

Engayne Primary School – SEN Information Report

Provision or Resource	Staffing and Organisation	How is this funded	Accessed by?
<p>Children on School Support. Progress of all children in the school is monitored termly to assess their progress in Maths, Writing (including spelling ages) and Reading (comprehension and reading age). In addition to this, the Special Educational Needs Coordinator meets with each class teacher each term to discuss any children who are significantly below the expected level for their age group. Primarily, a child’s individual needs will be met by quality first wave teaching but if the child needs an intervention that is different from the other children in their class they will be added to the SEN register and a SEN ‘passport’ will be written identifying their additional needs, setting achievable goals and it will specify the extra support that they will get both at school and home.</p>	<p>The intervention named on the passport will be provided by either the class teacher or a teaching assistant. Each class has a Teaching assistant for part of their timetable who will also be able to support Children on school support during lesson time.</p> <p>There will be an ongoing assessment completed by the Teaching assistant and the class teacher which will be a running record showing when they were taught, achieved, maintained and retained a target. The SENco will monitor these assessments as well as their general progress at the Pupil Progress Meetings held termly.</p>	<p>School SEN Budget</p>	<p>Children who are significantly below their expected levels will be referred to the SENco by the class teacher, either at the Termly Pupil Progress meetings or at any other time during the term. Teachers will complete a referral form and then meet with the SENco. The class teacher will meet with parents to share the passport and the child will be added to the SEN register.</p>
<p>Children with disabilities The needs of children with a disability are assessed on an individual basis.</p>	<p>Teaching assistants are allocated to support children with disabilities.</p>	<p>School Budget</p>	<p>Children with Disabilities.</p>

<p>Accessible classrooms are available for children with physical needs in each year group. Step free (and less congested) access to the Key Stage 2 playground is available for children who need it.</p> <p>Toilets have been adapted for specific needs and a disabled toilet is available.</p> <p>There is a changing table in the KS1 medical room for children who have a disability that means they have to wear a nappy.</p>			
<p>After School Activities and Trips for children with SEND</p> <p>Trained members of staff accompany children with SEND on all school trips and where necessary staff remain on site for after school clubs run by the school.</p>	<p>Trained teaching assistants or Teachers</p>	<p>Parents are invited to make voluntary contributions toward school trips during school time. There is a charge for some after school clubs, if it is run by an independent organisation.</p>	<p>If a parent has concerns about a child attending a club because of their Special Educational Needs, they should arrange to discuss this with the SENco</p>
<p>Speech and Language</p> <p>Speech link</p> <p>Identified reception children are screened on entry. Identified children then follow a programme with their Class TA. They are reassessed in April and July and taken off the programme when they are able to create the sound in isolation.</p> <p>Infant Language Link</p>	<p>Assessments are carried out by a specialist teaching assistant. The programmes are run by the class teaching assistant.</p>	<p>School Budget</p>	<p>Children who are identified as having Speech or Language delays.</p>

<p>Identified children are screened using this computer programme on entry in reception. The programme highlights any children who have a delay in language and the specific areas of delay. They are then put into small groups, according to their area of need, to work on a language programme.</p> <p>This means that we are able to identify specific difficulties early and support the children before they need the support of a Speech and Language Therapist.</p> <p>Junior Language Link.</p> <p>Junior Language Link assesses more complex concepts such as complex sentences, inference and deduction. At the end of Year 2, class teachers identify any children they think should be assessed using language link. Then in the Autumn term of year 3 these children, alongside any additional children identified by the Year 3 teachers are assessed and programmes run for those with delays. In addition to this children from any year group are assessed throughout the year if a concern arises.</p> <p>Speech and Language Therapy</p>	<p>NHS Speech and Language Therapist Advisory Teacher for Speech and Language SENco</p>	<p>Health Budget.</p>	<p>Children who do not make progress on the speech and language programmes or have a significant speech or language delay. This</p>
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<p>The Speech Link and Language Link are usually very successful but if a child does not make sufficient progress using these programmes then they will be referred to a Speech and Language Therapist. The therapist will assess them and set an individual care plan. This will be followed in school – led by a teaching assistant.</p> <p>Language targets are included on a child's passport if they are on the SEN register.</p> <p>Two caseload meetings are held a year when the SENco meets with the Speech and Language Therapist and the Advisory Teacher for Speech and Language.</p> <p>The SENco feeds back on evaluations of current care plans, new cases are referred and dates of individual reviews are set.</p>			<p>service can only be accessed by children living in Havering.</p>
<p>Outside Agencies Educational Psychologist Occupational Therapist Child and Adolescent Mental Health Service</p>	<p>Educational Psychologist – If a child does not make progress despite receiving an individualised programme and/or concentrated support for a considerable period of time and the child continues to have significant needs that are not being met by current provision, advice will</p>	<p>School Budget</p>	<p>Educational Psychologist – If a child does not make progress despite receiving an individualised programme and/or concentrated support for a considerable period of time and the child continues to have significant needs that are not being met by current provision, advice will</p>

	<p>be sought from the Educational Psychologist.</p> <p>If children are under an Occupational Therapist, the therapist will advise the school how best to support the child. If the school has concerns about a child's motor skills they will follow the intervention created by the Occupational Therapist, before considering referring a child. The school can only refer children who live in Havering. Children living outside the borough will need to be referred through their GP or paediatrician.</p> <p>The SENco can seek advice from the Child and Mental Health Services through their drop in sessions. A child with significant mental health issues can be referred to the service through their GP, paediatrician or through the school. The Child and Mental Health Service will assess whether the child meets their thresholds.</p>		<p>be sought from the Educational Psychologist.</p> <p>If children are under an Occupational Therapist, the therapist will advise the school how best to support the child. If the school has concerns about a child's motor skills they will follow the intervention created by the Occupational Therapist, before considering referring a child. The school can only refer children who live in Havering. Children living outside the borough will need to be referred through their GP or paediatrician.</p> <p>The SENco can seek advice from the Child and Mental Health Services through their drop in sessions. A child with significant mental health issues can be referred to the service through their GP, paediatrician or through the school. The Child and Mental Health Service will assess whether the child meets their thresholds.</p>
<p>Children with Social Communication Difficulties. Social Communication groups are run in year groups where there is a need. Reception children follow the</p>	<p>The social communication groups are made up of up to four children and are run by teaching assistants. They take place weekly for a set period of time.</p>	<p>School Budget</p>	<p>Children with Social Communication Difficulties. Children do not have to have a diagnosis of Autistic Spectrum Disorder to access these facilities.</p>

<p>'Time to talk' programme and then the 'Talk About' programme is followed.</p> <p>A Key Stage Two Social Club is run at lunchtimes. This group allows children to practise some of their social skills such as turn taking under the supervision of a Teaching assistant. It also breaks the lunchtime up in to smaller chunks as children spend part of their time in the playground, eating lunch and attending social club.</p>	<p>Children identified as having Social and communication difficulties will be added to the social club register.</p>		
<p>Provision described on statements of Special Educational Needs/ EHC plans.</p> <p>Provision will be provided as stated on the statement or EHC. This may include assessments and advice given by Speech and Language Therapists, Occupational Therapists, Physiotherapist or any other specialist services. The support will be provided by teaching assistants and the class teacher.</p>	<p>There are currently five children with statements of Special Educational Needs.</p>	<p>High Needs Budget</p>	<p>The majority of children with Special Educational Needs or disabilities will have their needs met within the school, however if a child needs long term support that is additional to or different from what is available to them at school a statutory assessment, which could lead to an Educational, Health Care Plan, will be carried out. The school will consider applying for this if the child is significantly below where they should be and not making progress or if extra support is needed.</p>
<p>Support for children with Social Care Needs</p>	<p>Looked after Children will have a designated teacher. A PEP meeting will take place in school where targets will be set for the child, previous targets assessed and the</p>	<p>Pupil Premium</p>	<p>The designated teacher will liaise with the social worker and virtual head-teacher from the Looked After Child's local authority.</p>

	<p>best use of the pupil premium money discussed. These meetings are usually attended by the designated teacher, the carers, the social worker and any other significant agencies. The designated teacher will also attend the review meetings held termly.</p>		
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