



INDIVIDUAL SETTING S.E.N. INFORMATION

What is the SEN Individual Information?

The Government plans, through the Children and Families Bill, to require all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a local offer.

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their local offer. Further detail about what is required is given in indicative draft regulations, whilst guidance on carrying out the statutory duty is given in the indicative draft Special Educational Needs Code of Practice.

With the implementation of the Schools Funding Reform (April 2013) work has been on-going to develop the wider Schools Local Offer, which covers the universal banded funding approach (SEN Matrix) the authority has agreed. This sets out what schools and settings are expected to deliver for their high needs pupils and students through funding elements 1 and 2, and following robust evidence that these elements are insufficient to meet the pupil or student's needs and explanation of element 3 (top up funding) provided by the authority.

As well as setting out the provision the local authority expects to be available in early years settings, schools and post 16 institutions the local offer should make clear where information provided by schools (under Clause 64 of the Children and Families Bill) about their arrangements for identifying, assessing and making provision for children and young people can be found.

*Subject to Parliamentary approval of provisions in the Children and Families Bill, it is intended that implementation of the SEND reforms will take effect from September 2014.



Edward the Elder Primary & Nursery School SEN Information Report – 2015/2016

1) Assessment, Targets & Review

<p>Details of how children and young people's special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<ul style="list-style-type: none"> *All children starting our school in Nursery and Reception will receive a home visit whereby information from parents can be shared regarding their child's needs and education. * Children who start school in our Reception class have a baseline assessment during the first few weeks, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. *All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. *Children who join us from other schools are also supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups. *If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra provision is provided. *If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or where possible a translator will be provided by the school.
<p>Details of how children and young people's special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<ul style="list-style-type: none"> *All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses and communication with parents/other agencies. *From years 1 to 6 all pupils are assessed in reading, writing & mathematics on a termly basis. This is an on-going process using age related expectations to indicate the achievement of pupils in lessons. If a pupil is not making expected levels of progress or have become 'stuck' at a stage for some time, extra support



	<p>will be provided through intervention sessions.</p> <p>*In year one a formal assessment of pupil's phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.</p> <p>*In addition, pupils with SEN are assessed against their Individual Educational Plan (IEP) targets. Targets are reviewed and set on a termly basis to break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEN register receive support for their areas of need – this may be individual support or small group support.</p>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p>*Staff are familiar with the IEP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions a new target is set.</p> <p>* Class teachers are responsible for setting IEP targets in consultation with TAs, outside agencies (where appropriate), pupils, parents/carers.</p> <p>*Review sheets are completed on a termly basis and are shared with pupils and parents.</p>
<p>Details of how children and young people's needs are provided for (level of impact / of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/ children</p>	<p>*Pupils specific areas of need are supported through interventions e.g small group withdrawal sessions, Every Child a Reader, LEXIA Reading Programme, Drawing & Talking Therapy, ELKLAN, Better Reading Partners, SUMO, Cool Kids and Cool Characters Programme. Targets are set prior to intervention and progress and achievement is monitored throughout.</p> <p>*All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.</p> <p>*During the review session with parents/carers, teachers will give a copy of the IEP which outlines strategies to support their child and will give suggestions of extra activities they can do at home.</p> <p>*Reading books are sent home daily and parents/carers are encouraged to make comments about their</p>



<p>and young people can raise any general concerns they may have.</p>	<p>child. On-line activities are available on My Maths, LEXIA and Active Learn, pupils are given their own passwords.</p> <p>*Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home; these include Reception Parents/Carers “Individual Packs” meeting and reading/phonics workshops.</p> <p>*Class teachers are generally available to speak to parents/carers on a daily basis at the end of the school day. Appointments for further discussion will be made if needed.</p> <p>*Parents/carers evenings are held in the Autumn & Spring Terms. An Open Afternoon is held at the end of the Summer Term after yearly reports have been sent home.</p> <p>*Formal & informal meetings take place on a termly basis to discuss targets, reviews and additional support.</p> <p>*Formal & informal meetings for parents/carers of pupils with SEN to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.</p>
<p>Names, roles, telephone numbers of key contacts within the school (SENCo, etc.)</p>	<p>All staff can be contacted on the school number: 01902 558765</p> <p>SENCO: Mrs B. Turner</p> <p>Assistant Psychologist/ Home School Liaison Officer: Miss N. Purewal</p> <p>School Employed Senior Education Psychologist: Mrs H. Hartley</p> <p>School Employed Education Welfare Office: Mrs D. Roe</p>



2) Curriculum Access

<p>Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<p>For information regarding the curriculum please visit the school website: http://www.edwardtheeldersschool.co.uk</p>
<p>Details of how the curriculum is organised and made accessible to all, including organisation of teaching groups.</p>	<p>*A copy of the Curriculum for each year group is available on the school website. *All areas of the curriculum are generally taught in year groups and differentiated appropriately. In Foundation & Key Stage 1 phonics is taught in ability groups and this enables staff to direct their teaching to a specific level and need.</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.</p>	<p>SEN Governor: Mrs Becki Coley Safeguarding Governor: Mr Chris Beards Maths: Mr Bill Jones English: Mrs Becki Coley</p>
<p>Details of staff expertise and professional development/training of staff.</p>	<p>*The SENCO keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings. The SENCO is working towards the National Award for the Coordination of Special Educational Needs. All new members of staff receive in-house training with regards to SEN Policy and procedures. Cool Kids Training: All TAs and Sports Coach. ELKLAN training under 5's (Speech and Language): Mrs J. Harris ELKLAN training (2 day overview): Mrs J Jones Precision Teaching: All staff Dyslexia Training: All staff</p>



	<p>Drawing and Talking Therapy: Mrs T Atkinson-Brooks, Mr M Lloyd</p> <p>Use of Social Stories: Mr M Lloyd</p> <p>Non violent intervention: All Classroom based staff</p>
<p>Details of the types of special educational needs for which provision is made.</p>	<p>*Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, visual impairment, dyslexia, dyspraxia, emotional & social difficulties, autistic spectrum conditions, ADHD.</p>

3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>*All staff are responsible for the pastoral care of the pupils. They will raise any concerns with the SENCO or the School's Assistant Psychologist who, where appropriate, will then make appropriate referrals, organise appropriate support or seek further professional advice.</p> <p>*In addition to support given by staff, we encourage peer support e.g. peer mentors, buddying systems</p> <p>*The School's Assistant Psychologist is able to provide 1:1, small group and whole class sessions to support pupils with personal and social needs.</p>
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<p>*Class teachers are generally available to speak to parents/carers on a daily basis at the end of the school day. Appointments for further discussion will be made if needed.</p> <p>*Each year group elect two members to represent them on the School Council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week.</p> <p>*All pupils on the SEN register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign</p>



	<p>their IEP or additional support sheet in response to this.</p>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<p>*First day contact is made via text if a child is not in school. If no contact is made by the second or third day a telephone call is made and a home visit will follow.</p> <p>*Every term all parents/carers receive a letter detailing their child's current percentage attendance. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.</p> <p>*The Assistant Psychologist meets weekly with the Educational Welfare Officer (Dawn Roe - EWO) to discuss all pupils whose on-going attendance is below 90%.</p> <p>In KS2 pupils are informed of and record their on- going attendance percentage in their homework logs/home records/spelling logs.</p> <p>Y1-Y6 each pupil's on-going attendance percentage is recorded weekly on a chart on the classroom wall.</p> <p>*Certificates are given on a weekly basis to classes with the best attendance for the week, these are displayed to encourage pupils to attend. Rewards are given on a termly basis for the individual pupils with attendance above 98.5% e.g. cinema trip, bowling.</p> <p>*Individual trophies are presented at the end of the year assembly to those pupils whose attendance has been over 98.5% for the full year.</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>*A copy of the School's Behaviour Policy is available on the school website.</p>
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of</p>	<p>*The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.</p>



school trips etc.	<p>*Trips out or visitors in are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.</p> <p>*Pupils with SEN have full access to the after school clubs on offer. Parents/carers need to specify which clubs their child would like to attend at the beginning of each term.</p> <p>*See also Equal Opportunities Policy.</p>
Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.	<p>*Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision. Statemented SEN pupils will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.</p> <p>* SENCO/Inclusion Manger from the receiving secondary school invited to Y6 Annual Reviews.</p> <p>*Visits to prospective new schools are arranged with the identified Secondary School.</p> <p>*Transition from EtE Nursery to other settings: Nursery teacher takes the records to the setting in person and liaises with the receiving class teacher/SENCO.</p> <p>*Transition from EtE Nursery to EtE Reception on-going as they work as one unit- needs identified on EY Provision Map.</p>
Details of medical and personal care procedures.	<p>*Training is delivered with regards to asthma, severe allergies and any other medical needs related to the pupils in the school.</p> <p>*Many of our staff have received Paediatric First Aid Training.</p> <p>*Pupils requirements with regards to medical care are kept in the first instance in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form, clearly identifying the correct dosage and time for staff to administer the medication, for any medication needed during the school day. Pupils with long term medical needs are listed in the First Aid room, Staff room (and</p>



	<p>kitchen if child has food allergy or specific dietary requirement) and a designated member(s) of staff identified. Any medication given is recorded.</p> <p>* Within the Early Years Unit children’s medical needs are identified on their home visit forms and are either displayed in the unit and recorded in personal information sections in the class folders.</p> <p>* Pupils with asthma keep their inhalers in their classrooms and/or about their person so that they are quickly accessible if required. All other medication is kept in a lockable cupboard or in the staff fridge.</p> <p>*Support staff will support pupils in the event of ‘personal accident’ e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day. or by phone call if required.</p>
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4) Equipment & Resources

<p>Details of the specialist staff working within the school and qualifications.</p>	<p>*The school employs one SEN teaching assistants to support a pupil with statements of special educational needs.</p> <p>*The school also employs an Assistant Psychologist to support parents and pupils with a range of needs.</p> <p>*The school employs a part time Senior Education Psychologist.</p> <p>* The school employs a part time Education Welfare Officer.</p> <p>*Other specialist staff are organised through outside agencies.</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p>Speech and Language Therapy Service</p> <p>Early Years Special Needs Team</p> <p>Occupational Therapy: Gem Centre</p> <p>Sensory Inclusion Team</p> <p>School Nurse: Debbie Lock</p>



	<p>CAHMS</p> <p>Children's Village</p> <p>The Parks Children's Centre</p> <p>Re-Entry.</p> <p>Locality 8 Manager: Elaine Higgins</p> <p>*Parents/carers are encouraged to contact the Parent Partnership Service if needed.</p>
Details of the schools access arrangements.	See Disability Accessibility Scheme
Details of how the schools SEN budget is allocated.	<ul style="list-style-type: none">*Assistant Psychologist*1 Teaching Assistant (1:1 support).*Resources* On-line Programmes: LEXIA*Cool Kids and Cool Characters sessions*Outside Agencies e.g. Re-Entry, Switch, Base 25*Training for staff
Details of travel arrangements to and from school.	NA