



## ***'Laying Foundations for Life-Long Learning'***

### **SEND Information Report**

*Reviewed September 2022*

**Introduction:** It is intended that this Information Report will outline and give details of how we, at Ridgewell School, identify and support pupils with SEND. This school process lies alongside the Essex Local Offer which details the County support for SEND pupils.

*Local authorities are required to set out and publish a 'local offer'.*

This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs and Disabilities. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

It is available for young people from 0-25 years of age. Details can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

#### **ADDITIONAL COVID CATCH UP INFORMATION:**

Support will continue using Covid Catch up funding for specific gaps that are identified in children's learning and those children whose learning had been adversely affected by the lockdowns. The focus this year will be on literacy skills including the use of the AFALs program.

#### **Vision statement:**

##### ***"Laying Foundations for Life-Long Learning"***

*Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.*

### ***What kind of Special Educational Needs [SEN] are provided for?***

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and / or physical needs

### **How will children with Special Educational Needs be identified and what sorts of assessments will be completed?**

- Baseline tests – including reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / professional judgement and assessments
- Parent information about child referring to specific concerns
- Tracking progress through intervention groups
- Phonics screening
- Speech and language screen including “Talkboost”
- Early Years baseline. All children profiled against the Early Learning goals.
- Phonological awareness assessments
- Literacy assessments
- Maths assessments
- Working memory assessments
- Provision guidance banding descriptors
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language
- If children come into school with an ECHP already in place
- Transition between schools
- Personal, social development levels
- Outside agencies (doctors, hospitals, speech therapists, occupational therapists)

### **Who is responsible for the Special Educational Needs provision in school?**

- The Senco is Mrs Theresa Lowe
- The Local Schools Board VST has responsibility for SEN governance
- The FAST team

Contact can be made to any of the above people via the school office.

**What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?**

- *Formal*
  - Termly Learning Consultations (including one planning meeting) [TLC]
  - Parent consultation meetings
  - Regular Child Centred review meetings
  - Parent views
  - Annual reviews for children on a plan
  - Annual class report.
  
- *Informal*
  - Discussion at the door
  - Communication books
  - Emails
  - Invite parents in to meet with the specialist teachers/ SENCo
  - "Open door" policy
  - Phone calls

**What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?**

- One page profile
- Attending TLC meetings with their parents where possible
- Conversation with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- OUTCOME reviews
- Pupil Questionnaires
- Pupil Voice record

**What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**

- Pupil Progress reviews
- Progress sheets in books
- Range of assessments in school and by outside agencies or specialists
- Pupil views
- Parent views
- Pupil progress meetings
- Tracking meetings
- Observations
- Person Centred Approach
- Specialist Teacher
- Use of Pupil Asset data

## **What arrangements are there for supporting children and young people in moving between phases of education?**

- *Pre-school to Foundation*
  - Home visits- where applicable
  - Nursery visits- where applicable
  - Team around the child [TAC] meetings
  - Welcome meetings and booklet
  - Tea and chat
  - School tours
  - Transition visits where appropriate
  - Transition programme
  - Liaison with Early Years Area SENCo
  
- *Foundation to Key Stage 1*
  - Transition programme
  - Welcome meetings to set out expectations
  - Move round days
  - Key Stage 1 teachers to visit Foundation children
  - Joint moderation and hand over meeting
  
- *Key Stage 1 – Key Stage 2*
- As above plus:
  - Transition programme
  - Transition visits
  - Liaison with SENCO
  
- *Key Stage 2 – Key Stage 3*
  - As above plus
  - Extra visits to secondary schools
  - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child including open evenings
  - Support for parents when visiting secondary schools if needed
  - Year 7 children to visit to share their experiences- where possible
  - Secondary SENCo to visit children in primary school
  - Year 5/6 annual reviews with secondary Staff invited
  - Taster days
  
- *Moving between schools*
  - Liaison between the SENCos/ specialist teachers and outside agencies
  - Paperwork to be forwarded as soon as possible
  - If children are from out of county, EHC plan to be re-written into the Essex Format
  - Meeting with the parent and child
  - Visit to school

## **What is the approach to teaching children and young people with Special Educational Needs?**

- ‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ [Code of Practice; June 2014: 6.36]
- Graduated approach linked to assess, plan, do, review- APDR document of ‘One planning’
- Quality First Teaching / SEN Support / Education, Health and Care Plan
- Provision which is ‘additional to and different from’
- Relevant research based intervention programmes linked with ‘Provision Guidance’
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to specialist outside agencies

## **How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?**

- Reasonable changes and adaptations to the physical environment
  - Ramps to make the site accessible
  - Toilets adapted for disabled users
  - Double doors in some parts of the building
  - Interactive outdoor learning environment including garden and forest school.
- Use of assistive technology
- Visual timetables
- Advice taken from specialist teachers
- Specialist resources
- Playtime provision where needed
- Parents recommendations
- Please see the following documents:
  - Disability and Equality Policy
  - Accessibility plan

## **What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?**

- All staff have received training relating to SEN
- SENCO holds the National Qualification
- Educational psychologist advice
- Speech and language therapist advice- 3 times a year
- Occupational therapist advice where applicable
- Physiotherapist’s advice where applicable
- Advice from Child and Adolescent mental health service if needed
- Senco update meetings and specific training including SEND Station
- School nurse
- All staff will receive specialist training when required and available
- Attend various training programmes organised by the local authority and Vine Trust

### **How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?**

- National Data returns
- National Curriculum bands / end of key stage/year statements
- Use of Pupil Asset data
- Intervention reviews
- Annual Reviews / Person Centred Reviews
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- Annual school reports
- EYFS Outcomes
- Attendance/exclusion data
- If appropriate progress has been made, children may be removed from the SEN register
- Governor visits for monitoring and feedback to meetings.

### **How are children and young people with Special Educational Needs enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs?**

- General inclusion in activities / curriculum
- 'Reasonable adjustments'- made where needed/appropriate
- After school clubs
- Social skills groups
- Circle Solution sessions
- School residential
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum-individualised timetables where appropriate
- Life skills
- Enrichment activities- forest school, cooking
- School council
- Worship Group
- Educational visits

### **What support is there for improving emotional and social development?**

- Circle Solution sessions
- Counsellor eg bereavement counsellor via County team/ Hospice- where appropriate
- Home / school liaison worker...FAST
- Nurture groups
- Play therapy including LEGO therapy
- Behaviour systems- CPOMS
- Forest school
- Daily mile track
- Pupil surveys

- Enrichment days- Cultural, Foundation and RE
- School council
- Worship Group
- Play Leaders
- Social and Emotional Aspects of Learning
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Access to FAST team
- Access to local church ministers
- Community Police

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?**

- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals as appropriate to:
  - General Practitioner [GP]
  - Paediatrician
  - Colchester Primary Ophthalmic Clinic [CPOC]
  - Children and Adolescent Mental Health Service [CAMHS]
  - Speech And Language Therapist [SALT]
  - Social Care
  - Educational Psychologist [EP]
  - Specialist Teacher Team [STT]
- Family Support to include signposting to:
  - Family in Focus
  - Family Solutions
  - Independent Emotional Support Team
  - Play And Resource Centre [PARC]
  - ARK
  - Parent Partnership
  - Essex Dyslexia Support
  - ADHD Chelmsford Group
  - And various other local support groups
  - Please see the Local Authority Offer for detail

**What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?**

- Please refer to the school's complaints policy

**Summary**

- All of the information here applies to children with special educational needs, including those who are looked after by the local authority.
- This information should be read alongside the information provided by the local authority which can be found on the Essex website [www.essex.gov.uk](http://www.essex.gov.uk)