



Ardleigh St Mary's CE Primary School



School Information Report for SEND Provision October 2019

Consortium Statement

As part of Tiptree and Stanway Consortium of 24 schools, we have a similar approach to meeting the needs of pupils with Special Educational Needs and Disability (SEND). We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We make a school offer on our collective resources, as well as the individual ethos specific to our individual schools.

This School Information Report has been written in line with the 2015 SEND Code of Practice.

We are an inclusive school.

Our Mission

Our mission is for a loving Christian community of children and adults who have the courage to engage in a journey of lifelong learning.

We achieve this in a safe and happy environment, providing both stability and enjoyment.

Our school promotes physical health, as well as emotional and spiritual wellbeing.

Through our Christian values we will give children the inspiration and skills to follow their dreams.

We hope the following questions will help you understand the SEND provision offered by our school. If you have any further questions you would like to ask us, please feel free to contact the school.

1. What kind of special educational needs are supported at Ardleigh?

Ardleigh St Mary's CE Primary School is a mainstream primary school for children aged 4-11 years. Information about admission to the school can be found in the Admission Policy on the school's website.

A child has SEND 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.

There are **four broad areas of need**, as defined in the SEND Code of Practice, which we support in our school.

Communication and Interaction

Speech, language and communication needs (SLCN) is the most frequently reported SEN in primary schools. It includes children with Autistic Spectrum Conditions. It is estimated that 10% of all children have long-term or persistent SLCN. The types of difficulty that children typically experience and that we often see in our school are:

- communicating their needs and wishes to others
- expressing themselves effectively, using an age appropriate vocabulary
- processing information and understanding what has been said to them
- forming the specific sounds involved in speaking
- listening and maintaining attention
- interacting successfully with others

Cognition and Learning

Learning difficulties cover a wide range of needs. Children can have Moderate Learning Difficulties, often in areas such as reading, writing and Maths. There are some children who experience Specific Learning Difficulties which can include dyslexia, dyspraxia and dyscalculia. Other children may face more complex learning difficulties which need more detailed support.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties. This can affect not only how they progress in their learning but also how they view themselves and their ability to make secure and happy relationships with others. Often these difficulties are reflected in withdrawn or challenging behaviour.

Sensory and/or Physical Needs

Some children may have a visual or hearing impairment, or even a multi-sensory impairment which requires specialist support and equipment to help them to access their learning.

2. How will my child's medical needs be met?

If your child has a medical need, then a **Health Care Plan** is compiled with support from parents and carers and in consultation with health professionals where appropriate. The Care Plan is shared with all staff who work with your child and training is provided if necessary.

- a majority of the staff have basic First Aid training
- a high proportion of staff have Paediatric First Aid training in line with national requirements
- staff have had recent training in managing children with Type I Diabetes and Epilepsy

All medicine administration procedures in our school adhere to the local authority's policy and Department for Education guidelines included within *Supporting pupils at school with medical conditions* (2015) and identified in our school's Policy for Children with Medical Needs Including First Aid and Administering Medicines.

3. What is the process for identifying and assessing my child's needs?

The school regularly observes, assesses and records the progress of all children to identify those pupils who need extra support, or who may have additional needs.

This information is collected from:

- On-entry assessment results
- Progress measured against the objectives in the Early Learning Goals and National Curriculum
- National Curriculum descriptors for the end of each key stage
- progress measured against age-related expectations
- Standardised assessments such as Phonics Screening Check, Year 2 and 6 SATs and Year 4 Multiplication Tables check
- on-going classroom observations by teachers and support staff, including Wellbeing Mentors
- concerns raised by parents and carers
- observations of behavioural, emotional and social development
- Education Health Care Plans
- assessments by a specialised outside service
- another educational setting or local authority which has identified or has provided additional needs for the child

Members of staff can give you more details about each of these different types of information should you require it.

The process of supporting children with SEND in our school is a four-part cycle called **Assess-Plan-Do-Review**.

Assess the child's needs

Plan the provision to meet the child's aspirations and needs

Do - put the provision in place to support the child and help them make better progress

Review the support and progress

Children have different levels of need which can be provided for by planning and delivering support of a progressively more intensive and frequent nature. In our school there are several levels of support we can provide:

- **High Quality Teaching**
- **SEN Support: Additional School Intervention and Support**
- **SEN Support: High Needs**
- **support provided through an Education, Health and Care Plan**

The School's Approach to SEND Support: Different Levels of Need

High Quality Teaching (HQT)

- provision of a broad and balanced curriculum for all children
- ongoing assessment and effective tracking of pupil progress ...
- ... provides information for differentiation for individual pupils

Pupil Progress Meetings

If progress is insufficient despite High Quality Teaching, concerns are raised at Pupil Progress Meetings between class teacher, SENCo and/or head teacher. Areas for interventions are agreed.

HQT Interventions

- interventions planned and implemented by class teacher
- child's progress tracked
- interventions are changed if impact is not being seen
- impact of new interventions is monitored and recorded by class teacher

SEN Support: Additional School Intervention and Support (ASI)

If the child is unable to make suitable progress after any HQT interventions, they are placed on the SEND register. This involves:

- beginning termly One Planning meetings with the child, parents and carers
- the creation and monitoring of specific outcomes and mini-goals
- the possible involvement of outside agencies who provide support and advice

SEN Support: High Needs

Sometimes children experience more complex and enduring difficulties. Their progress may still be insufficient despite carefully planned interventions. More detailed assessment and tailored support is required by outside agencies to help the school plan and implement effective interventions. This will be detailed in the termly One Plan meetings and an IEP

Education, Health and Care Plan (EHCP)

Some children's needs may be so complex or severe that specialist support is required. An application for an Education, Health and Care needs assessment may be requested by the school. Evidence of all previous interventions, support and their impact must be provided to a Local Authority panel who decide whether an EHCP should be granted. If it is, a detailed plan of provision and support, together with funding, is provided for the child.

4. What is the provision for pupils at Ardleigh and how is it evaluated?

How is the effectiveness of provision for pupils with SEND evaluated?

Evaluation of SEND provision is incorporated into the school's improvement process, which is undertaken on a yearly basis. The views of parents, carers and pupils are important to this process too. OfSTED and the Church of England inspect the school on a regular basis.

What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

There are a number of ways in which this is done:

- day to day assessment and next steps planning by teachers of the work done in class
- termly reports written by teachers outlining progress and highlighting areas for improvement
- consultation meetings for parents and carers
- the use of national assessments expected from all schools, such as at the end of EYFS (Class 1 at Ardleigh), phonics screening check (Year 1), SATs (Year 2 and 6) and Multiplication Tables check (Year 4)
- use of age-related expectations criteria from the National Curriculum
- termly Pupil Progress meetings between the Head Teacher and members of staff, which agree on any future action to be taken to support pupils
- assessment of any specific intervention programmes used to help support children, including Well-being support provided by the school
- specific assessments, where needed, by other professionals such as Educational Psychologists and Occupational Therapists
- assessment of the outcomes from any interventions provided by outside agencies, such as Speech and Language Therapy
- termly One Planning reviews, including EHCPs, which evaluate the effectiveness any additional support provided by the school
- Annual Reviews for pupils with Education, Health and Care Plans

What is the school's approach for teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all pupils within their class (SEND Code of Practice 2015, 6.36)

We aim to provide a broad, balanced and inclusive curriculum for all children at our school. This means, as far as possible, that we prefer to teach pupils with SEND alongside their classmates without withdrawing them from class too often. We endeavour to provide any support and interventions in class. We encourage all children to take responsibility for their learning and we structure the support we give to develop their independence as much as possible.

Sometimes it is necessary to take children out of class for a learning intervention that requires a quieter environment without distractions, such as Speech and Language Therapy.

If a child is being supported in the outside learning environment, or with a Well Being Mentor, then a longer period out of class may be needed.

4. What is the provision for pupils at Ardleigh and how is it evaluated?

How does the school adapt the curriculum and learning environment for pupils with SEND?

When possible, we can make reasonable adjustments to our provision for pupils with SEND. This includes:

- changes and adaptations to the physical environment
- use of assistive technologies
- advice taken from professionals, such as Occupational Therapists
- specialist resources
- flexibility within the curriculum, including incorporating outdoor learning
- creation of Intimate Care plans
- playtime provision, such as Lunchtime Play Leaders
- listening to suggestions from parents, carers and pupils
- educational visits, including residential trips

Please see the following documents available from our website or the school office:

- SEND Policy
- School Accessibility Plan
- Equal Opportunities Policy
- Policy for Children with Medical Needs, Including First Aid and Administering Medicines

What additional support for learning is available for children with SEND?

Interventions are specially planned programmes of support that can be provided to match the four broad areas of need that the children in our school have.

They are provided for a set amount of time so that their effectiveness can be evaluated and any changes made.

In our school, different adults can carry out these interventions, including class teachers, teaching assistants, Well Being Mentors and professionals from outside agencies.

They include:

- Letters and Sounds: a programme to teach phonic skills
- Catch Up: support for reading
- Rapid Readers: a reading scheme aimed at improving children's reading skills
- EPS Maths: an intervention to boost proficiency in Maths
- specific programmes provided by Speech and Language Therapists

4. What is the provision for pupils at Ardleigh and how is it evaluated?

- Success@Arithmetic: Number Sense (Every Child Counts)
- Music intervention groups: to aid social skills
- specific programmes provided by Occupational and Physiotherapists
- Colourful semantics: support for speech and language needs
- Blanks levels: an intervention to improve expressive language skills
- Well Being Mentor sessions: support for social, emotional and mental health needs
- Circle Time sessions: an intervention to develop social skills
- Chicken therapy: work with the schools' chickens to support social, emotional and mental health needs
- Social and Therapeutic Horticulture: well-being sessions in the school garden to address social, emotional and mental health needs
- Lunchtime Play Leaders: an intervention to help develop confidence and self-esteem
- Zones of Regulation: a well-being programme to help children develop self-regulatory abilities
- Picture Exchange Communication System (PECS): a visual language communication intervention

How does the school enable pupils with SEND to engage in the activities of the school together with children who do not have SEND?

We offer all activities to each child in our school whether they have SEND or not. For certain activities certain kinds of adjustments can be made, including:

- appropriate differentiation and support for tasks, including any resources needed
- adult support when needed
- an individualised curriculum under the advice of professionals
- membership of School Council
- access to school clubs
- access to sporting activities and competitions
- social skills activities led by Well-being mentors
- support for school educational visits, as needed
- Lunchtime Play Leaders scheme

4. What is the provision for pupils at Ardleigh and how is it evaluated?

What support is available for improving the emotional, mental and social development of pupils with SEND?

The prevalence of many mental health conditions is increasing in the UK. It is estimated that in any one year 1 in 4 people experience a significant mental health problem (ONS, 2009; Mental Health Foundation, 2013). Around 1 in 10 children and young people aged between 5-15 years are affected by mental health problems, such as anxiety, depression and self-harm.

At Ardleigh, we take mental well-being and good health very seriously. We can offer a range of provision for our school community.

Well-Being Team

Our Well Being Mentors are professionally trained and can bring considerable experience and a high level of skill to address the mental health needs that many children face during their time at school. Among their more specialised provision, they can offer counselling, play therapy, anger management, Cognitive Behavioural Therapy and mindfulness.

Outdoor Environment

We are very fortunate to have an extensive outdoor area around our school.

- Forest School area: builds and develops confidence, self-esteem and social skills
- Vegetable garden: being in nature makes us feel good on a whole range of levels; our garden is used for Social and Therapeutic Horticulture to support emotional, social and physical needs
- Chicken therapy: care of our chickens is used develop self-confidence, empathy and social skills
- Peace Garden: used to nurture emotional and spiritual needs

Sports Provision

Physical activity and mental well-being are intrinsically linked. All children at Ardleigh are encouraged to develop their interest and skills in a sport. We use our Sports Funding to encourage the take-up of new sports, such as squash. There are many opportunities for children to join clubs and participate in competitions throughout their time in school.

Lunch time Play Leaders

Children are trained to organise lunch time activities for other pupils. This scheme provides an opportunity for all children to be engaged in fun activities during the lunch break, as well as a chance for children to develop their self-confidence and social skills.

Ardleigh Community Award

A year-long programme for Year 6 pupils to develop life-long learning skills.

ADD Club

This club aims to develop children's spiritual and emotional wellbeing, as well promoting pupil voice.

School Council

This is open to all children and is specifically aimed at developing pupil voice through a democratic process.

School Clubs

5. What training have staff received to support children with SEND?

Richard Tucker is the school's **SENCo**. He has taught for more than 30 years and has extensive experience of special educational needs. He holds the National Award for SEN Coordination, as well as an Award in Social and Therapeutic Horticulture.

Kathy Thompson is a **Well Being Mentor**. She holds a BSc (Hons) in Psychology as well as a Certificate in Therapeutic Fostering, which involved training in Transactional Analysis Psychotherapy. Kathy has also completed British Psychological Society approved training in Cognitive Behavioural Therapy and she is specifically qualified to treat child and adolescent disorders, particularly anxiety and low mood. In addition to this, she has trained in Solution Focused Therapy. Kathy has studied Autism and has a good understanding of the issues caused for children who are on the autistic spectrum. She can offer a catalogue of useful strategies that can be used to address their difficulties and support their families. In school Kathy supports children to overcome their anxieties, low self-esteem, poor confidence, poor emotional control and behaviour issues using art, craft, games, drama and dialogue to bring about positive changes. Kathy is willing to work with the parents of the children she sees to address behavioural issues and to support them to take their children to medical appointments if needed. She has experience of working alongside Social Care, the police, mental health agencies and charities and can sign-post parents to appropriate agencies and write reports if needed. Kathy is also available to support the emotional well-being of parents and members of staff.

Diane Arnold is a **Well being Mentor**. She holds a BSc (Hons) in Psychology and has achieved Stage 2 and 3 Certificates in Counselling Skills. Diane has also completed her Diploma in Integrative Counselling and Certificate in Creative Therapies. She works with individual children as well as small groups to develop social skills. Diane is also the lead for our Chicken Therapy which provides support for children with social, emotional and mental health needs.

Amanda Watts is a **school governor** with responsibility for SEND and mental health. Amanda regularly leads collective worship and Outdoor Spirituality in our school. She has received focused training in supporting Early Years pupils with SEND, including developing and promoting self-esteem. She regularly attends meetings of Christian Youth Outreach.

Other members of staff have received training in the following areas:

- Reciprocal teaching
- EPS Maths - an intervention to boost proficiency in Maths
- Autism Awareness
- caring for children with Type I diabetes
- PECS - a visual language communication system
- Pre-Teaching Vocabulary
- Speech and Language therapy programmes
- Precision Teaching - an intervention to develop fluency and recall of key skills

Professional development is on-going at our school and staff will receive specialist training when it is required and available.

6. What transition arrangements does the school have?

Procedures are in place to enable your child's transition to be as smooth as possible. The details of transition arrangements are set out in a **Transition Plan**. The SENCo will liaise between settings and with relevant staff.

Children with SEND moving on to a new class within the school:

Before children enter their new classes staff will liaise together with the SENCo to ensure all appropriate information is passed on to the new teachers. We also encourage parents and carers to meet their child's new teacher before their child joins the class.

Children with SEND joining our school from pre-school and nursery or transferring from another school:

We are happy to come to meet yourselves and your child together with staff in pre-school or nursery settings during the term before your child is due to start school. We can discuss any needs and arrangements that need to be put in place before school starts. We will work as closely as we can to ensure that transition is a smooth process and that any existing One Planning documentation is taken into consideration. We also encourage you to visit our school to meet staff and view our facilities beforehand.

Year 6 children with SEND moving on to secondary schools:

We work closely with the staff at the secondary schools where our Year 6 pupils transfer to. We meet them to discuss any needs and provision outlined in One Plans that will need to be put in place prior to the start of Year 7. Very often we will arrange extra visits to secondary school to help with any worries or anxiety about starting secondary school. We can also help arrange meetings between parents or carers and the relevant staff at secondary schools.

7. How will I be consulted about the education of my child?

What about the views of my child?

The views of children as well as their parents and carers are very important to the assessment and support we provide in our school.

As well as informal opportunities to discuss any issues that are important to you, the school offers a more in-depth kind of consultation.

This process is called **One Planning**, which is a series of meetings involving your child and yourselves. Also present are the school SENCo, your child's class teacher and any other adults at our school who work with your child.

One Plan consultations agree **outcomes** for your child and how they may be achieved. Often the One Planning process will involve other relevant professionals so that they can contribute their expertise. Your child's views and aspirations form an important part of the One Plan

The aim is, that with everyone working together, the very best outcomes will be achieved for your child.

8. What specialist services and expertise can be accessed by the school?

A range of specialist services and expertise can be accessed by our school:

- Children's Therapy Team - Speech and Language; Occupational Therapy; Physiotherapy
- Essex Specialist Teachers Service
- Educational Psychology Service
- Emotional Well-being and Mental Health Service (EWMHS)
- GPs
- Community Paediatric teams
- Educational Welfare Service
- Social Care
- agencies to support families e.g. Family Solutions, Home Start
- School Nurse Team
- Specialist Nurse Teams - Diabetes, Epilepsy
- other agencies as appropriate

We will consult with parents and carers and seek any permission necessary before making referrals to outside agencies.

Please see the Local Authority Offer for details of county-wide services and support for children with SEND and their parents and carers:

www.essexlocaloffer.org.uk

9. How are the school's resources allocated and matched to SEND?

The SEND budget is allocated at the start of each financial year. The money is used to provide additional support or resources for needs across the school. The additional provision is matched as closely as possible to the needs of the individual children receiving it and is regularly reviewed.

10. Making a complaint

Whilst we will do our very best to resolve issues as soon as they arise, should you need to make a complaint then please see our Complaints Procedures and Complaints Policy. This can be found on the school's website: **www.ardleighstmarys.org.uk**

Parents and carers can also seek advice from the Essex SEND Information, Advice and Support Service, who can be contacted through the Essex Local Offer.

Key Contacts

Head Teacher	Donna Parker
SENCo	Richard Tucker
Well-being Mentors	Kathy Thompson Diane Arnold
Inclusion Governors	Amanda Watts & Dan Scatola

To contact the SENCo:

- phone the school office: 01206 230394
- email: senco@st-marys-ardleigh.essex.sch.uk