



# Engayne Primary School

## SEND Information Report

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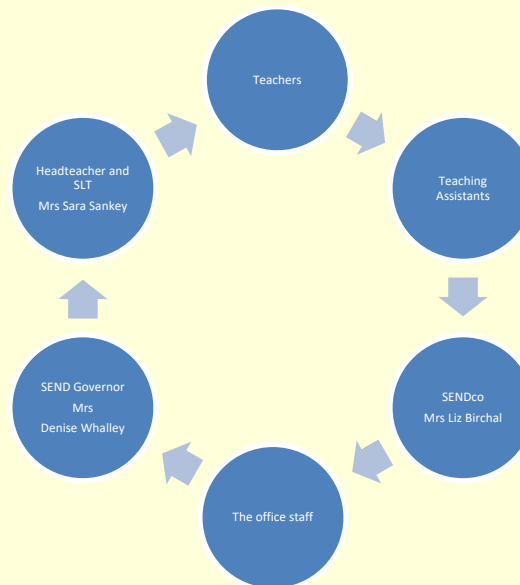
# THE STAFF

The class teacher endeavours to build positive relationships with all the students and promote their wellbeing and engagement. If you have any concerns regarding your child's development, please talk to their class teacher and likewise they will communicate any concerns they have with you.



Mrs Sankey is the Head teacher and oversees the progress and intervention for all the children.

Mr Moss is the SEND Governor.



Teaching Assistants work across the year groups at Engayne. They run interventions and support children in the classroom.



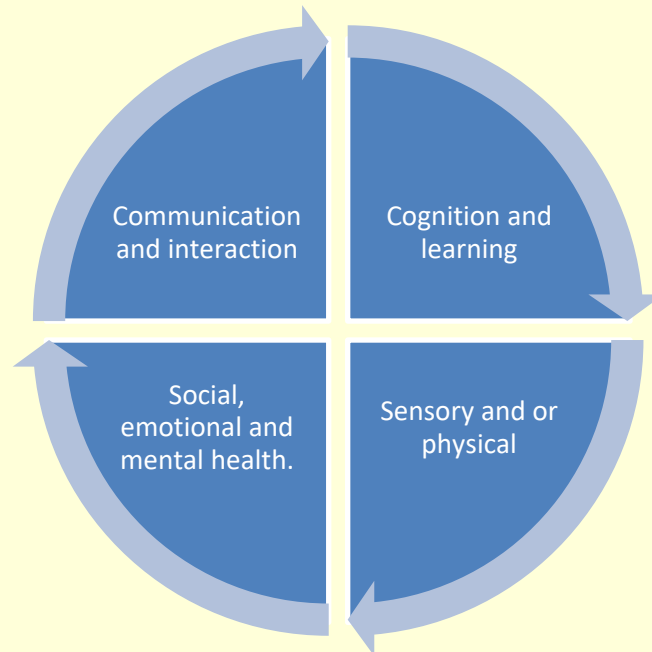
Liz Birchall is the SENDco. She oversees all of the SEND provision by liaising with teachers, teacher assistants, parents and outside agencies; providing training and monitoring intervention and progress.



Mrs Moore is the SEND admin support.

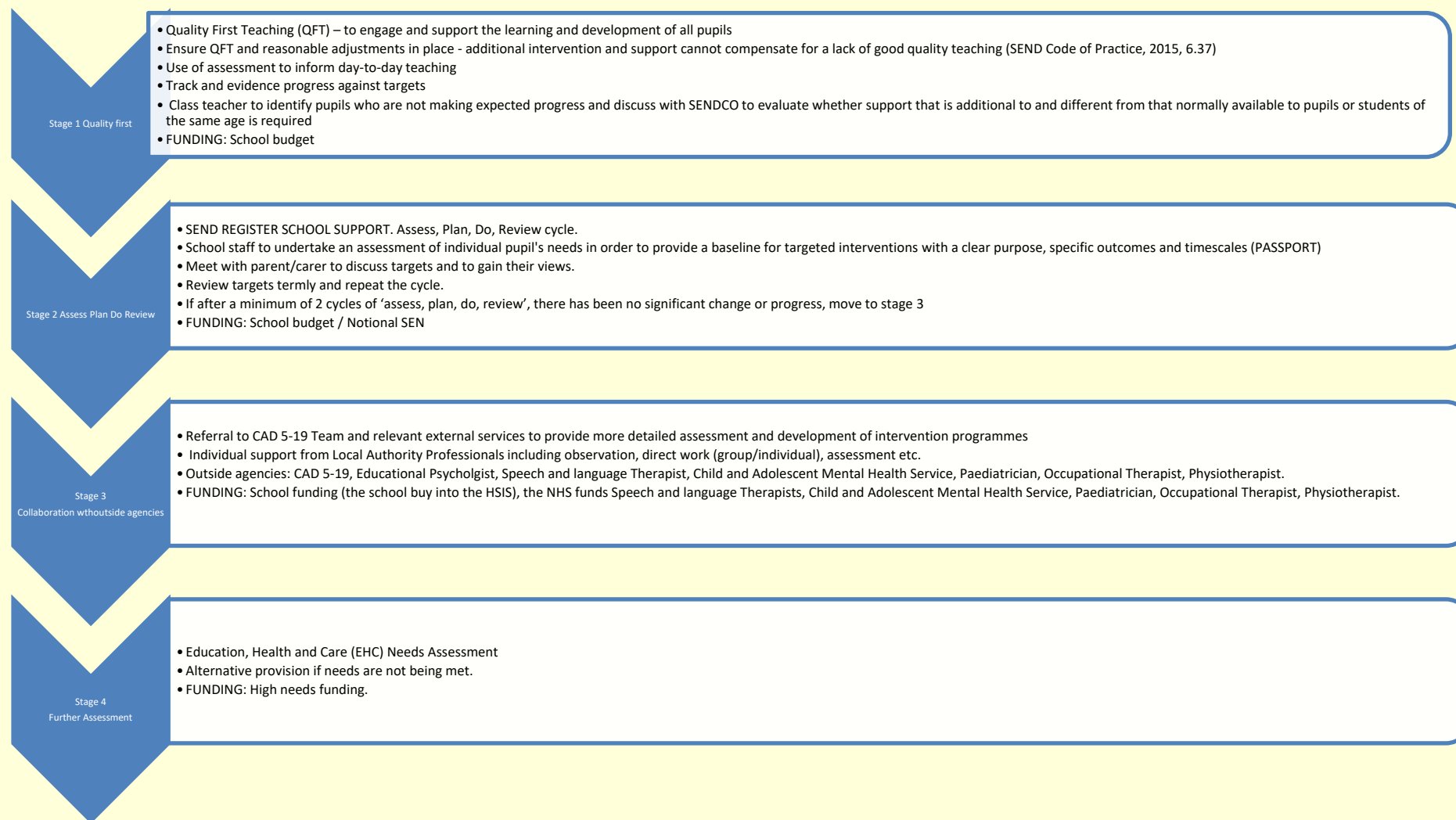
## THE FOUR BROAD AREAS OF NEED

The SEND Code of Practice 2014 identified four main areas of need:



At Engayne, we identify and support children across all four areas of need.

# THE GRADUATED APPROACH FOR SEND PUPILS



# HOW DO WE IDENTIFY AND ASSESS CHILDREN WITH SEND?

## Benchmarking and data.

- Ongoing teacher assessments and testing are used to identify next steps in learning can be. The type of assessment changes depending on the year group they are in.
  - Reception - baseline assessment
  - Y1 Phonics Screening Test
  - Y2 Key stage one SATs and Phonics Screening Test
  - Y3-5 - NFER assessments
  - Y4 Multiplication Tables Check (MTS)
  - Y6 - Key Stage 2 SATs
- Each child's progress is discussed at termly benchmarking meetings with the class teachers and the Senior Leadership Team. Different strategies and interventions are put in place to help each child make good progress.
- At Parents' Evening, parents will be updated with their child's progress and if they are working at, below or above the expected level for their year group. If a child requires support that is additional to or different from other children in the class the class teacher will discuss putting the child on the Special Educational Needs Register.

## Pupil Progress Meetings

- These meetings take place regularly between the class teachers and the SENDco. The progress of specific groups (Special Educational Needs, English as an additional Language, Health Care plans) are discussed and monitored. For children on the Special Needs register, specific targets are set for their passports and suitable interventions planned. During these meetings class teachers raise concerns about needs of other children in the class and strategies are put in to place to support these children. If the child needs support that is different to the rest of the class, a passport is written.

## Screening

- In Reception, class teachers highlight children to be screened for any delays in speech development.
- In Year 1, class teachers highlight children who are then screened for any delays in language development.

## WHAT DOES IT MEAN IF MY CHILD IS ON THE SEND REGISTER?

Many children in school, of all different abilities, receive extra support to help them to fulfil their potential. Teachers remove barriers to learning by using a range of strategies (scaffolding work, different groupings, explicit instructions, cognitive and metacognitive strategies and using technology). In addition to this, groups go out to work on specific skills, such as reading, writing, handwriting or maths skills. Teachers and Teaching assistants focus on specific children within a lesson to help them move on to the next stage. Teachers give the children feedback that they have to respond to, so they can improve their work.

All children learn at a different pace. If a child needs support that is different from or additional to the support provided in class, they are put on the SEND register and specific targets and provision are put in place (See the process on the following page)

Trained members of staff accompany children with SEND or medical needs on school trips. Individual needs and support will be planned for each trip and will form part of the risk assessment. Support will also be put in place for before/after school clubs run by the school. If your child attends a club run by an outside provider, please liaise directly with them and inform them of your child's needs.

# THE SEND REGISTER PROCESS

## CLASS TEACHER DISCUSSION

- If we feel that your child would benefit from going on the SEND register the class teacher will initially discuss this with you.

## SEN MEETING

- You will then be invited in to meet with the SENDco and the class teacher.

## SEND REGISTER

- If you are in agreement, your child will be put on the SEND register. This is recorded on our database - SIMMs. A child would not be put on the SEND register without the parent's agreement.

## PASSPORT

- A passport / learning plan will be written for your child on Edukey Provsion Map. This outlines your child's needs, strategies and interventions in place and the targets for the following term. Some children may have a 5P plan instead of a passport.


## TERMLY REVIEWS

- Each term, you will be invited to a review meeting with the class teacher and the SENDco. This is instead of the parent's evening meeting. The targets set at the last meeting will be reviewed and new targets and interventions set. We will discuss whether your child needs to remain on the SEND register or not.



# PASSPORT EXAMPLE

2. ENGAYNE SEN PASSPORT standard for name of child



## 2. ENGAYNE SEN PASSPORT standard for NAME OF CHILD

Date of birth: XX/XX/XX   Gender: XXXX   Tutor group: XX   Year group: X

Teacher: CLASS TEACHER NAME   Start date: X/X/XX   Review date: X/X/XX   Plan number: X

**Provision**

**Additional Support / Provision (Intervention/adaptations)**  
A LIST OF ANY ADDITIONAL SUPPORT OR PROVISION IN PLACE FOR YOUR CHILD.

**It would help me if you could (HQT)**  
Teach and promote meta - cognition.  
Plan and provide scaffolding that allows independence.  
Provide the least help first.  
Appropriately timed feedback that moves learning on.

2. ENGAYNE SEN PASSPORT standard for name of child   2

### PROFESSIONALS (LIST OF INVOLVEMENT FROM OUTSIDE AGENCIES)

ADVISORY TEACHER /ASSISTANT: N   CAMHS /PAEDIATRICIAN: N   COUNSELLING: N   EDUCATIONAL PSYCHOLOGIST: N   OCCUPATIONAL THERAPIST /PHYSIOTHERAPIST: N   SCHOOL NURSE: N   SENDCO: N

### Plan (SPECIFIC TARGETS FOR SPECIFIC NEEDS)

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
THIS COULD BE EITHER: 1) COGNITION AND LEARNING 2) COMMUNICATION AND INTERACTION 3) PHYSICAL / SENSORY 4) SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	THIS IS THE LONGER TERM TARGET	THIS IS WHAT WE EXPECT TO HAVE BEEN MET BY THE REVIEW DATE	WHAT WILL HAPPEN TO HELP THE CHILD MEET THE TARGET	
TARGET 2	TARGET 2	TARGET 2	TARGET 2	
TARGET 3	TARGET 3	TARGET 3	TARGET 3	

# COMMUNICATION AND INTERACTION

## Stage 1 Quality first

- Reception children will be encouraged to develop their communication through the Early Years Curriculum.
- Pupils will follow the national curriculum spoken language (<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#spoken-language--years-1-to-6>)
- Class teachers will monitor the children's progress and differentiate tasks to meet the needs of the children.

## Stage 2 Assess Plan Do Review School Support

- SPEECH - In EYFS and KS1, if a child is observed to be having difficulty with articulating sounds they will be assessed using the speech link programme. Recommended programmes will be delivered by a teaching assistant.
- LANGUAGE LINK- In EYFS, in class intervention will be put in place for children whose language is significantly below the expected level. In Year 1, identified children will be assessed using Language link and recommended programmes will be followed.
- Language interventions: Colourful semantics, language for thinking, Black sheep press and Language Link.
- Interaction - social communication groups support the development of social skills across both key stages. The school uses a range of programmes including 'Time to talk'

## Stage 3 Collaboration with outside agencies

- CASELOAD MEETINGS - the SENDco attends caseload meetings twice a year with the Speech and Language Therapist (SALT) and Advisory Teachers. the school is allocated visits for the pupils with the highest needs. Pupils are assessed / reviewed. Targets are set and form part of the pupil's learning plan /passport.
- PAEDIATRICIAN REFERRALS - will be made (with the parent/carer's agreement) where there are significant concerns about a child's development.
- Advisory teachers - Advice will be sought via the 'gateway form' if pupils are not making expected progress for social or language development. An advisory teacher will observe and advice strategies that will be added to the child's passport.
- Recommendations from professionals will be transferred to a pupil's passport and will be reviewed termly.

## Stage 4 Further Assessment

- For pupils with significant needs, normally in the lowest 5th percentile, an EHCP application will be made to fund extra support for the child.

# COGNITION AND LEARNING

## Stage 1 Quality first

- Teachers plan lessons that are appropriate to the needs of the children in the class. Teachers remove barriers to learning through a range of strategies including scaffolding, explicit instructions, cognitive and metacognitive strategies, flexible grouping and technology so it is both challenging and achievable. Pupils will be taught strategies to help them become independent learners. At times, teachers will be supported by a teaching assistant who will provide 'helicopter support' so the child is both supported and able to develop independent learning strategies. Teachers receive training on meeting the different needs of the pupils in their class.

## Stage 2 Assess Plan Do Review

- Interventions are in place for pupils who need support that is additional to and different from the rest of the class. Data from additional assessments will inform the planned intervention. Word Reading interventions will progress through the 'Bug Club Phonics' and high frequency words. Precision Teaching is frequently used from Reception to Year 4 and 'Toe by Toe' for Y5 and Y6 for sound and word recognition. Phonological Awareness Training is taught alongside the sounds to develop the skills of blending and segmenting. Reading comprehension intervention, such as reading for meaning and bug club, will run alongside these interventions. Interventions for maths will focus on number recognition, formation and correspondence; times tables knowledge and the four operations.

## Stage 3 Collaboration with outside agencies

- Educational Psychologist - The school is allocated 3-6 assessments per year and these will be used for the children with the highest need based on their progress and level of development.
- Advisory Teachers (CAD5-19) - advice can be sought to develop interventions.
- Recommendations from professionals will be transferred to a pupil's passport and will be reviewed termly.

## Stage 4 Further Assessment

- An EHCP will be applied for if a child needs more support than can be provided at SEND support. A child on an EHCP plan may follow an individualised curriculum. Targets from the EHCP will be broken down to create their passport targets. These will be reviewed termly. An annual review will take place.

# SOCIAL, EMOTIONAL AND MENTAL HEALTH

## Stage 1 Quality first

- Pupils (and staff) are encouraged to look after their social, emotional and mental well being by following the five steps: connect, be active; get creative; give to others and be mindful
- Pupils are encouraged to build resilience through the schools PSHE curriculum.
- Staff work hard to develop relationships with pupils so they are able to communicate their worries and concerns. Each class has a worry box or monster.
- Class teachers liaise with parents regarding any concerns.
- Kindness ambassadors, school council and play leaders all work hard for the emotional well being of the children. OPAL (Outdoor Play and Learning)

## Stage 2 Assess Plan Do Review

- Pupils with more significant needs will have targets on either a passport, a SP plan or a behaviour plan. Please see Engayne Behaviour Policy.
- The school and parents will try to assess what triggers are provoking negative behaviours and put support and intervention in place to reduce or replace these behaviours with more positive/acceptable ones.
- Some children will take part in the ELSA (Emotional Literacy Support Assistant programme) to develop resilience and coping strategies.
- Wellbeing groups run in each year group and work to build greater self esteem and develop resilience.

## Stage 3 Collaboration with outside agencies

- Educational Psychologist will assess children with significant needs and advise strategies.
- Attendance, Behaviour and Traveller Support Service - will observe, support and advise.
- CAMHS referral.
- Early Help referrals will be made to support vulnerable families

## Stage 4 Further Assessment

- EHCP application for funding for additional provision beyond the schools resources.
- Children who are looked after will have a designated teacher.
- Children on a 'Child in Need' or 'Child Protection' plan will have a member of the safeguarding team attached to their case and they will work with the social workers and parents/carers.
- If despite all of the above support, there are serious or persistent breaches of the school's behaviour policy, **and** if allowing the pupil to remain in school would seriously harm the education or welfare of others than the Headteacher or SLT will consider excluding the pupil. Please refer to the schools exclusion policy.

# SENSORY AND PHYSICAL NEEDS

## Stage 1 Quality first

- Class teachers will be aware of the needs within their class and will arrange their classroom to best meet the needs of those pupils.
- The school has ground level classrooms for each year group to improve accessibility. Disabled toilets in KS1 and main building. Height adjustable sink in the Garden room. Adjustable changing table in KS1.
- Refer to the accessibility plan.

## Stage 2 Assess Plan Do Review

- Pupils with specific sensory or physical needs will have their needs met through either a One Page Profile, Health Care Plan, 5P plan or a Pupil Passport.
- Each of the above will make the need clear and give instructions on what measures need to be in place so that the child is able to attend school and feel safe, comfortable and happy.
- Support and intervention is planned on an individualised basis but some examples are 'Happy Hands' for fine and gross motor skills, TACPAC for sensory and 'Start to Write'.

## Stage 3 Collaboration with outside agencies

- School Nurse - writes the Health Care plans for pupils where medical conditions are long-term and complex and require specific management.
- Occupational Therapists and Physiotherapists - give advice for schools to follow. This information will be transferred to a pupils passport if they are on the SEND register or on to a one page profile if not.

## Stage 4 Further Assessment

- EHCP application for funding for additional provision beyond the schools resources.

## Medical Needs (see Engayne Medicines Policy)

At Engayne Primary School children with medical conditions, in terms of both physical and mental health, will be appropriately supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. Children with medical conditions will be encouraged and supported to access and enjoy the same opportunities at school as any other child.

The school uses a digital system called 'Medical Tracker' to record and monitor medical needs, medication use and other incidents.

### Health Care Plans / Individual Health Plan

These are written by the school nurse in collaboration with the parent/carers and school. They give clear instructions about how to manage the condition and, where appropriate, how to administer emergency medication. A copy of the HCP is kept in the medical room, the office file, with the child's medication and in the class confidential file. It is the parent's /carer's responsibility to provide medication and ensure it is kept in date.

### One Page Profile.

These are written by the school and parent/carers for long term conditions that do not require a Health Care Plan. They are used to ensure that staff are aware of any adaptations that may need to be made because of a child's health. A copy of the OPP is kept in the medical room, the office file and in the class confidential file

### Asthma

Asthma pumps are kept in the medical room. The school holds emergency asthma pumps in case a child's own asthma pump fails to work. The emergency asthma pumps can only be used for children who have a prescribed asthma pump. If a child has an asthma pump in school, a consent form must be completed by the parent/carers. Parents must also complete a consent form for the emergency asthma pump. It is the parent's /carer's responsibility to provide medication and ensure it is kept in date.

### Form 3B

This form must be completed if a child needs to take medication in school. The school will only give medications in their original containers. Medication will only be administered if it would be detrimental to a child's health or attendance not to do so.

## INVOLVING PARENTS AND PUPILS

**PASSPORT MEETINGS** - If your child has a passport /learning plan, once a term you will be invited to meet with the SENDco and the class teacher. This will replace the parents evening meeting. It is a longer session where you will be able to give your views on the targets, provision and progress. However, if you have any concerns don't wait for the meeting, please let the class teacher or SENDco know. We can then look into how we can support your child differently. You can contact us via email '[contact@engayne.co.uk](mailto:contact@engayne.co.uk)' or by phoning the school office and leaving a message (01708 223492).

**HEALTH CARE PLAN MEETINGS** - initially parent/carers will meet with the school nurse to write the HCP. Each year you will be asked to review the HCP. If any changes need to be made, you will be invited in for a meeting with the school nurse. Please keep us up to date with any changes to your child's health needs.

## LOCAL OFFER LINKS

To find out more about what support is available for children with SEND please click on the link below:

<https://familyserviceshub.havering.gov.uk/>



