

HUTTON ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

SEND Information Report

Children and Families Act 2014 Special Educational Needs and Disability (SEND)

At Hutton All Saints' we are committed to providing an inclusive education where all feel valued and secure. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

In order to do this many steps are taken to support our pupils through their learning journey. High Quality Teaching (HQT) is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. Every staff member has a duty of care to adhere to our Special Educational Needs (SEN) Policy. All school policies are available on the school website. Below are those who have designated responsibilities in its implementation:

Head Teacher - Miss J. Miller

Deputy Head Teacher - Miss E. Penkett

Special Educational Needs Coordinator (SENCo)- Mrs. C. Nott

Class Teachers

Learning Support Assistants (LSA)

Designated member of the governing body – Mrs. M. Yarwood

What is the SEND Information Report?

Essex County Council has produced a 'Local Offer' outlining the support and services parents and children in schools in Essex can access. The Essex Local Offer can be found at <http://www.essexlocaloffer.org.uk/content/essex-local-offer> or from SENCAN, Goodman House, Harlow – 01279 404502.

Each school must provide a SEND Information Report detailing the services and expertise they can offer to children requiring additional support to achieve their targets.

Roles & Responsibilities of the SENCo

The SENCo is responsible for the operation of the school SEN Policy and co-ordination of specific provision made to support individual children with Special Educational Needs and Disabilities (SEND). She maintains the school SEN register and oversees the records of all pupils with special needs. She will liaise with parents, staff and other professionals to

monitor the pupil's progress and plan further interventions where progress is slower than expected, and ensure value for money.

The SENCo has regular contact with a wide range of external agencies, including medical and social services, that are able to give more specialised advice for educational and emotional needs. Other SENCo responsibilities can be seen in the Special Educational Needs Code of Practice 2014.

If you have any concerns regarding SEND matters please ask for the SENCo, Mrs.C.Nott, via the school office, telephone 01277 213945 or email admin@huttonallsaints.essex.sch.uk

Following the consultation process for the Children and Families Act 2014 there are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their main concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

These are Hutton All Saints' responses to the 14 questions raised following publication of the Children and Families Act 2014:

1. How does Hutton All Saints' Primary School know if children need extra help?

It is important to identify and address needs as quickly as possible.

We know when pupils need extra help if:

- Concerns are raised by anybody that is in contact with the child e.g. teacher, parents/carers, paediatricians and other professionals.
- They have a low baseline assessment on starting school.
- There is lack of progress in one or more areas of learning.
- Consistent underperformance is noticed through regular assessment and low test scores.
- There is a change in the pupil's behaviour and attitude towards their work.
- A pupil appears to need more support than his/her peers.
- Emotional and social difficulties become evident.
- A child has been identified as having learning or health difficulties including specific learning difficulties, moderate learning difficulties, Autistic Spectrum Disorder.

What should I do if I think my child may have special educational needs?

- If you have concerns contact your child's teacher, the head teacher or SENCo who will ensure that they are thoroughly investigated.
- It is not the school's role or practice to diagnose specific conditions but we may be able to refer to appropriate professionals.

2. How will I know how Hutton All Saints' Primary School supports my child?

(At any time, according to need, a combination of any of the following strategies may be in place.)

- Each pupil's education will be planned by the class teacher and be differentiated accordingly to suit the pupil's individual needs. This is High Quality Teaching. It may include additional general support by the teacher or learning support assistant (LSA) in class. Every pupil has their own personalised targets that they are working towards.
- If a pupil has needs related to more specific areas of their education, such as literacy and numeracy skills or behavioural difficulties, then the pupil may be placed in a smaller group 'set' according to ability.
- Additional small group interventions may also be available and may involve seeking advice from specialists from other agencies. These will usually be run by a teacher or learning support assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. At this stage it is possible that the child may be added to the school SEN register as their needs are 'additional to or different from those of their peers'. This is called Additional School Intervention and Support (AIS)
- Occasionally a pupil may need more specific support from an outside agency such as the Specialist Teacher Team, Brentwood Schools' Extended Services, Speech and Language Therapists, Educational Psychologist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After assessment, a programme of support is usually provided to the school and parents/carers. A referral will not be made without parental consent or acknowledgement; however we may seek advice without naming the child to ensure that our interventions are timely and appropriate. It may be recommended at this stage that the school and parents apply for an Education, Health and Care Plan (EHC Plan), previously called a Statement of Special Educational Need, if the additional help already being provided is not resulting in sufficient progress and it is felt that the child has more far-reaching concerns.
- For children at the level of Additional School Intervention and Support help and interventions will be recorded by the class teacher or SENCo on the pupil's One Page Profile through a process called One Planning. This replaces Individual Education Plans (IEPs). One Page Profiles and EHC Plans are reviewed termly. They provide a record of the targets we want the child to achieve and how we are going to support achieving these targets. The pupil and parents will be asked to contribute to the drafting of the One Plan or EHC Plan. This information is shared with health and care professionals as appropriate. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- The additional help being offered to the child will either be discussed at Parent/Teacher Consultation evenings or a separate meeting will be arranged.
- A pupil's special needs will be communicated appropriately across the school if necessary and particularly at transition between classes.

- Information regarding special educational needs of 'looked after' children is reported to the placing authority termly.
- A member of the Governing Body has designated responsibility for SEND specifically to monitor the school's implementation of the SEN policy and its outcomes. The SENCo reports to the Governing Body annually. Parents / carers have the right to contact governors if they wish to share concerns around the school's implementation of SEND.

3. How will the curriculum be matched to my child's needs?

- SEN information is shared with all class teachers who plan accordingly for the individual needs of children in their teaching groups.
- All teaching of literacy and maths currently takes place in ability teaching groups, with the exception of Early Years Foundation Stage (EYFS) for the first term. Content is also differentiated and may involve a range of teaching and learning strategies, different resources, specialist equipment, ICT, specialist teaching and/or learning support. This may occur on a 1:1, small group or whole class basis.
- One Page Profiles are reviewed termly or annually and shared with parents and other professionals. Individual learning targets are reviewed on a termly basis by the class teacher.
- If an external agency is involved and a report with advice or targets has been received then we will ensure that these are part of our target setting procedures and that curriculum adjustments are made accordingly. External agency reports will be shared with parents.
- We promote independence and resilience as learners, without over-reliance on adult support.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parent /Teacher Consultation Evenings.
- Your child's class teacher will be available to meet with you briefly at the end of the school day. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.
- Individual learning or behavioural targets and One Page Profiles are reviewed termly or annually.
- These will show progress and inform new targets. Targets are usually set by the class teacher. Children with more complex needs may work towards targets set by the SENCO and/or professionals from other agencies, possibly identified through an EHC Plan. Progress towards targets is reviewed in line with whole school assessment data. However, it may be necessary to notify parents of progress more frequently for some children.
- Parents may have the opportunity to meet with a variety of professionals e.g. Educational Psychologists, Speech and Language Therapists etc.
- Parents/carers are encouraged to express their views and/or concerns around progress.

How will you help me to support my child's learning?

- You may be invited over the course of the school year to attend events designed to equip you with the skills and knowledge you will need to support your child's learning e.g. reading evenings, maths evenings.
- Completing homework activities set and listening to your child reading daily will help your child to progress. If any aspect of homework requires clarification please feel free to contact the class teacher.
- The class teacher or SENCo may suggest ways of supporting your child's learning during review meetings or at Parent /Teacher Consultation evenings.
- If common queries or concerns are identified we will endeavour to access parenting classes or support groups where parents/carers can be mutually supportive.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.
- The head teacher or SENCO may be able to signpost parents to various support agencies e.g. counselling, Occupational Therapy.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral and emotional support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, learning support assistants and the SENCo are readily available for pupils who wish to discuss issues and concerns.
- An informal 'Drop-in' takes place one lunch time per week for children to talk to an adult about anything worrying them.
- Pupils for whom the school receives Pupil Premium will have time with a learning support assistant to ensure overall well-being and support learning.
- If emotional needs are significant children may access high quality counselling or play therapy, with parental consent, through Brentwood Schools' Extended Services.
- Brentwood Schools' Extended Services is currently available to provide links between school staff, families, pupils and external services in a supportive, friendly and professional manner to enrich school and home life for our children and families.
- The school enjoys positive relationships with a range of external agencies including social services and community health. On occasions we may seek their expertise and guidance.
- Pupils can pass on views about school issues through their class representatives on the School Council.
- Our ethos is inclusive and supportive and all of our pupils are encouraged to be tolerant and support differences.
- All adults working with children have a responsibility to protect them. For details of safeguarding procedures see the school Safeguarding Policy.

Pupils with medical needs:

- If a pupil has a medical need then a detailed care plan is compiled in consultation with parents/carers and the school nurse.
- Urgent medical information is conveyed to all staff to ensure appropriate responses.

- All members of staff have access to epipen training delivered by the school nurse on a yearly basis.
- The school maintains its statutory obligations by ensuring some staff have received up-to-date first aid training.
- Where necessary, and in agreement with parents/carers, medicines are administered in school where medication is kept in a locked medical cabinet; however, ensuring that all medication supplied is in date remains the responsibility of the parent/ carer.
- The Occupational Therapist may recommend specific equipment or furniture for use in school.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with external agencies to receive their more specialised expertise.

The following agencies support Hutton All Saints':

- SENCAN
- Essex Specialist Teacher Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service) tiers 2 and 3
- AAP (Attendance Advisory Practitioner) previously known as Educational Welfare Officers
- Occupational Therapists
- STAARS clinic (Brentwood Community Hospital Paediatricians)
- The Endeavour School – a Brentwood Special School.
- Social Services
- Speech & Language Therapists
- School Nurse – contact via the school
- Brentwood Schools' Extended Services
- Parent Partnership
- FACE – Families Acting for Change Essex
- SNAP

7. What training are the staff supporting children and young people with SEND having or have had?

- The SENCo is studying for the National Award for SEN Coordination Accreditation.
- All staff receives training related to SEND.
- Relevant staff will receive specific SEN training as needs arise.
- Staff members attend training provided by the Outreach Teacher of the Endeavour School.
- Some teachers and support staff have been trained to deliver support for children with specific SEND e.g. Autistic Spectrum Disorder (ASD), Dyslexia.

- Hutton All Saints' is committed to maintaining and updating the skills and knowledge of all staff involved in SEND delivery.
- Hutton All Saints' is a member of the Brentwood Collaborative Partnership (BCP) whose purpose is to share experience and expertise of SEND across the membership schools.

8. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all; no child is prevented from participating in activities because of their SEND unless, in consultation with parents, it is deemed unsafe or detrimental in any way for them to go.
- Risk assessments are carried out and procedures put in place to try to facilitate all children to participate.

9. How accessible is the school environment?

Full details about the accessibility of the school environment, curriculum and the delivery of written information are given in the school's [Accessibility Plan](#), which is published on the school website. As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- The building is on three levels with the infant department accessible to the juniors currently by internal stairs. There are ramps at appropriate external doors. A lift may need to be fitted if necessary.
- A toilet is adapted for disabled users in the junior department and individual arrangements can be made for changing for physical education (PE)
- We liaise regularly with specialist teachers from sensory impairment services in respect of children with hearing and/ or visual impairments.
- Specialist equipment may be used where needs warrant and can be accessed in partnership with Social and Health services.

10. What are the school's admission arrangements for pupils with SEND?

Full details about admission arrangements can be found in the [Admissions Policy](#), which is published on the school website.

11. How will the school prepare and support my child when joining Hutton All Saints' or transferring to a new school?

- Regular visits to school are scheduled in the term before commencing Early Years Foundation Stage (EYFS)
- Home visits are carried out by the EYFS class teacher in the term before commencement.

- Pre-school/playgroup visits are made by the EYFS class teacher, LSA and/or SENCO in the term before commencement.
- New EYFS children are invited to weekly assemblies in the term before commencing school.
- Weekly library sessions are available for new EYFS children in the term before commencing school.
- Staggered start dates are offered in the first school term.
- Information and paperwork is gathered from parents and professionals e.g. Play group, Health Service, Speech and Language Service before starting school.
- Pre- school early support specialists may help with transition from playgroup to school.
- Social stories are written to prepare children for change if necessary.

Hutton All Saints' recognises what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. Where special educational needs are already identified we aim to liaise with parents and gather as much information as possible to ensure continuity.

These include:

- The SENCo is always willing to meet parents/carers prior to their child joining the school.
- Meetings, discussions or sharing of documentation can be arranged between the previous or receiving schools prior to the pupil joining/leaving.
- On transition to secondary school a copy of SEN paperwork is transferred to the new school in the summer term prior to the child leaving.
- Secondary school staff visit the class teacher, SENCo and/or pupils prior to secondary transition.
- Additional visits to secondary schools are also arranged for pupils with SEND who may benefit from extra time in their new school.
- Where a pupil may have more specialised needs, a separate meeting can be arranged if appropriate and highly individualised arrangements can be made.

12. How are the school's resources allocated and matched to children's special educational needs?

- Special needs are funded in line with Essex County Council guidelines.
- One Page Profiles and EHC Plans reflect Essex County Council funding. These are regularly reviewed and updated.
- Individual Pupil Premium payments are available for specific pupil groups: Free School Meals (FSM), children of service personnel and 'looked after' children. Payments are used to support emotional well-being and learning. Outcomes are regularly monitored and evaluated to ensure progress and value for money.

13. How is the decision made about how much support my child will receive?

- All statutory requirements are met. If a child has a Statement of SEN or an EHC Plan support is in place around the requirements laid down during statutory assessment or the most recent annual review.
- For less complex needs interventions are targeted where needs are highest to maximise progress. The level of support will be determined by how much a child has achieved as a result of the additional support.
- Interventions are discussed with parents and carers at termly review meetings and their views sought along with those of the child. These are monitored and reviewed and parents/carers are informed of progress and outcomes.
- All interventions are needs-led and may be changed or amended if needs increase or decrease. Sometimes this will mean seeking advice from other agencies.

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

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher and/or SENCo.
- Meetings with external professionals e.g Educational Psychologist, Occupational Therapist.
- Newsletters and updated information on the school's website and blog.
- Parent /Teacher Consultation evenings.
- Attending workshare.
- Attending One Page Profile or EHC Plan reviews and other relevant SEN meetings.
- Commenting (your views) on your child's individual targets and in response to their school report.
- Completing your child's home/school reading diary daily.
- Pupils are involved in their education plan and are encouraged to contribute their views. Where possible they are invited to review meetings.
- Pupils are aware of their individual targets and have ownership of them.

15. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
SENCo
Deputy Head Teacher
Head Teacher
- We aim to ensure that all decisions are reached collaboratively and we undertake to always listen to, and consider the views of parents/carers. If, however, you feel that we have not succeeded in ensuring positive outcomes for your child please contact the school office for details of the complaints procedure.
- The information supplied is correct at time of publishing, but will be amended if legislation changes or school provision changes. We welcome your comments via the school office.

Brentwood Schools' Extended Services

- Brentwood Schools' Extended Services provide additional support services to our pupils. For the full Service Directory follow the link:
www.essexinfo.net/brentwoodlocaldeliverygroup/

Brentwood Collaborative Partnership

- Hutton All Saints' School is a member of the Brentwood Collaborative Partnership (BCP) whose purpose is to share experience and expertise of SEND across the membership schools. By pooling our resources we are able to provide access to SEND experience as listed in the current directory maintained by Brentwood Schools' Extended Services.
- In addition to these services all schools within the BCP have access to the help and advice of the SEND team at the Endeavour School (Special School). They are able to provide training and advice for staff and parents at the Endeavour or as outreach in our school.

There are many SEN terms that are abbreviated which can lead to confusion even for members of staff. Below is a glossary of the most used SEN terms, but if you come across one that you are unsure of on any paperwork then please ask us:

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| AAP | Attendance Advisory Practitioner |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit & Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| BESD | Behavioural Emotional & Social Difficulties |
| BSS | Behaviour Support Service |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| COP | Code of Practice |
| CP | Child Protection |
| DD | Developmental Co-ordination Disorder |
| DfE | Department for Education |
| EAL | English as an Additional Language |
| EHCP | Education, Health and Care Plan |
| EP | Educational Psychologist |
| EYFS | Early Years Foundation Stage |
| FSM | Free School Meals |
| HI | Hearing Impairment |
| IEP | Individual Education Plan |
| ISR | In School Review |

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|-------|----------------------------------------|
| KS | Key Stage |
| DLACT | Designated Looked after Child teacher |
| HSSW | Home School Support Worker |
| LAC | Looked After Child |
| LA | Local Authority |
| LSS | Learning Support Service |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| OT | Occupational Therapist |
| PEP | Personal Education Plan |
| PSP | Pastoral Support Programme |
| SaLT | Speech & Language Therapy |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs & Disability |
| SENCo | Special Educational Needs Co-ordinator |
| SpLD | Specific Learning Difficulty |
| VI | Visual Impairment |

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