



# **Henham and Ugley Primary and Nursery School**

## **Special Educational Needs and Disability (SEND) Information Report 2020**

## School Ethos:

At Henham and Ugley Primary and Nursery School the staff, governors, pupils and parents work together to create an inspiring, positive, welcoming school where children and adults can achieve their full potential and develop as confident individuals. We aim to provide a learning environment that enables all pupils to make the greatest possible progress, while developing their sense of self, their resilience and a growth mindset.

## What types of SEND do we provide for?

A pupil has SEND where their learning difficulty or disability calls for special educational provision that is different from, or additional to, that available to other pupils of the same age. We are an inclusive school and we aim to address children's individual needs and support their development in the most appropriate way possible, celebrating effort as much as achievement.

Additional provision through individualised One Plans is currently being made in our school for children with a range of needs, encompassing the four main areas of SEND:

- ***Cognition and Learning***
  - moderate learning difficulties; specific learning difficulties (Dyslexia)
- ***Communication and Interaction***
  - Autism Spectrum Disorder (ASD); Social Communication Disorder; speech and language difficulties
- ***Social, Emotional and Mental Health***
  - Attention Deficit Hyperactivity Disorder (ADHD); difficulty in emotional self-regulation
- ***Sensory, Medical or Physical***
  - hearing impairment; Sensory Processing Disorder, DCD/Dyspraxia

We ensure that children with SEND participate in all areas of school life at Henham and Ugley, including class trips, sports teams, after school clubs and school productions.

## Who is responsible for SEND provision in our school?

**Class teachers** are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND. They receive regular training on meeting the needs of all pupils, including those with SEND, through staff meetings, INSET and specialist training days organised by the Local Authority when required.

Our **Special Educational Needs Coordinator (SENCO)**, Mrs Julie Cowell is responsible for co-ordinating and monitoring provision and interventions; developing SEND policy; liaising with outside professionals (Specialist Teachers, Educational Psychologist, Speech and Language Therapists, Health Care Professionals); overseeing the One Planning process; tracking the progress of pupils on the SEND register; providing specialist support for teachers and LSAs; and procuring specialist equipment that may be required. The SENCO stays up-to-date with relevant training by taking part in regular SENCO update meetings and cluster groups, as well as working closely with Specialist Teachers, Educational Psychologists and attending more specific training when required. She can be contacted through the school office, or emailed directly at: [senco@henhamugley.essex.sch.uk](mailto:senco@henhamugley.essex.sch.uk)

Our **governor** responsible for SEND, Mrs Jessica Laird, meets with our SENCO to review SEND progress data and evaluate the effectiveness of SEND provision in our school. She can be contacted through the school office.

**How do we identify, assess and provide for pupils with SEND?**

Most children will have their needs met through Quality First Teaching, with clear differentiation providing opportunities for all children to access the curriculum. All pupils are regularly assessed according to our assessment policy which is available on the school website or from the school office.

Using this assessment information, the progress and attainment of **all** pupils is closely monitored by their class teacher and the senior leadership team (SLT), and any pupil not making expected progress will be given further targeted support within the classroom as part of that Quality First Teaching.

When a pupil is still making slower than expected progress, despite this additional support or intervention, parents will be informed, and the child will be placed on our SEND register. More specific assessment tools will then be used to pinpoint exactly where the child needs intervention or additional support.

At this point, parents or carers will be invited to meet with the SENCO, the class teacher and the pupil to discuss an individualised 'One Plan'. This plan will centre around the specific needs of that individual, using questions such as: 'What do we like and admire about you?', 'What are our hopes and aspirations for you?' 'What is important to you and for you?', 'What is working for you?' and 'What is not working for you?' to identify outcomes and next steps for the pupil, followed by a provision plan that draws upon the 'Essex Provision Guidance Toolkit'. Termly pupil centered meetings will then take place to review the child's One Plan and set new targets.

Depending on the needs and learning style of the individual, more intensive interventions may be planned in, on top of the in-class 'catch-up' or 'pre-teaching' sessions. At Henham and Ugley, these interventions include, but are not limited to: Gym Trail; Read, Write Inc; Nessy Reading and Spelling; Lexia Core 5; Working Together with Lego; 1st Class @ Number, Numbers Count and Zones of Regulation.

Some children may require further planning and/or a statutory assessment to support their needs, in line with the Local Authority provision guidance criteria. This may result in an Education, Health and Care Plan (EHCP). (See [essexlocaloffer.org.uk](http://essexlocaloffer.org.uk) for more information)

If it is thought that an outside agency would further support the child, permission would be sought from parents. These may include, but are not limited to: Speech and Language Therapy, Specialist Teachers; Educational Psychologist, Occupational Therapy, counselling services, Health Visitors or the School Nurse.

## How are pupils' emotional and social development supported?

'Growth Mindset' is a key element of our school ethos and is encouraged, modelled and nurtured within all pupils. Praise is focussed on effort rather than attainment, with an emphasis in all areas of school life on the word, 'yet'. *"I can't do it – YET!"*

This makes a huge difference in children's self-esteem and confidence, as they no longer compare their academic achievements with their peers but focus on their determination and resilience as learners and beating their own 'personal best'.

'Learning Mentors' are put in place to support children who benefit from regular meetings with a friendly face and listening ear to help overcome barriers or situations that are having an impact on their learning. These Learning Mentors are trained LSAs who are then also available to encourage and support in a more informal manner as they see the child around school.

## How do we help pupils manage transitions between classes or Key Stages?

As children join our **Nursery**, home visits are put in place to enable staff to get a clearer picture of the needs of each individual child. These visits also give the children an opportunity to meet staff in their own environment, helping them to settle in quickly.

Our induction process into **Reception** class involves welcome meetings for parents as well as opportunities for the children to visit the school during June and July to get to know their new teacher, LSA and classroom environment. Liaison takes place with SENCOs from the children's previous settings to ensure continuity of provision for children with SEND.

Transition from **Reception** to Key Stage 1 (**KS1**); and **KS1** to **KS2** is supported by joint moderations between teachers; hand over meetings between relevant staff members and a transition week at the end of the summer term, where children spend time with their new teacher. Children who require additional support to help them settle into their next class may have extra visits to their new teacher. They may also be provided with a 'moving on' booklet containing photos of their new classroom and teacher so that they can continue to become familiar with faces, names over the summer holiday.

We have close links with local secondary schools and aid the transition from **KS2** to **KS3** by meeting with a representative from every school that our year 6 children will be moving on to. This is particularly important for our pupils with SEND, so we make sure that we meet with relevant SENCOs, providing them with copies of the child's One Plan and any supporting paperwork. Extra visits to secondary schools can also be arranged.

## Where can you get further help, information or support?

Our school offer is in line with the Essex Local Offer, which can be found at **[essexlocaloffer.org.uk](http://essexlocaloffer.org.uk)**

The SEND Information, Advice and Support Service (**IAS**) can help you if you're a parent or carer, or a child or young person who needs information, advice and support about special educational needs and disability issues. They offer impartial and confidential support over the telephone or in person around educational issues.

**IAS** can be contacted on 03330 138913 or emailed at [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

## **What should you do if you are concerned about the SEND provision for your child?**

At Henham and Ugley Primary and Nursery School we are always looking to improve our practise. As such, we openly encourage any feedback and will deal with it using a fair, open approach – always with the child's best interest at the centre of what we do.

Any compliments, concerns or complaints relating to our school's SEND provision can be made using the school's complaints policy. (Available on the school website or from the school office.)