



Engayne Primary School SEND Information Report

CONTENTS PAGE

Page Number	Content
3	The Staff
4	The four main areas of SEND
5	The Graduated Approach for children with SEND
6	Identifying and assessing children with SEND
7	What does it mean if my child is on the SEND register.
8	The SEND register process
9,10	Passport Example
10	Communication and Interaction
11	Cognition and Learning
12	Social, Emotional and Mental Health
13	Physical and Sensory
14	Medical Needs
15	Involving Parents and pupils
16	Links to Local Offers

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.


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

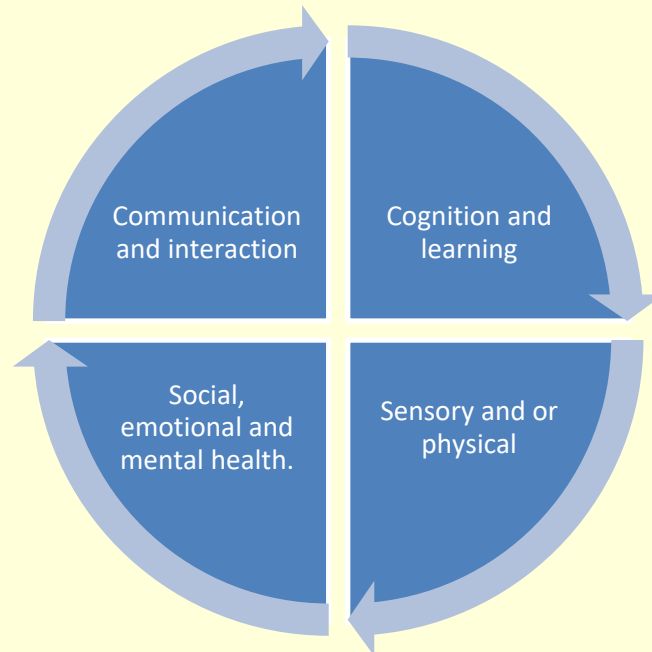
Mr Moss is the SEND Governor.



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 (MTC)
 - 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.

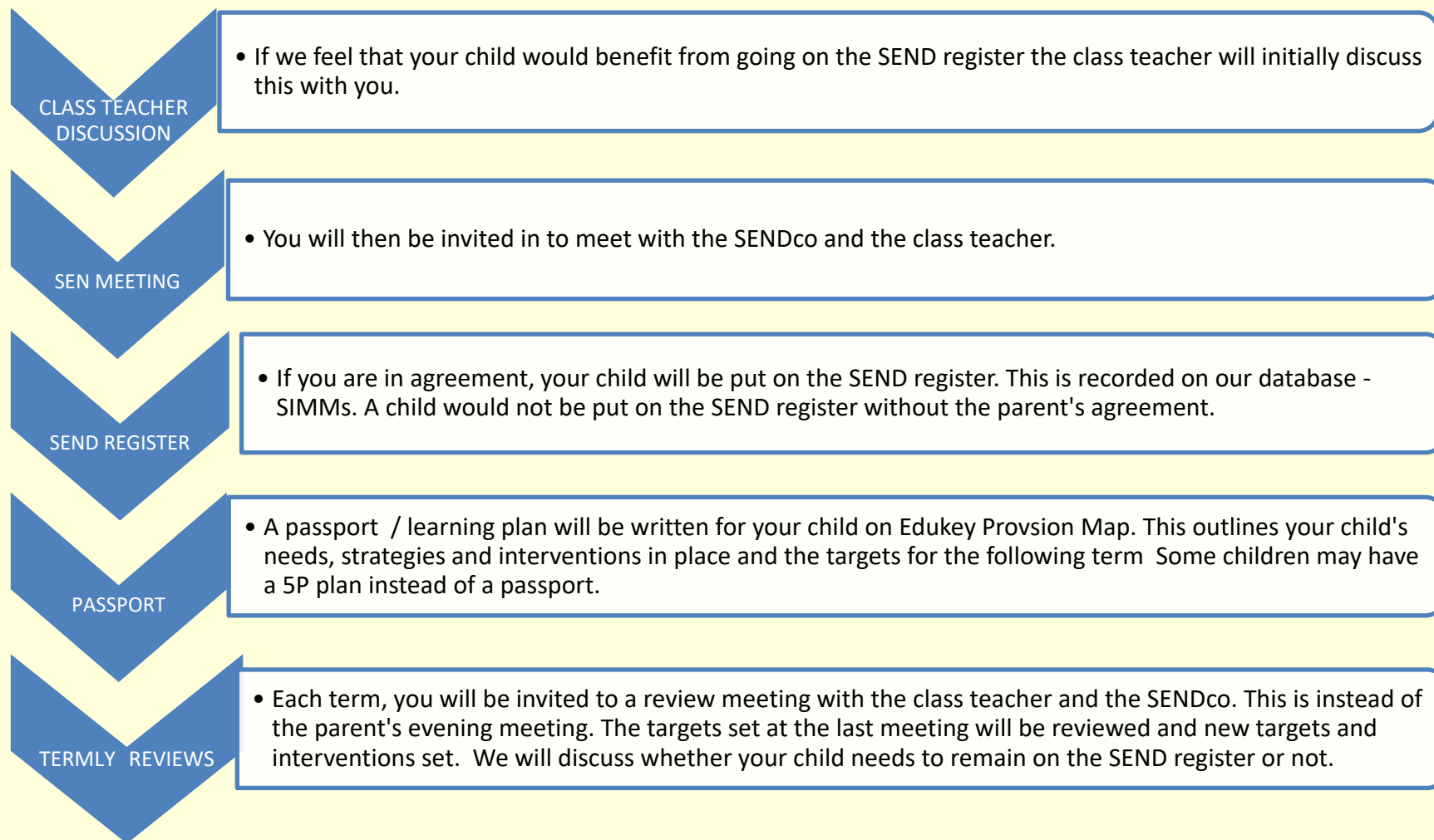
WHAT DOES IT MEAN IF MY CHILD IS ON THE SEND REGISTER?

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



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 1

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 YEAR 1, 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 meta-cognitive 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 class first aid box . 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/carer. 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' 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/>

COMPLAINTS PROCEDURE

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Engayne Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

In the first instance, please discuss your concern or complaint with either the class teacher or SEND co.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Engayne Primary School will attempt to resolve the issue internally, through the stages outlined within the school's complaints procedure and outlined below.

Stage 1

Formal complaints must be made to the headteacher (unless they are about the headteacher), via the school office. This may be done in person, in writing (preferably on the Complaint Form), or by telephone.

The headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days.

Within this response, the headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The headteacher can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The headteacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the headteacher will provide a formal written response within 10 school days of the date of receipt of the complaint.

If the headteacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Engayne Primary School will take to resolve the complaint.

The headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 1.

If the complaint is about the headteacher, or a member of the governing body (including the Chair or Vice-Chair), a suitably skilled governor will be appointed to complete all the actions at Stage 1.

Complaints about a member of the governing body must be made to the Clerk, via the school office (we would seek support from the LA and Governor services).

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or
- the majority of the governing body

Stage 1 will be considered by an independent investigator appointed by the governing body. At the conclusion of their investigation, the independent investigator will provide a formal written response.

Stage 2

If the complainant is dissatisfied with the outcome at Stage 1 and wishes to take the matter further, they can escalate the complaint to Stage 2 – a meeting with members of the governing body’s complaints committee, which will be formed of the first three, impartial, governors available. This is the final stage of the complaints procedure.

A request to escalate to Stage 2 must be made to the Clerk, via the school office, within 5 school days of receipt of the Stage 1 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 10 school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The complaints committee will consist of at least three governors with no prior involvement or knowledge of the complaint. Prior to the meeting, they will decide amongst themselves who will act as the Chair of the Complaints Committee. If there are fewer than three governors from Engayne Primary School available, the Clerk will source any additional, independent governors through another local school or through their LA's Governor Services team, in order to make up the committee. Alternatively, an entirely independent committee may be convened to hear the complaint at Stage 2.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making their decision they will be sensitive to the complainant's needs.

If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 3 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 3 school days before the meeting.

Any written material will be circulated to all parties at least 3 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and Engayne Primary School with a full explanation of their decision and the reason(s) for it, in writing, within 5 school days.

The letter to the complainant will include details of how to contact the Department for Education if they are dissatisfied with the way their complaint has been handled by Engayne Primary School.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or
- the majority of the governing body

Stage 2 will be heard by a committee of independent, co-opted governors (we would seek support from the LA and Governor services).

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Engayne Primary School will take to resolve the complaint.

The response will also advise the complainant of how to escalate their complaint should they remain dissatisfied.

Next Steps

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education after they have completed Stage 2.

The Department for Education will not normally reinvestigate the substance of complaints or overturn any decisions made by Engayne Primary School. They will consider whether Engayne Primary School has adhered to education legislation and any statutory policies connected with the complaint.

The complainant can refer their complaint to the Department for Education online at: www.education.gov.uk/contactus, by telephone 0370 000 2288 or by writing to:

Department for Education Piccadilly Gate Store Street Manchester

M1 2WD.