



## **SHENFIELD ST MARY'S SEND INFORMATION REPORT**

***Unlock every child's potential as a unique child of God***

### **Ephesians 3.17-19**

**May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.**

Our **SEND Information Report** provides details about how we support children and young people with special educational needs and Disability (SEND) in our school and forms part of the Essex County Council local offer:

<https://send.essex.gov.uk/>

### **School Ethos for SEND**

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.

We create 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 Shenfield St Mary's Primary School we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school community – the importance of children's social, emotional and moral and mental well-being is paramount
- Providing a safe and supportive environment
- Having access to a wide range of teaching and learning strategies to suit their needs
- Preparing all children for their next stages of education
- Promoting independence and resilience as a learner, without over-reliance on adult support
- Identifying and addressing needs as quickly as possible
- Communicating their needs appropriately throughout the school
- 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 for example, through attending meetings, Parent Teacher Consultation appointment, and following up on recommendations made with input at home.

The school recognises that a child or young person has a special educational need if they:



- Have a significantly greater difficulty in learning than the majority of others the same age.
- Require provision different from or additional to (Additional School Intervention - ASI) that is normally available to pupils of the same age.
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.

This is defined in the *Special Educational Needs and Disability Code of Practice: 0-25 years (2015)*. The school makes provision in accordance with the *SEND code of practice (2015)*; *The Equality Act (2010)*; *The Special Educational Needs and Disability Regulations (2014)* and the *Children and Families Act (2014)*.

There are four broad areas of special educational need defined in the *SEND Code of Practice (2015)*. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

The relevant school policies which underpin this SEN Information Report and can be viewed on our website are:

- SEND and Inclusion Policy
- Trust Complaints Procedure
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection Policy

All policies can be found on our website <https://www.shenfieldstmarys.co.uk/policies/>

Early identification of SEN and early intervention are the key to ongoing success for our pupils. We place high importance on speech, language and communication needs and see these as fundamental skills for learning. Therefore, during the Reception Year all pupils are assessed and where there are concerns, offered a referral to the NHS Speech and Language department for further assessment.

In Key Stage One and Two we assess children's progress against national and age-related expectations. We use Insight to track and monitor that all our pupils make progress in line with, and above, their starting points. Where there is a concern, parents are notified and are invited to meet with the class teacher and/or the SENDCO.

Data (uploaded onto Insight) is reviewed on a termly basis during pupil progress meetings with the Head Teacher and the class teacher. During these meetings children are identified and discussions such as 'What has worked?' 'What hasn't worked?' 'What is the next step/plan to support the child?'

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:



- Work in partnership with parents/carers and pupils
- Use assessment tools and materials
- Use observations
- Consult with relevant external agencies (if available)

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of **Assess, Plan, Do, Review**. This means that we will:

- **Assess** a child's special educational needs. This would include assessment by the teachers supported by the SENDCO. This may include observations and assessments carried out by external agencies.
- **Plan** the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher with support from the SENDCO and external advice. Outcomes are discussed and agreed at one planning meetings with parents/carers and the child (where appropriate).
- **Do** what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- **Review** the support and progress. The impact of any strategies or interventions is reviewed with teachers, parents/carers and the child, looking at progress towards targets and next steps.

As part of this process every child with SEND (ASI) will have a **One Plan** (also known as Learning Plan) that describes the child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly. We encourage the children to take ownership of their outcomes and talk openly about what they want to achieve and how they want to achieve it.

A small percentage of children with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan**. An EHC assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.

### **How we adapt the curriculum and learning environment for children and young people with SEN**

Most children at our school will have their special educational needs met through excellent classroom practice. This is called **Quality First Teaching**. Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement (differentiation, intervention strategies, individual and group support.) We use Essex Ordinarily Available to support meeting all of our pupils individual needs. Such planning will mean that most pupils with SEN and disabilities will be able to study the full National Curriculum.

Where the class teacher identifies that high quality teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCO. If required, the child is given **Additional School Intervention Support (ASI)** which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a one plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs.



The SENDCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Staff at Shenfield St Mary's have experience of dealing with a wide range of specific learning difficulties. We have a specific SEND Interventions HLTA (Mrs Knightbridge.)

A child who, despite having extra provision is still failing to make significant progress, may be identified as having **Higher Needs**. Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Specialist teacher visits (Inclusion Partner liaison)
- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- Specialist Community Health Visitor involvement
- Assessments and monitoring to ensure appropriate intervention and access to learning □ 1:1 Support

If a parent/carer wishes to appoint a therapist privately we encourage parents to share the specialist's findings with the school. It is not common practice for private agencies/therapists to pass on their reports directly to schools.

It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.

### **Specialist equipment and site adjustments**

We are committed to ensuring that children and young people with SEN are enabled to engage with activities available with children in the school who do not have SEN. The school has a range of equipment to ensure access to both the curriculum and the school site. There are disabled toilets, ramps and writing aids. In accordance with the *Equality Act (2010)*, we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage. More information can be obtained by contacting the SENDCO.

FM systems for our hearing impaired pupils are provided by the LA but are the responsibility of the school. The school link Hearing Impaired Specialist Teacher visits the school to ensure all the equipment is working correctly and can be contacted if equipment fails.

### **Transition between phases of education**

The school works closely with parents and other schools to ensure that transition meets the needs of the pupils in our care. A number of strategies are in place to enable pupils' effective transition into our school and on to secondary school.



A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September. Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENDCO meets with all new parents of pupils who are known to have SEN to allow concerns to be raised and perceived challenges to be anticipated prior to entry. If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

To support transition to Key Stage Three, secondary schools provide several opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the secondary school's websites. The annual review in the autumn term of year 6, for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.

### **Support for Emotional and Social Development**

At St Mary's our work is underpinned by our school values:

FORGIVENESS - TRUST - RESPONSIBILITY - RESPECT - THANKFULNESS - JUSTICE - HUMILITY

The children have opportunities to contribute and share their ideas as part of the school council. They learn about democracy, working as a team and supporting their peers.

We have a positive approach to managing behaviour with class reward systems, in daily worship and assembly including a school values and a celebration assembly every week to mark the academic, sporting and social achievements of the children.

Where children struggle to regulate their emotions and/or social development we can implement additional interventions, including SMART Thinking. In addition to this, we make successful referrals to Kids Inspire to deliver therapy sessions to some of our high priority children.

We work in partnership with a wide range of external agencies to access advice to support the emotional and social development needs of our SEN children. This includes educational psychologists, occupational therapists, speech and language therapists, school nurses, EWMHS, social services, medical professionals and the Families First team. We work with the Multi Schools Council to develop resilience skills.

### **Arrangements for pupils with SEN undertaking tests**

Where a child is able to access the SATs tests a number of additional arrangements can be put in place to support them:

- Additional time
- Rest breaks
- A reader



- A scribe
- Adapted papers

### **How we evaluate the effectiveness of SEN provision**

We evaluate the effectiveness of SEN provision through monitoring impact and pupil progress. As a school we carry out 'Triangulation Monitoring' lesson observations, book looks and pupil perception. We also carry out pupil and parent surveys which cover the quality of teaching and learning and SEN provision. Feedback is used to inform future planning.

### **The SEND team contacts**

SENDCO – Hannah Jones

Works two days per week within the school. She is contactable in person by phone or email:

01277 221249 [admin@shenfield-st-marys.essex.sch.uk](mailto:admin@shenfield-st-marys.essex.sch.uk)

Hannah Jones is a highly knowledgeable and experienced teacher of over 20 years. She achieved her Special Educational Needs Co-ordination Award with Cambridge University in 2011 and more recently her Advanced SENDCO Award. Hannah regularly meets with senior staff, teachers, LSAs, families, pupils, governors, and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. She is responsible for, with the Head of School and Governors, determining the strategic development of SEND policy and provision.

The Governing Body demonstrates good financial management; thus the building and resources are fit for purpose and fully inclusive.

The Governing Body (GB) has a contingent of Parent Governors – the GB as a whole regularly communicates with and seeks views of parents and pupils. The SENDCO has termly focus visits with the Inclusion Governor and the discussions/findings are reported to the Full Governing Body three times a year.

The specific SEND Governors role is to regularly support and challenge the SENDCO about the provision for SEND pupils.

Parental and pupil views are sought via questionnaires and face-to-face at review meetings.

**Brentwood Collaborative Partnership** Shenfield St Mary's 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 our current directory. 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 and Grove House (Special Schools). They are able to provide training and advice for staff and parents as an outreach service to our school.



**Behaviour and Pastoral Group (BAP)** – Liz Bundy (Head of School) is the primary representative for this local group of Secondary Brentwood schools, who meet half termly to discuss and share resources linked at safeguarding and behaviour.

Working in Partnership with Families

Building relationships with parents is a key part of our working practice. Parents may access professionals in the school at any point through email, telephone conversations and arranged meetings. Parents are able to discuss issues with teachers informally after school, at two formal parents' evenings and an informal celebration evening. Parents/carers of children and young people with SEN will have contact from the school at least once per term to ensure that their child's progress is understood and the ways to support their child are decided and clear. We encourage parents to contact the school at their earliest convenience if they have any questions or need some information.

Our pupils are at the heart of what we do and we ensure that their voice is paramount in what we do with and for them. We use a range of techniques to enable our students to tell us what their issues are and the best ways we can help and support them. Meetings with the SENDCO are based around person centred techniques, meaning that the child's views are listened to and valued.

The school is committed to working with parents to ensure the needs of our pupils are met.

There are many other agencies that parents can access for support, including:

Essex Local Offer [New Essex Local Offer website | Essex County Council](#)

SNAP [www.snapcharity.org](http://www.snapcharity.org) 01277 211300

Local GP Surgery

Local Library

Larchwood Gardens Family Hub 0300 247 0013

Brentwood Healthy Family Team 0300 247 0013

Families in Focus [Families in Focus | Courses for Parents, Hertfordshire](#)

Children's Integrated Therapies [www.nelft.nhs.uk/services-essex-childrens-integrated-therapies](http://www.nelft.nhs.uk/services-essex-childrens-integrated-therapies) 0300 300 1555

InterAct [www.interact.org.uk/about/about-us](http://www.interact.org.uk/about/about-us) 01245 608201

SENDIAS [SENDIASS Home - Kids](#)

We endeavour to ensure that our service to parents and pupils is the best we can provide. However, if you feel this is not the case we operate an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding. A parent's first port of call is to arrange a meeting with the class teacher. If



necessary, they would then contact the SENDCO, after which, the matter would progress to the Head teacher. In the unlikely event that the matter is not concluded, the complaints procedure can be read on the school website, or a copy is available in the school office on request.

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In the unlikely event that the matter is not concluded, the complaints procedure can be read on the Trust website, or a copy is available in the school office on request.