



Henham and Ugley Primary and Nursery School

Special Educational Needs and Disability (SEND)

Information Report 2024

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 Helen Aves 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

Our **governor** responsible for SEND, Mrs Jo Goldsmith, 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 Ordinarily Available 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 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 'Ordinarily Available and Ordinarily Available Targeted Support'. Termly pupil centered meetings will then take place to review the child's One Plan and set new SMART 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; Spelling Frame; Word Shark; Clicker; Movement Breaks; Mastering Number 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 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 and Sessions with our Families and Young peoples Social Prescriber.

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 focused 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'.

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

When parents/carers make an initial enquiry for a place for their child in our **Nursery** we will ask them to complete an information form. Where a child is identified as having SEND needs the SENCO and/or Early Years Phase Leader and nursery staff will meet with parent/carers to discuss how best to support the child in our setting. This may include writing/reviewing a One Plan where applicable. When a place has been offered a place and arrangements have been made for their starting date, the child and carer are invited to attend a stay and play session. This enables the child to become familiar with our Early Years environment, including our staff too. When necessary, a child may benefit from having a staggered start either by staying for a shorter period of time to build up to them staying for a whole session or adjusting how many days they attend. This is always evaluated on an individual basis to best meet the needs of the child. Families are also invited to complete an 'All About Me' form for staff to learn a little more about their interests and family life. They receive a 'Welcome to the Classroom Booklet' with information about our nursery provision and routines.

Our induction process into **Reception** class includes a welcome meeting for parents as well as opportunities for the children to visit their new classroom towards the end of the summer term to meet their new teacher, LSA and familiarise themselves with the EYFS classroom environment. Children are also invited to stay for lunch with a parent/carer during one visit. Our Early Years Phase Leader will also make contact and visit their previous settings to ensure continuity of care and a smooth transition. Over the summer families will be invited to complete a 'This is Me' scrapbook to leave in school for the children to talk about and share with adults and their friends. Liaison also takes place with SENCO's from the children's previous setting to ensure continuity of provision for children with SEND and provision of a One Plan if required. When required, children may have an individualised phased start into reception reflecting on their needs.

Transition from **Reception** to Key Stage 1 (**KS1**); and **KS1** to **KS2** is supported by joint moderations between teachers; handover meetings between relevant staff members and a transition session at the end of the summer term. This enables children to spend time with their new teacher in their new classroom and begin to understand the rules and expectations in preparation for September. Children who require additional support to help them settle into their next class may have extra visits with 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 and setting over the summer holiday.

We have close links with local secondary schools and aid the transition from **KS2** to **KS3**. We make ourselves available to meet with a representative from each school. This is particularly important for our pupils with SEND. This ensures that we communicate with relevant SENCOs, and are able to provide them with copies of the child's One Plan and supporting paperwork. Extra visits to secondary schools are arranged when needed. Additional support for transition includes PSHE transition lessons and sessions with our Childrens and Young Persons/Family

Focused Social Prescriber Link Worker. As a school we also allow time for children to attend open and taster days where required.

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

The SEND Information, Advice and Support Service (**SENDIASS**) 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.

SENDIASS can be contacted on 01245 204338 or emailed at 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.)