



SPECIAL EDUCATIONAL NEEDS

School Information Report

John Bunyan Primary School & Nursery

Vision statement:

We believe that all students should be able to make the best possible progress at school and are committed to ensuring that the necessary provision is made for any pupil who has SEND.

We support pupils with SEND to be included in all aspects of school life.

What kind of Special Educational Needs (SEN) are provided for?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

- Special educational needs and provision can be considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and / or physical

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

- Teacher / LSA / SENCo identification through observation / marking
- Parent information concerns
- Tracking progress through intervention groups
- Assessment analysis (Target tracker/Pixl)
- Phonics screening
- Speech and language screen
- Early Years baseline assessments
- Little Wandle –phonics assessments
- Literacy assessments
- Maths assessments
- Ordinarily Available-Essex Provision Guidance
- Pre-school assessments and liaison between settings
- Therapists e.g. speech and language
- If children come into school with an Education, Health and Care Plan (EHCP)

Who is responsible for the Special Educational Needs provision in school?

- The SENCO is Mrs Michelle Thatcher
- The governor responsible for SEN is Mr Val Scott
- The family support worker is Ms Marion Powell
- The SEN administrator Mrs Lisa Attreed

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

- *Formal*
 - Termly Learning Conferences (parent / teacher learning reviews)
 - As part of the One Planning process (e.g. information gathering for One Page Profile / Family, Pupil and School: What's going well and not so well? / likes and dislikes etc.)
 - Parent consultation meetings with SENCO (at SENCO or parent request)
 - Annual reviews for children with an Education, Health and Care Plan
 - Parent meetings with professionals from outside agencies e.g. Speech and Language Therapist / Inclusion Partner / Educational Psychologist (EP)
- *Informal*
 - Discussion at the drop off/pick up times
 - Communication books (where appropriate)
 - Monthly opportunities to drop in for coffee and an informal chat

- Report Cards

What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

- As part of the One Planning process (e.g. information gathering for One Page Profile/ Family, Pupil and School: What's going well and not so well? / likes and dislikes etc.)
- Daily conversations with teacher / learning support assistant (LSA) / Higher Level Teaching Assistant (HLTA) / Special Educational Needs Co-ordinator (SENCO)
- Termly Learning Conferences
- Regular feedback from class teacher

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- As part of the One Planning process (e.g. information gathering for One Page Profile/ Family, Pupil and School: What's going well and not so well? / likes and dislikes etc.)
- Conversations with EP and/or Inclusion Partner (where appropriate)
- During Termly Learning Conferences
- As part of range of assessments available in school and by outside agencies including the Boxall Profile and Sandwell Assessment (maths)
- Teachers discuss pupil progress regularly during Phase Achievement Meetings
- Teaching and learning observations

What arrangements are there for supporting children and young people in moving between phases of education?

- *Pre-school to Foundation*
 - Planned transition programme (information sent to parents at the appropriate time)
 - Nursery visits by SENCO / key staff
 - Team around the family (TAF) meetings
 - Welcome meetings and "Home School Agreement"
 - School Tours (by appointment)
 - Transition visits
 - Transition books
 - Liaison with pre-school SENCO / SEND Operations (where relevant)

- *Foundation to Lower School*
 - Planned transition programme (including shared playtimes)
 - Visits to new class
 - Lower School teachers to visit Foundation children
 - Joint moderation
 - Foundation Stage / Year 1 teachers meet to discuss individual needs

- *Key Stage 1 – Key Stage 2*
 - Planned transition programme
 - Visits to new class
 - Year 3 teachers to visit Year 2 children
 - Transition books (where appropriate)
 - Joint moderation
 - Year 2 / 3 teachers meet to discuss individual needs
 - Opportunities for Year 2 to join Middle School play times

- *Key Stage 2 – Key Stage 3*
 - Liaison between the Special Educational Need Coordinators
 - Extra visits to secondary school (as required)
 - Parents encouraged to consider and visit a range of secondary schools to secure appropriate provision for their child
 - Support for parents when visiting secondary schools (as required)
 - Secondary SENCO to visit children in Year 6 (where possible)
 - Secondary SENCO to attend Year 6 summer term SEN meetings (where possible)

- *Moving between schools*
 - Liaison between the Special Educational Need Coordinators
 - Paperwork to be forwarded as soon as possible
 - Visit to school and opportunity to discuss needs with SENCO
 - Liaison with Statutory Assessment (where relevant)

What is the approach to teaching children and young people with Special Educational Needs?

- ‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (Code of Practice; May 2015)

- Graduated approach linked to assess, plan, do, review
- Quality First Teaching available to all
- SEN Support: additional support for those children who are not making progress through quality first teaching (e.g. targeted maths / English / social skills / speech and language interventions)
- Education, Health and Care Plan: additional funding to provide further support for a child with complex or severe needs
- What is SEN provision? “Provision that is **additional to** or **different** from that made generally for other children or young people of the same age.” (SEND Code of Practice: 0 – 25 years, May 2015)
- Relevant research based intervention programmes linked with Essex Provision Guidance (e.g. precision teaching)
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to specialist outside agencies
- SEND children **must** receive a broad and balanced curriculum

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

- Changes and adaptations to the physical environment
 - Ramps to make the site accessible
 - Toilets adapted for disabled users
 - Double doors in some parts of the building
 - High marking – making the edge of steps more visible
- Use of assistive technology
- Visual timetables / Task Planners
- All advice taken from EP and Inclusion Partners
- Specialist resources e.g. large print, coloured writing paper, reading overlays
- Evidenced based interventions to support learning (see Essex Ordinarily Available Guidance)
- Additional time to complete tasks (where appropriate)
- Sensory room available for children with sensory difficulties
- Additional opportunities to support language development e.g. support from trained Speech and Language LSA / Forest School visits (subject to availability, weather and individual risk assessment)
- Tree House/Nurture Group intervention (small group / high adult : child ratio)
- Playtime hover support (where appropriate)
- Access to the garden play area as appropriate
- Please see the following documents:
 - Equality policy (including Accessibility Plan)
 - Inclusion Policy

What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?

All staff have received some training relating to SEN and are trained to meet the specific needs of those in their care. Advice and training comes from a range of sources including:

- School SENCO
- School subject leads
- Educational psychologist / Inclusion Partner (LA SEND Team)
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist's advice
- Advice from CAMHS (Child and Adolescent Mental Health Service)
- Family support worker
- School based counsellor
- SENCo update meetings and specific training
- School nurse team
- Attendance of various training programmes organised by the local authority
- Training for specific interventions (from SENCO or specialist)
- Regular TA training

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

- End of year statistical analysis produced by the Local Authority. This is based on Early Years Foundation Stage (EYFS) results, Year 1 phonics test, Year 2 and 6 end of key stage SATs
- Target Tracker (data analysis / progress and attainment tracking software)
- As part of the One Planning process (e.g. information gathering for One Page Profile/ Family, Pupil and School: What's going well and not so well? / likes and dislikes etc.)
- Comparison against national age related expectations (ARE)
- Intervention monitoring
- Annual Reviews
- Parent Views / questionnaires
- Termly Learning Conferences
- Ofsted Inspections
- Annual school reports
- Inclusion Quality Mark

If appropriate progress has been made, children may be removed from the SEN register. If progress has not been made, outcomes, steps and / or provision will be reviewed and altered in partnership with the child and family (One Planning).

How are children and young people with Special Educational Needs enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs?

- General inclusion in activities / curriculum (including school residential trips)
- Access to school clubs
- Social skills groups
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Core Learning Skills curriculum
- Enrichment/Nurture activities
- Learning Champions
- Mentoring
- See Inclusion Policy

What support is there for improving emotional and social development?

- Referrals to Early Support services, e.g. Kids Inspire / Children's Society
- Referral to CAMHS or MHST
- Advice and training from Inclusion Partner and Educational Psychologist (LA SEND Team)
- Family Engagement Facilitator (LA SEND Team)
- Social skills groups (including SMART Thinking/ Friendship Formula/Time to Talk/Talk About)
- Trauma Perceptive Practice
- Family Support Worker
- Parent groups
- Treehouse/ Nurture group
- Code of Conduct
- Forest school
- Pupil surveys
- Enrichment days
- Learning mentors
- Core Learning Skills curriculum
- Philosophy for Children (P4C)
- Christian Youth Organisation (CYO)
- Personal, Social, Health Education (PSHE)
- E-safety
- Use of Golden Time in KS1 to motivate learning and to celebrate success
- Bullying policy
- Referral to the GROW project (at Lyons Hall Primary School)

- 5 Step personal behaviour plans and risk assessments (where appropriate)

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Signposting towards the Essex Local Offer
- As part of One Planning / invitations to Annual Reviews
- Invitations to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals and reports as appropriate to:
 - General Practitioner (GP)
 - School Nurse / Health Visitor
 - Emotional wellbeing and mental health service (EWMHS)
 - Speech and Language Therapist (SALT)
 - Social Care
 - Educational Psychologist (LA SEND Team)
 - Inclusion Partner (LA SEND Team)
 - Family Engagement Facilitator (LA SEND Team)
 - Family Solutions
 - Children's Society
 - Early Support Services e.g. Kids Inspire
 - Liaison with Child Support Services
 - Therapies team (Physical/Occupational Therapy/Sensory)
- Pastoral Care
 - Family support worker
- Family Support to include signposting to:
 - **Families In Focus (Essex):** Holistic support for families of children with disabilities and special needs (aged 0 to 19) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis Telephone 01245 353575 or email helpline@familiesinfocussessex.org.uk
 - **Mencap Parent Support Group: (During Covid closures only -Zoom Meetings for children age 5-19, Saturday afternoons).**
 - Charles Leeks house, 7 Coggeshall Rd, Braintree, CM7 9BD. Call 01376 326302 or email: officemanager@braintreemencap.org.uk.
<https://www.facebook.com/groups/www.braintreemencap/>
<https://www.facebook.com/groups/809348352520257/>
 - **Children's Society East:** Working with children, young people, adults and families across Essex. www.childrenssociety.org.uk/information/young-people/east.
 - **Autism Anglia:** Enhancing the lives of people on the autism spectrum across East Anglia. info@autism-anglia.org.uk / 01206 577 678 / www.autism-anglia.org.uk

- **IPSEA:** legal support - www.ipsea.org.uk
- **SEND IAS:** Information and Advice Services Network have a duty to provide information, advice and support to disabled children and young people, and those with SEN, and their parents. 03330 138913 or email send.iass@essex.gov.uk.
- **ADHD+ Support:** Facebook support group, <https://www.facebook.com/ADHDSupportUK>
- **Essex Youth Service:** <https://youth.essex.gov.uk> Telephone: 03330 322800 . Email: youth.work@essex.gov.uk.
- Various other local support groups
- Please see the Essex Local Offer for further information about the range of available support services for parent

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

- Please refer to the school’s complaints policy

Summary

- All of the information here applies to children with special educational needs, including those who are looked after by the local authority.
- This information should be read alongside the information provided by the local authority which can be found on their website: www.essexlocaloffer.org.uk/

Reviewed: January 2024
Next review date: January 2025

