

Special Educational Needs Information Report

Kelvedon Hatch Community Primary School

July 2017

SENCO contact information:

Nina McKay (SENCO and Headteacher) and Jackie Kirk (Assistant SENCO and Head of Pastoral Support) can be contacted via the main office on 01277-372341

Areas of SEND (special educational need) identified within the SEND Code of Practice 2015:

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

At the beginning of the academic year, the school currently supports 25 children with identified SEND, 2 of whom have an Education Health Care Plan and 2 pending.

What is the school ethos for SEND?

Kelvedon Hatch Community Primary School is a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. 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.

At KHCPs, we aim to provide a stable, safe and caring environment for our children with SEND, where the needs of the child and the child's voice is at the centre of all that we do.

Identification and Assessment of SEND

The following list illustrates a number of ways in which we identify children with SEND:

When children join the school at the beginning of Early Years Foundation Stage the EYFS Teachers &/or SENDCO have a meeting with the SENDCO from the pre-schools to discuss the needs of the children. This ensures a continuation of support.

If children join the school during the year with SEND the SENDCO will contact the previous school for information etc. to again ensure a continuation of support.

Discussions with parents or staff where concerns are expressed which lead to further investigation or screening

Data analysis using Target Tracker which shows a widening gap between the child, their peer group and age related expectations.

Work scrutiny and observations by SENDCO, Senior Management Team and teachers

Scrutiny of observational forms to see if a child is continually struggling with their emotions or concentration which impacts on learning

A graduated approach is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. The process is:

- **Assess** - using the methods above. Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Pupil Provision Plan will be put in to place.
- **Do** - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo/Inclusion Manager supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. Review - The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class or subject teacher, working with the SENCO/Inclusion Manager, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted where a new provision plan for the child will be drawn-up.

Your child's teacher

You can discuss your child's progress with their teacher at parents' evenings and school drop-in sessions. If you'd like to talk to them outside of these times, you may have to make an appointment with the school office or email office@kelvedonhatch.essex.sch.uk.

Special Educational Needs Coordinator (SENDCO)

Mrs McKay is the school SENDCO and Mrs Kirk is the SENDCO Assistant and Pastoral Support Manager. They work with class teachers and parents to identify the area and level of need, create intervention tailored to the need of your child, contact outside agencies to ensure your child and you receive specialist support and make applications for EHCPs. Mrs McKay and Mrs Kirk monitor the support that your child receives and ensure all children with SEND make good progress and aim support the team around the child to exceed targets.

Parent governors or the SEND governor

The parent and SEND governors work with the head teacher to make sure the SEND policy is in place and that children with special needs make progress in their learning. For more information about governors, see our the School Governors page of our website or <http://www.essex.gov.uk/business-partners/partners/schools/school-governors/Pages/School-governors.aspx>

SEND Information, Advice and Support Service

The [SEND Information, Advice and Support Service](#) provides information and support for parents and carers of children with special educational needs.

At KHCPs, we want the very best for every child, we do this through:

- identifying and addressing needs as quickly as possible;

- ensuring that they are a valued member of the school community;
- providing a safe and supportive environment;
- providing access to a range of teaching and learning strategies to suit their needs;
- promoting independence and resilience as a learner, without over-reliance on adult support;
- making effective use of all support services available to us wherever possible;
- encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development.

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	Class Teacher	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation); • checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENDCO as necessary; • writing learning targets and sharing and discussing these with parents at least once each term (parents consultations) and planning for the next term. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress; • ensuring that the school's Inclusion/SEND Policy is followed in their classroom and for all the pupils they teach with any SEND; • ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
	Special Educational Needs Co-Ordinator (SENDCO)	<p>Mrs McKay is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEND) and or disabilities, and developing the school's Inclusion/SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. <p>Ensuring that you are;</p> <ul style="list-style-type: none"> ▪ involved in supporting your child's learning; ▪ kept informed about the support your child is getting; ▪ involved in reviewing how they are doing;

		<ul style="list-style-type: none"> ▪ part of planning ahead for them. <ul style="list-style-type: none"> • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND records and making sure that there are up to date details of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write learning targets for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
	<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEND and or disabilities)</p>	<p>Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback!</p>
	<p>Head Teacher</p>	<p>Mrs McKay is responsible for:</p> <ul style="list-style-type: none"> • Monitoring and supporting the SENDCO with the co-ordination of support for children with special educational needs and or disabilities (SEND). • Looking at what is working in regards to SEND practice across the school and making changes to ensure we are always improving. • The welfare of our most vulnerable pupils by effectively co-ordinating our behaviour support team. • The day to day management of all aspects of the school, this includes the support for children with SEND and/or disabilities. She will give responsibility to the class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	<p>SEND Governor Mrs Smith</p>	<ul style="list-style-type: none"> • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Mrs Smith is responsible for: • Making sure that the school has an up to date

		<p>Inclusion/SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</p>
	Your child's voice	<p>All children have a voice and at KHCPs and we ensure that the voices of children with SEND are clearly heard and are at the core of all that we do. At all stages of the process, we ask children for their views at all times and also formal points throughout the year: pupil perceptions at the start and end of the year, pupil progress meetings, SEND reviews, One Page Profile meetings.</p> <p>We are mindful of the fact that a child's difficulties must not hinder their ability to communicate their needs and feelings about the support we provide, so we work with children to choose methods of communication that are best suited to them.</p>

	Types of support	What would that mean for your child?	Who can access this support?
What are the different types of support available for children with SEND and/or disabilities at KHCPs?	Class teacher input via good/ outstanding classroom teaching	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand. • Class teachers put in place different ways of teaching so that your child is fully involved in learning: more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task progress. 	All children in school receive this.
	Special Speech and Language Support	Children who have already been assessed by Speech and Language Therapy, have weekly access to a speech and language support worker during the school day	Any child who fulfils the assessment criteria set by a speech and language therapist.
	Specific small group work/ Intervention	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.	Any child who has specific gaps in their understanding of a subject/area of

	groups	<ul style="list-style-type: none"> • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/teacher will run these small group sessions using the teacher's plans, or a recommended programme. The resources we would access would include: Numicon, Social story/skills programme, and additional phonics teaching 	learning. Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some extra support in school. These children may have a One Page Profile.
	Outside agency involvement. This may be from: • Local Authority central services such as the BESD Team or Visual support or Hearing Impaired • Outside agencies such as the Speech and Language therapy (SALT) Service,	<p>If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ▪ making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; ▪ support to set targets which will include their specific professional expertise; ▪ your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group; ▪ group or individual work with an outside professional. • We may suggest that your child needs some agreed individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place. If we feel that they need more than 20 hours of support in school to make 	Children whose learning needs are: <ul style="list-style-type: none"> • Severe, complex and lifelong • Need for an EHCP assessment.

	Occupational therapy service, Physiotherapy and/or EWHMS	<p>good progress, we will discuss with all parties involved in making a request an EHCP assessment. If this is not the case, the outside agencies will ask the school to continue with the support at intervention level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The EHCP will outline the outcomes and aspirations for your child, support your child with specific strategies. It will also have long and short term goals for your child. • There may be an additional adult to support your child with whole-class learning, run individual programmes or run small groups including your child. 	
Tell me about EHCP.		<p>Any additional resources awarded through a Statement or an EHC plan will be allocated in discussion with teachers, parents, external agencies and LEA representatives.</p> <p>Provision will take the Graduated Response format. In addition to the review meetings, an Annual Review will take place where all parties involved with the child, and the child, will be invited.</p>	
How will we support your child with identified special needs who is starting at our school?		We will invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, we will meet them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts. Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child settle more easily. If your child is to have a key person involved, we will arrange times when they can meet you and your child to get to know each other. We may ask if we can carry out a home visit to make your child feel at ease about starting Kelvedon Hatch Community Primary School. When your child leaves us at the end of Key Stage 2 or at any point in the school year, we arrange transition meetings with the new setting.	
How can I let the school know I am concerned about my child's progress in school?		If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO or Head teacher. If you are still not happy, you can speak to the school SEND Governor.	
How will the school let me know if they have any concerns about my child's learning in school?		<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO. Our schools also has pupil progress meetings every term between each class teacher and the headteacher to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. We use Target Tracker as a way of measuring progress.</p> <ul style="list-style-type: none"> • If your child is then identified as not making expected progress, the school will set up an intervention group and inform you. • If your child is still not making expected progress, the school SENDCO will speak with your child and observe learning in class to further unpick barriers 	

	to progress. Outcomes from this could be: adapting quality first teaching, altering current interventions or, with parental consultation and support, making a referral to receive specialist advice.	
How is extra support allocated to children and how do they move between the different levels?	<p>The school budget, received from Essex LA, includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> • Mrs McKay (Headteacher and SENDCO) decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school. • Mrs McKay works with Mrs Kirk to discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> o the children getting extra support already o the children needing extra support o the children who have been identified as not making as much progress as would be expected. <p>Together, they decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as needed. 	
Who are the other people providing services to children with SEND in this school?	Directly funded by the school	<p>Behaviour support workers School Counsellor</p> <p>Well trained Midday team and Supervisor</p> <p>SENDCO</p> <p>Additional Speech, Language and communication support through a Speech and Language support worker</p>
	Paid for centrally by the Local Authority but delivered in school	<p>Specialist teachers</p> <p>Educational Psychology Service</p> <p>Parent Partnership Service (to support families through the SEND processes and procedures).</p>
	Provided and paid for by the Health Service (NHS Trust) but delivered in school	<ul style="list-style-type: none"> • For children who have medical needs, the SENDCO arranges meetings with the school nurse to complete Health Care Plans For children on medication, including children with allergies • The Health Visitor works in supporting our under fives School Nurse and Speech and Language Therapy Professional training for school staff to deliver medical interventions. • Occupational Therapists • Physiotherapists
How are the adults in school helped to work with children with a SEND and what training do they have?	<p>The SENDCO's job is to support the class teacher in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole-staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their 	

	<p>class e.g. from the ASD Outreach service, and sensory service or medical /health training to support staff in implementing care plans.</p> <ul style="list-style-type: none"> • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to Mrs Kirk.
The SENDCO and SENDCO Assistant and Pastoral Support Manager attend SENDCO Network meetings	<p>Good practice is disseminated across schools and then disseminated to the wider staff at KHCPs.</p>
How will the teaching be adapted for my child with learning needs? (SEND/ and or disabilities)	<p>Class teachers plan lessons according to the specific needs of all children in their class, and will ensure that learning tasks are adjusted and resources made available in order to enable your child to learn as independently as possible.</p> <ul style="list-style-type: none"> • Support staff can support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups: Access Plan (including disabled toilets), Equality Plan, behaviour charts/rewards, visual timetables, left-handed scissors, writing slope, Finger Gym & BEAM resources, wide range of reading materials, interactive whiteboards, social stories, coloured overlays and much more. • Planning and teaching will be adapted continuously in order to meet your child's learning needs and increase your child's access to the curriculum.
How will we measure the progress of your child in school? And how will I know about this?	<p>Your child's progress is continually monitored by his/her class teacher.</p> <ul style="list-style-type: none"> • His/her progress is reviewed formally every term in English, maths and science as well as progress in other areas of the curriculum as well as attendance, engagement in learning and behaviour. • A Phonics test takes place at the end of Year 1; children who do not achieve the required pass mark will receive intervention and be re-tested in Year 2; if they do not pass at this point, intervention will be put into place in Year 3. • At the end of each key stage (at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Pupil progress meetings take place every term (every half term for vulnerable pupils) and assessment on Science, Mathematics and English will be carried out. Progress is viewed in terms of tests but also teacher assessment that is ongoing and child self-assessment • All children with SEND have SMART (Specific, Measureable/Meaningful Attainable, Relevant, Time-bound) learning targets. The parents of children with one-page profiles have an extra opportunity each term to discuss their children's learning targets and progress with the teacher and SENDCO and plan for the future. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • A range of ways will be used to keep you informed, which may include: home-school book, a 'Brilliant Book', letters/certificates sent home, additional meetings as required, reports, rewards and celebrations.

<p>What support do we have for you as a parent of child with SEND/and or disabilities?</p>	<p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. If you wish to see the class teacher, you can book an appointment after school.</p> <ul style="list-style-type: none"> • We are able to sign-post you to local support groups to enable you to attend workshops and training days as well as build a network of support from other families and carers of children with SEND. • Mrs Kirk is available to meet with you to discuss your child's progress or any concerns/ worries you may have, as is Mrs McKay. • All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENDCO is available to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child and will always seek your involvement in matters of concern. • You will have an extra opportunity each term to discuss your children's learning targets and progress with the teacher and, when possible, SENDCO. • Homework will be adjusted as needed to your child's individual needs • A home-school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. In addition, if your child is undergoing an EHCP assessment, you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.
<p>How will my child be included in activities outside the classroom?</p>	<p>At Kelvedon Hatch Community Primary School, a range of after school and lunchtime clubs are available for all children to attend. These include homework club, netball club, construction club, football club, gardening and small holding club, ICT Club and Gymnastics club.</p>
<p>How have we made this school physically accessible to children with SEND?</p>	<p>The school is accessible to children with physical disability via ramps and the whole school is on one level. We ensure that equipment used is accessible to all children regardless of their needs. The school has a disabled toilet with an adjustable changing facility.</p>
<p>How will we support your child when they are leaving this school? Or moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school, we will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. We make arrangements for staff who have worked with your child to meet new staff. • When moving classes in school, information, including SMART targets, will be passed on to the new class teacher in advance. For children with an EHCP and more complex needs, there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff. If your child would be helped by an annotated photograph book to support them understand moving on then it will be made for them. • Children create a piece of work all about themselves to present to their new teacher or school. Where understanding might be difficult, your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.

Information on where the local authority's local offer is published.	http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Local-offer.aspx
Further support	<ul style="list-style-type: none"> ● Essex Parent Partnership Service. Helpline number 01245 436036 or www.essex.gov.uk/parentpartnership or by post Essex Parent Partnership Service, SENCAN, E2, County Hall, Chelmsford, Essex, CM1 1LD ● Families InFocus (independent parental support outside the LA) : 01245 3553575 ● Face (families acting for change in Essex) 01245 608231 or www.face.essex.org ● Transition guide for parents: Transition Pathway Service on 01245 430411 or transition.pathwayservice@essex.gov.uk

Glossary of Terms (click on the blue links for further information)

SEND	Special Educational Needs and or Disabilities
PLP	Personal Learning Plan
EHCP	Education Health Care Plan
SEND Code of Practice	The legal document that sets out the requirements for SEND
SALT	Speech and Language Therapist
EWMHS	Essex Wellbeing and Mental Health Service
EP	Educational Psychologist
SENDCO	Special Educational Needs and Disabilities Coordinator
ASD	Autistic Spectrum Disorder