

ROCHFORD PRIMARY AND NURSERY SCHOOL **SPECIAL EDUCATIONAL NEEDS (SEN)** **INFORMATION REPORT 2017-2018**

What is the school ethos/approach to SEN and Disability?

At Rochford Primary and Nursery School staff, and governors are committed to the principle of equal opportunity, and aim to encourage the development of each child, meeting their individual needs by matching them to the curriculum.

For a full explanation of our approach to teaching pupils with SEND, please refer to our SEN School Offer.

The kinds of SEN that are provided for at Rochford Primary and Nursery School.

We currently support children who have a range of special education needs and disabilities. These may include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs
- Medical Needs

At Rochford we all work to provide appropriate support for pupils sharing a wealth of knowledge between staff and investing in staff CPD to ensure all needs of all pupils are met.

Under the Children and Families Act 2014, each local authority is required to publish a local offer detailing what provision and services are available in their area. This can be found at: <http://www.essexlocaloffer.org.uk/>

What should I do if I think my child has a Special Educational Need or Disability?

Should your child be having difficulties whilst a pupil at Rochford Primary and Nursery School that you suspect are related to an undiagnosed Special Educational Need or Disability then you should discuss this in the first instance with the Class teacher. This information is then shared with the Inclusion Team who will contact you to discuss this in more detail. You are of course welcome to contact the members of the Inclusion Team directly to discuss your child's needs.

How will I know how my child is doing in school?

All pupils are assessed on a regular basis both formally in test situations and via professional judgements. These assessments allow us to build an up to date picture of a pupil's ability and will determine whether any further testing or intervention is necessary.

Once it has been determined that intervention is necessary, please see the SEN policy on the website for this process, then parents are contacted to inform them of the outcomes of assessment and what intervention has been determined for them. In many cases this is done via letter, email or telephone call but we actively welcome parents into school should they wish to discuss these interventions in more detail.

Following an intervention parents are informed of the progress that has been made during a face to face meeting that takes place at parents' evening.

All parents of children receiving additional SEN Support will be contacted regularly to ensure parents' are aware of the interventions and are given guidance and help regarding the part they can play in their child's education.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Rochford Primary and Nursery School has an "open door" philosophy towards parents. Informally, parents are encouraged to contact the Inclusion Team whenever they wish, and are contacted by the Inclusion Team, to celebrate achievement as well as raising concerns.

Formally:

- Members of the Inclusion Team are available at all parents' evenings and can be seen, with or without, appointment.
- All pupils who receive SEN Support have one planning reviews to discuss targets. The One Plan Process is outlined in the SEND Policy which is available on the school website.
- For pupils who have a Statement of Need / EHCP, an Annual review is held to review progress towards statement outcomes.
- Parents are invited to all reviews and are also invited to make written comment before reviews.

How do Rochford Primary and Nursery School involve children and young people in their education and in the decision making process?

Pupils who have an SEND are actively monitored, both formally and informally by members of the Inclusion and Leadership team on a regular basis.

Every term each pupil is given an opportunity to update their One Page Profile which outlines their likes, needs and interests.

If appropriate pupils are given support in preparation for reviews of SEND. These reviews are conducted in a person centred way to ensure that the pupil has a voice in any decisions made.

How is pupils progress assessed and reviewed?

All pupils are assessed on a regular basis both formally in test situations and via professional judgements. These assessments allow us to build an up to date picture of a pupil's ability and will determine whether any further testing or intervention is necessary.

Pupil Progress meetings are held on a termly basis with the Leadership Team.

All children are assessed at the end of Key Stage 1 and Key Stage 2 using the standard assessment tests (SATs). This is required by law and the results are published nationally.

SEN Support outcomes are reviewed termly with parents and the pupil and new outcomes are set.

For pupils who have a Statement of Need / EHCP, an Annual review is held to review progress towards statement outcomes.

Regular book scrutinies and lesson observations are carried out by the Leadership Team to ensure the needs of all children are met and that the quality of teaching and learning is high.

How adaptations are made to the curriculum and learning environment.

All pupils have full access to the curriculum which teachers differentiate for their specific needs using the graduated approach. For an outline of this approach, please refer to our SEND Policy.

Rochford Primary and Nursery School is on a level site with easy access to all areas - access to the one play area where there are steps can also be gained by a ramp. The school also has purpose built facilities for disabled children, including a specially adapted toilet with hoist, bench and shower.

How SEN pupils are enabled to engage in activities available with those in the school who do not have SEN.

All pupils have the opportunity to engage in extra-curricular activities including educational visits. Parents / Carers are always fully informed of any visits and permission is sought where necessary.

Risk assessments are carried out before all visits and any reasonable adjustments are made to ensure full engagement of all pupils.

Support for improving emotional and social development.

At Rochford Primary and Nursery School we are proud of the fact that our children feel that they can talk to any of the adults in school. In addition to this members of the Inclusion Team make themselves available for 'chats' with the children at different points throughout the school day.

All pupils are well supported through the school's robust pastoral system but sometimes this is not enough to address specific social and emotional needs.

If there are concerns with a pupil's social or emotional well-being, then initially we will complete a range of assessments that will then determine the direction of any intervention. This intervention may include small group social skills or 1-1 social skills/emotional support.

We also have access to the Rochford Extended Services' Family Support Workers in extreme cases.

Involvement of external bodies in meeting pupils needs and supporting their families.

As mentioned we have close links with Rochford Extended Services who have a range of Family Support Workers who support pupils and families through difficult emotional times such as bereavement or separation.

We seek advice from a range of other external agencies and specialist teachers which include specialists in speech and language, behaviour management and autism as well as services such as occupational therapy.

Arrangements for supporting pupils moving between phases of education.

Before pupils start at Rochford Primary and Nursery School, the EYFS Lead aims to visit all new pupils while they are at a pre-school or as a home visit. There are also taster sessions arranged for pupils to visit the school.

Pre-school staff and parents therefore have the opportunity to discuss any concerns and the necessary adaptations can be made as appropriate.

Rochford Primary and Nursery School liaise with local secondary schools to discuss meeting the needs of pupils on entry. All pupils are given opportunities to visit their secondary school however we also undertake an enhanced transition programme for SEND pupils where advised or appropriate. This may include a personalised package of tours and taster sessions.

Where can I find information about Local Authority provision for children and young people with SEN?

The Local Authority has published their details of the Local Offer at the following website:
<http://www.essexlocaloffer.org.uk/>

How should complaints regarding SEN provision be made and how will they be dealt with?

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or meetings with the Inclusion Team. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Deputy Head and the Head of School, the school's Governing Body or the Multi-Academy Trust.

When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as Parent Partnership, will also be made available.

How do I get a copy of the school SEN policy?

Parents can view an up to date copy of the school SEN Policy via the school website: <http://www.rochford.essex.sch.uk/send-information.php>

Who do I contact for further information?

The Inclusion Team at Rochford Primary and Nursery School consists of Mr J Keeler as the SENCo, Miss J Styles as the Pastoral Lead and Mrs C Thornton who is the Inclusion Manager for the Academy Trust.

The Inclusion Team can be contacted directly via the school office or via the emails below:

Mr Keeler - senco@rochford.essex.sch.uk

Who, outside of school, can I turn to for advice and support?

Parents can telephone the SENDIASS helpline on 01865 810516 should they need support from outside of school.