Who should I contact if I am considering whether my child should join the school?

- Parents are encouraged to contact the school office to arrange a tour of the school and a meeting with the Headteacher and SENCO to discuss how the school could meet your child's needs.

Essex Local Offer

- For information on the Essex Local Offer, please visit <http://www.essexlocaloffer.org.uk>

Further Information

- For further information about SEND at Dr Walker's CoE Primary School, please contact the school's office by phone: **01277 899 298** to speak to the SENCO.
- A range of policies are available on the school's website, or from the school's office:
 - **Behaviour Policy**
 - **Child Protection Policy / Safeguarding**
 - **Complaints Procedure**
 - **Disability and Equality Policy**
 - **Equal Opportunities Policy**
 - **SEND Policy**
 - **Teaching Assistants Deployment Policy**

Appendix 1 – School Core Offer

	Cognition and Learning	Communication and interaction	Social, Emotional and Mental health	Sensory and/or physical
WAVE 1 Quality first Teaching and Differentiation	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome. Focused and modelled group work with teacher/ LSAs e.g. guided reading / writing / maths. In class support from a LSA/ teacher. 1:1 reading with LSAs. Visual timetables. Use of writing frames. Thesaurus dictionaries. Reading volunteers. Basic Numicon. Provision Guidance Toolkit QFT for LDD. 	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language. Increased visual aids/modelling etc. Visual timetables Use of symbols. Structured school and class routines. Provision Guidance Toolkit QFT for SLCN / ASC. 	<ul style="list-style-type: none"> Whole school Behaviour & Learning Policy. School Values. Class reward and sanction systems. Access to school mentor. Visual timetables. Pupil voice interviews. Provision Guidance Toolkit QFT for SEMH Needs. 	<ul style="list-style-type: none"> Flexible teaching arrangements. Visual timetables. Staff informed and aware of impairment. Medical support. Access to equipment, e.g. sloping boards, pencil grips, etc. Modified worksheets. Provision Guidance Toolkit QFT for PNI / Sensory Needs.
WAVE 2 Catch Up level LSA led	<ul style="list-style-type: none"> Booster Literacy Groups Booster Maths Groups In class support from LSAs. Precision teaching. Volunteer class support. Provision Guidance Toolkit Additional Intervention for LDD. 	<ul style="list-style-type: none"> In class support from TAs with some focus on supporting speech and language. Modelled language activities. Basic Makaton signing. Provision Guidance Toolkit Additional Intervention for SLCN/ASC. 	<ul style="list-style-type: none"> Small group support groups. Emotional wellbeing sessions (e.g. Zones of Regulations). Merits and awards. Movement Breaks. Adult support for unstructured activities. Pastoral Support Plans. Provision Guidance Toolkit QFT / Additional Intervention for SEMH Needs. 	<ul style="list-style-type: none"> Additional handwriting practice. Access to equipment, e.g. sloping boards, pencil grips, etc. Access to laptops. Provision Guidance. Toolkit QFT / Additional Intervention for PNI / Sensory Needs.
WAVE 3 SEN Support Teacher /External agency / LSA led	<ul style="list-style-type: none"> Individual and Personal targets. Additional phonics support. Additional 1:1 reading support. Additional Literacy and Maths 1:1 and small group support/tuition. Provision Guidance Toolkit Additional Intervention / High Needs for LDD. Termly Reviews (person Centred). Annual Transition Person Centred Review. 	<ul style="list-style-type: none"> Individual and Personal targets. S&L therapy sessions (tailored programme). Provision Guidance Toolkit Additional Intervention / High Needs for SLCN / ASC. Pre-teaching of specific vocabulary. Small group / 1:1 support programmes. Use of AET Progression Framework. Termly Reviews (person Centred). Annual Transition Person Centred Review. 	<ul style="list-style-type: none"> Individual and Personal targets. Individual rewards and merits. Safe Space provided. Personalised therapy (e.g. THRIVE) Small group / 1:1 intervention programmes. Support from Child & Family Consultation Services (CFCS). Support from Emotional Wellbeing and Mental Health Service (EWMHS). Provision Guidance Toolkit Additional Intervention / High Needs for SEMH Needs Support from LA Social Services. Termly Reviews (Person Centred). Annual Transition Person Centred Review. 	<ul style="list-style-type: none"> Individual and Personal targets. Motor skills programme for small group or individuals. Support from Specialist Children's Services. Support from Physiotherapist. Support from Occupational Therapy Services. Provision Guidance Toolkit Additional Intervention / High Needs for PNI / Sensory Needs. Termly Reviews (person Centred). Annual Transition Person Centred Review Outreach Team: <ul style="list-style-type: none"> HI VI PNI
Education, Health and Care Plan	<ul style="list-style-type: none"> Individual and Personal targets. Access to external SEND resources. Provision Guidance Toolkit High Needs for LDD. Support from Educational Psychologist. 1:1 LSA support. Annual Person Centred Review meetings (PCR). Termly Reviews (person Centred). 	<ul style="list-style-type: none"> Individual and Personal targets. S&L support, e.g. speech therapist and/or LSA S&L therapy programme. Provision Guidance Toolkit Additional Needs / High Needs for SLCN / ASC. Support from Educational Psychologist Annual Person Centred Review meetings (PCR) Termly Reviews (person Centred). 	<ul style="list-style-type: none"> Individual and Personal targets. Pastoral Support Programme. Individualised interventions and therapies. Support from Educational Psychologist. Provision Guidance Toolkit High Needs for SEMH Needs. Annual Person Centred Review meetings (PCR) Termly Reviews (person Centred). 	<ul style="list-style-type: none"> Individual and Personal targets. Individual support in class and PE. Provision Guidance Toolkit High Needs for PNI / Sensory Needs. Tailored Occupational therapy programme. Access to ICT programmes. Annual Person Centred Review meetings (PCR). Termly Reviews (person Centred).

Appendix 2 - Broad categories of SEND

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental health	Sensory and/or physical
<ul style="list-style-type: none"> • Moderate (MLD) • Severe (SLD) • Profound & Multiple (PMLD) • Specific Developmental Disorder (SDDL) <ul style="list-style-type: none"> – Dyslexia – Dyspraxia – Dyscalculia 	<ul style="list-style-type: none"> • Speech, Language & Communication (SLCN) • Autistic Spectrum (ASD) 	<ul style="list-style-type: none"> • Social & Emotional <ul style="list-style-type: none"> – Withdrawn – Isolated – Challenging, disruptive or disturbing behaviour • ADD • ADHD • Attachment disorder • Mental Health <ul style="list-style-type: none"> – Anxiety – Depression – Self-harming – Substance misuse – Eating disorders Physical symptoms, medically unexplained 	<ul style="list-style-type: none"> • Sensory impaired • Multi-Sensory Impaired (MSI) • Physical <ul style="list-style-type: none"> – Visual Impaired (VI) – Hearing Impaired (HI) – Physical disabled (PD) – Disfigurement

Appendix 3 – Additional Questions

Who are the best people to talk to about my child's needs?

- My child's class teacher.
- SENCO: Mrs L How
- Headteacher: Dr L Lawson

Can this school meet my child's needs?

- We consider every child's needs individually.
- Specific interventions.
- Assessment, advice and support from external agencies, e.g.: Speech & Language Therapist, Occupational Therapist, Physio therapist, Educational Psychologist.
- Additional therapists where appropriate and as available.
- Involvement from Outreach Teams.
- Child & Family Consultation Services (CFCS).

How does the school identify and assess children with Special Educational Needs and Disabilities (SEND)?

- SEND criteria and assessments.
- Information and consultation with Parents/Carers, pupils and external agencies.
- Pupil progress monitored against National and age-related expectations.

How well do SEND pupils do in our school?

Speak to:

- My child's class teacher
- SENCO: Mrs L How
- Management Team
- Headteacher: Dr L Lawson

How will my child be included in school life?

- We are an inclusive school and ensure that pupils are included in all aspects of learning and school life.
- Welcome and tour of school.
- New to school and class meeting.
- Educational visits and residential.
- Transition support.
- After school clubs.

How does the school communicate with me?

- Phone calls
- School website.
- Regular school newsletters.
- Individual school reports.
- Specific meetings arranged at specific times with: Headteacher, Management Team, SENCO; and/or class teacher.
- Staff available before and after school (where appropriate).
- Parents meetings.
- Coffee mornings.

What are the arrangements for voicing my concerns to the school?

Speak to:

- My child's class teacher
- SENCO: Mrs L How
- Management Team
- Headteacher: Dr L Lawson
- Citizens Advice Bureau

Where else can I find support and information?

- School office
- Citizens Advice Bureau
- School Nurse Services
- Specialist Children's Services