

SEND Information Report Primary (Incorporating the School Offer) Updated Jan 2018

<p>Clare Hutchinson-Wright Primary Head teacher</p> <p>Rachel Hanna SEN Lead for Primary (Currently undertaking Senco Training, overseen by Jo Higson – Secondary Senco) 020 8507 4612 rhn@eastbury.bardagelea.org.uk</p> <p>Executive Head teacher: Mr David Dickson</p> <p>SEN Governor: Roy Patient Email:roypatient.2@virgin.net</p>	<p>The SENCO (special education needs coordinator) is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all EHCP and review meetings • Coordinating any external professional visits • Receiving all initial contact from Parents • Assigning key staff to support SEND children <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for students with SEN <p>He is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop the quality and impact of provision for students with SEN across the school. • Meeting regularly with the department and discussing issues related to the department and its efficient working. • Advising the wider Governing Body of developments within the area of Special Educational Needs.
<p>SEN Specialist Teaching Assistant (specialism in behaviour and ASD) Bridget Powell</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting identified children with SEN needs • Working 1:1 and with small groups of children to help meet their targets
<p>Identifying children with SEN:</p> <ul style="list-style-type: none"> • On-going monitoring takes place by students’ teachers to identify students who are not making progress despite quality 1st teaching or who have needs which are affecting their ability to engage in learning activities. • Support is organised into Waves. Wave 1 intervention is always Quality First Teaching which Eastbury prides itself on trying to keep the students in front of their mainstream teacher almost the whole time. Wave 2 intervention is often an additional adult Teaching Assistant, to help support the students’ access to the learning opportunity. Wave 3 intervention is where a student maybe removed from a certain area of the curriculum for a focused intervention for a short period of time with a measurable outcome. We try to keep this type of intervention to a very minimum as students need as much exposure as possible to their class teacher. • After discussions with key staff and parents, additional time limited targeted support may be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration at this stage. <p>We use a range of assessment data to ensure that pupils are identified correctly:</p> <ul style="list-style-type: none"> • Observations by members of staff • Observations by appropriate outside agencies (Educational psychologist; Speech and Language Therapist; occupational therapist; school nurse; counselor) 	

- In class assessment both formal and informal maybe used (e.g. comprehension test; reading bench marking; speech and language program; talk boost assessment; national tests; phonics test; check lists)

How SEND progress is assessed:

- Where appropriate we assess children against the early year's framework or the national curriculum outcomes for their year group.
- If a child is performing below the national curriculum outcomes and it is appropriate we will monitor children against the P-scales for SEN children

How do we communicate SEND progress to you:

- A termly meeting will be held with parents/carers to discuss progress against targets set.
- The primary runs a series of Coffee Mornings actively encouraging parents of SEND students to attend.
- Parents are invited in once a term to observe teaching (phonics, maths, foundation subject)
- Parents can request support directly from SENCO

Provision (and equipment) we may provide to pupils with SEND over and above Quality First Teaching:

- Social skills programmes/support including strategies to enhance self-esteem
- Small groups informed by Nurture group principles
- Small group and circle time turn-taking games to support interactions
- Personalised social stories (eg to support obligatory wearing of school uniform)
- One-to-one Teaching Assistant support to develop awareness of social skills

Access to a supportive environment – ICT facilities/equipment/resources

- Pre-teaching of vocabulary
- Access to own voice recording equipment for verbal rehearsal to support written work
- Access to ICT software to support learning (eg Book Bugs, Espresso, Communicate in print)
- Prompt and Reminder cards for organisational purposes
- Visual symbols (eg Objects of Reference, PECs)

Strategies/programmes to support speech and language

- Access to Speech and Language Therapy service for assessment, review and modelling for staff and parents
- Delivery of planned Speech and Language intervention by a Teaching Asst.
- In-class support from teaching staff for recommended Speech and Language

Strategies/ Mentoring activities

- Use of Talk Partners
- Use of peer mentoring e.g. for shared writing activities
- Use of play leaders and monitors for lunch and playtimes

Strategies/Programmes to support Occupational Therapy/Physiotherapy needs

- Access to Occupational Therapy Service for assessment, review and modelling for staff and parents

- Delivery of planned interventions by a Teaching Assistant

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Meet and greet at start of day and staff available at the end of day
- CAMHS referral
- Regular and ongoing liaison with parents through coffee mornings, curriculum information sessions and lesson observation opportunities

Strategies to support/modify behaviour

- One-to-one behaviour support from designated Teaching Assistants
- Individual Behaviour Support Plans in consultation with parents and staff
- Home/school liaison books
- Social stories
- External advice from the Behaviour team, Educational psychology Service, LA Inclusion Support team
- Use of time-out area, Golden time, and Incentive schemes

Strategies to support/develop literacy

- Withdrawal in small group for catch up literacy programmes by trained Teaching Assistants
- Daily reading support and Better Reading Partnership support
- Planned, personalised intervention for groups and individuals
- Small group/one-to-one kinesthetic handwriting programmes
- After school clubs eg. Film club, multi-sports, Art and textiles,
- Childville breakfast and afterschool clubs
- Talk Boost sessions

Strategies to support/develop numeracy

- Withdrawal in small group for catch up maths activities
- Withdrawal for one-to-one and small group following an adapted curriculum
- Numicon
- Maths Booster sessions in year 2

Provision to facilitate access to the curriculum

- In-class small group support from Teacher/Teaching Assistant
- One-to-one support to facilitate use of modified resources and access to an adapted curriculum
- Specialist approaches to teaching including structured teaching principles, setting up of workstations
- Use of a personalised curriculum

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Meet and greet at start of day and staff available at the end of day
- CAMHS referral
- Access to a Parent Support Adviser, including family support work and sessions for individual children
- Regular and ongoing liaison with parents through coffee mornings, curriculum information sessions and lesson observation opportunities

Strategies to support/modify behaviour

- One-to-one behaviour support from designated Teaching Assistants
- Individual Behaviour Support Plans in consultation with parents and staff
- Home/school liaison books
- Social stories
- External advice from the Behaviour team, Educational psychology Service, LA Inclusion Support team
- Use of time-out area, School Behaviour Rules Positive Behaviour prompts (Based on the work of Dr. Bill Rogers) and Incentive schemes – ‘Stay on Green’

Support/supervision at unstructured times of the day including personal care

- Social stories to support personal care/playtime social interactions
- Support with personal care from Teaching Assistant
- Named teaching assistant at lunchtime to support play/interactions with others/keep safe

Planning and assessment

- Individual Education Plan (IEP) and Behaviour Plans
- Statement of Special Educational Needs
- Annual Statement review meeting
- Personalised targets
- Termly review of targets with child and parents
- Use of P-levels and PIVATS
- Use of Early Years and Foundation Stage (EYFS) goals
- Use of Ages and Stages for the Early Years Curriculum
- Benchmarking for reading levels

Liaison/Communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with wide range of external professionals
- Regular progress meetings with parents
- Team Around the Family meetings (TAF) to support implementation of Common

Assessment Framework (CAF)

- Explanation of professional reports and related school provision plan to parents
- Reports to external agencies regarding EHCPs and Referrals

Medical interventions

- Liaison with/training from external medical professionals
- Individual Health Care Plans for children with significant medical needs and allergies
- Access to advice/assessment from external school nurse
- One-to-one support from trained school staff for life-saving interventions (eg use of Epi pen)

How can I make a complaint if I am unhappy:

- Sometimes despite our best endeavor parents/carers may feel unhappy with the support that has been put in place for their child. In the first instance, parents are requested to contact the SENCO, Ms. W. Jenkins, in order that we are able to see whether we are able to reach a better solution to help their child. If this is not successful and parents feel they wish to request further support there is a whole school complaints procedure that is available to be followed.

SEND support services for parents can be found in the London Borough of Barking & Dagenham Local Offer for SEND

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-education/identifying-assessing-sen/>

Reviewed & Amended RH & WJ Jan 2018

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