

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at Porters Grange Primary School and Nursery offer you?

At Porters Grange Primary School and Nursery, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. We have a large Inclusion team, comprising of our SENCo, SEN LSA, two Learning Mentors and a Pupil and Family Support Worker supported by two LSAs.

Please read the questions below for more information about Porters Grange Primary School and how we can support your child.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing individual targets for children's Pupil Passport and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo: Miss T. Quinn

Responsible for

- Ensuring that the school adheres to the Code of Practice.
- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND), including co-ordinating the Inclusion team.
- Ensuring that you are

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Principle: Miss D. Henley

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor:

Responsible for

- Understand the governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- Monitor all aspects of SEN and disability provision and report back to the governing board on these
- Monitor the progress of pupils with SEN and report back to the governing board on these
- Make sure the school ensures that the necessary special educational provision is made for any pupil with SEN
- Make sure that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Ensure the governing board is up to date about issues related to SEN and disability
- Make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website
- Ensure the school has appointed a SENCO and they have received appropriate training
- Meet regularly with the SENCO to discuss the school's SEN provision, budget and resources
- Ensure that the school is meeting the needs of pupils with SEN and disabilities
- Ensure the school is making reasonable adjustments in line with the Equality Act 2010
- Making sure SEN is considered in any budget discussions
- Attend training on the role of the SEN governor, as appropriate

School contact telephone number: 01702 468047

What are the different types of support available for SEND children in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
 - That all teaching is built on what your child already knows, can do and can understand.
 - That different ways of teaching are in place, so that your child is fully involved in learning in class.
- This may involve things like using more practical learning.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- That children are referred to the SENCo for more detailed assessments.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Specific group work intervention which may be
- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Services (for students with a hearing or visual need), Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. an Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and/or lifelong.

This has previously been provided via a Statement of Special Educational Needs and is now provided by an Education, Health and Care Plan (EHCP). There will be a transition period during which time all Statements will be converted to EHCPs. If your child has been given an EHCP they will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from

Services such as the ASD Outreach Team, Behaviour Support or Sensory Services (for students with a hearing or visual need), Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you and your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support 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.
- The Statement or EHC Plan will outline the support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

Additional adult time may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know that 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. School staff will speak to your child to ascertain their views and give them the opportunity to identify how they feel best supported in their learning. If you continue to be concerned that your child is not making progress, you should make an appointment to speak to the Special Education Needs/Disabilities Co-ordinator (SENCo) Miss Quinn.

The school SEN Governor can also be contacted for support.

How will the school let me know if they have concerns about my child's learning in school?

If your child is identified as not making progress or making very slow progress, the school will speak to your child to ascertain their views and set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.

Discuss with you any referrals to outside professionals to support your child

How is extra support allocated to children and how do they progress in their learning?

- The school budget includes money for supporting children with SEN.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including
- the children getting extra support already,

- the children needing extra support,
- the children who have been identified as not making expected progress.
- From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
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Who else provides support to children with SEND in this school?

School provision

- Intervention Teachers responsible for teaching SEN groups/individuals for set interventions.
- Teaching Assistants and HLTAs working with either individual children or small groups.
- Our Pupil and Family Wellbeing Worker supporting children and families.
- Inclusion team offering support for children with emotional and social difficulties through their work as the Behaviour Team.
- Inclusion Learning Support Assistant supporting children with a wide variety of needs.
- **Additional Provision delivered in school**
- Autism Outreach Service
- SEMH Outreach Service
- Educational Psychologist
- Sensory Service for children with visual or hearing needs
- **Health Provision delivered in school**
- School Nurse
- Occupational Therapy/Physiotherapy
- Speech and Language

How are the teachers in school helped to support SEND and what training do they have?

The SENCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on the requirements of the SEN Code of Practice.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. They will take into account recommendations from outside agencies and the views of the parents and carers.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally, in Pupil Progress Meetings, with the Heads of School and SENCo every half term in reading, writing and numeracy.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps. At the end of each key stage (i.e. 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.
- Where necessary, children will have a Passport with targets and interventions designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book and planning scrutiny, moderation and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please contact the school office to make an appointment.

All information from outside professionals will be discussed with you and with the professional involved directly, or where this is not possible, in a report.

Pupil Passports will be reviewed with your involvement regularly.

Homework will be adjusted as needed to your child's individual requirements.

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.

How is Porters Grange accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The ground floor is on a split-level with easily accessible ramps.

- The first floor is accessible by elevator.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets with shower areas.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEN. We encourage all children to take part in extra-curricular activities and at times identify specific activities to match individual needs or provide additional support to enable access to clubs.
- All pupils are encouraged to take part in our residential visits regardless of their needs. We view this as an important step for all children in developing independence. Some children may need additional support during these activities and this is carefully planned following an individual risk assessment.

What arrangements are made for supporting children who are looked after and have SEND?

- All Looked After Children (LAC) have a Personal Education Plan (PEP) with targets which are agreed between the child, carer, school and social worker. These targets reflect any SEND need and are reviewed termly. In addition to monitoring from the Designated teacher for LAC (Miss T. Quinn) pupils who are looked after are also monitored by our Parent and Pupil Well-being Lead (Mrs K. Thomas).

How will we support your child when they are joining this school, leaving this school or moving classes?

We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

Joining Early Years:

- The SENCo will visit pre-schools with the Foundation Stage Leader / teacher when appropriate or will contact the previous pre-school / nursery.
- School staff will carry out a home visit for every new starter prior to their start date in September. This enables the parents / carers to share individual needs and strengths and allows the staff the opportunity to observe the children in a familiar setting.
- If your child would be helped by a transition booklet to support them in understanding moving on, then one will be provided.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

Joining Key Stage 1 and 2

- When a child joins Porters Grange we contact the previous school setting to gain any information that will help us prepare for and support the child, both in their learning and through the transition.

- If your child would be helped by a transition booklet to support them in understanding moving on, then one will be provided.

For some pupils (of any phase) school and parents may agree that a phased start may be appropriate. This will be managed on a very individual basis.

If your child is moving to another school:

When we have confirmation that your child has started at another school and is on roll there we will contact the school SENCo and ensure he/she knows about any support or special arrangements that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school, by phone or in person.

We will make sure that all records about your child are passed on as soon as possible.

If your child would be helped by a transition booklet to support them in understanding moving on, then one will be made for them.

When moving classes in school (i.e. for a new school year):

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place between the current teacher and the new teacher. Pupil Passports will be shared with the new teacher.

If your child would be helped by a transition booklet to support them in understand moving on, then one will be made for them.

In Year 6:

- Porters Grange work closely with the local secondary schools in order to fully prepare pupils for the next stage of their education. The SENCo will discuss the specific needs of your child with the SENCo of the child's receiving secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where required they will participate in activities planned to support the development of key skills such as self-care, understanding a timetable, time management and road safety.
- Where possible, your child will visit their new school on several occasions, and in most cases staff from the new school will visit your child in this school.
- The Parallel Learning Trust provides transition support for pupils moving from Year 6 to Year 7.
- We are able to support parents in visiting secondary schools so that they are able to make informed choices about the most appropriate provision for their child. We will also work closely with parents to complete any relevant paperwork, including transition Annual Reviews.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

How will we support your child's social and emotional development?

Porters Grange is a nurturing school. We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- A range of interventions run by the Inclusion team, including anger management, self-esteem development, support around illness and bereavement, emotional and social literacy.
- Lunchtime and playtime support through planned activities and groups.
- Creative Art and Play Therapy with the school's own therapist.

If your child needs extra support, with your co-operation the SENCo or other members of the Inclusion team will access further support through the Early Help Family Support Assessment (EHFSA) process.

The school has a proactive approach to prevent bullying and where there are concerns about bullying they will be thoroughly investigated and addressed. Incidents are monitored in line with the school's behaviour policy.

Other Information

Other Information If you have any further questions regarding our provision for children with special educational needs and/or disabilities, please do not hesitate to contact the SENCo (Miss T. Quinn) via the School Office on 01702 468047 or by email at office@portersgrange.southend.sch.uk.

The Information, Advice and Support Service offers impartial support and advice to parents and young people with special educational needs & disabilities. They can be contacted by phone on 01702 534793 or email at iass@southend.gov.uk

The Southend-on-Sea Borough Council Local Offer is available on the SHIP (Southend's Information Point and Directory of Services for Adults, Children and Families) website: www.southendinfopoint.or

If you feel unhappy with the SEND provision at any time please speak to us or refer to our complaints procedure which is available on the school website.