

Eckington CE First School



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Special Educational Needs and Disabilities Information Report 2018 -2019

(This information report will be continually reviewed with staff, parents of children with SEND and Governors in-line with changes to policy and practice, both nationally and locally)

ECKINGTON CHURCH OF ENGLAND FIRST SCHOOL IS A **MAINSTREAM** FIRST SCHOOL WITH AN INCLUSIVE ETHOS.

1. WHAT SPECIAL EDUCATIONAL NEEDS ARE CATERED FOR AT ECKINGTON CHURCH OF ENGLAND FIRST SCHOOL?

Special educational needs and provision can be considered as falling under four broad areas as stated in *SEN Code of Practice (2014)*:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Eckington Church of England First School, children are identified as having SEND through a variety of ways (usually a combination) which may include some of the following:

- Liaison with a previous school or pre-school setting
- Child performing significantly below 'age expected' standard
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. a physical/ sensory issue
- Use of tools for standardised assessment
- Children with a Statement / EHCP already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority.

3. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Mrs Mary Dodd) or Headteacher (Mrs Sarah Roberts). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

4. HOW WILL THE SCHOOL SUPPORT MY CHILD?

4a. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class, however on occasions this might be individually differentiated.
- The class teacher and SENDCo will discuss a child's needs and plan the appropriate support needed.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats and coloured overlays.
- The SENDCo reports to the Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA information.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

4b. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of learning and well-being.
- The SENDCo and Headteacher oversee the progress of any child identified as having SEND to ensure that they achieve their potential.
- At times, there may be a TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

4c. WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail if required.
- IPM's (Individual Provision Maps) will be constructed with you and your child (age appropriate).

4d. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of extra-curricular clubs are provided after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

5a. WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school can provide additional support for our vulnerable learners with emotional needs this would be organised by the SENDCo.
- The school also accesses Early Intervention Family Support where applicable

5b. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school works closely with the Behaviour Support team who provide training as deemed appropriate.
- In some instances, the school may draw on additional resource provision e.g. the local Pupil referral Unit.
- The school has adopted an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Education Investigation team and Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually and class rewards.

5c. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IPMs or PSPs are invited to discuss their progress and targets when these are reviewed (age appropriate).
- If your child has a Statement or EHCP, their views will be sought before any review meetings (age appropriate).

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council, Worship Council, E-safety or Eco-Committee as well as hold other positions of responsibility, by their class or teachers.

6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:
 - Learning Support Team;
 - Behaviour Support Team;
 - Health services including: GPs, CAMHS, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists;
 - Children's Services including: Early Help teams, social workers, educational psychologists and specialist advisory teachers.

7. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against age related expectations on a termly basis using SPTO (online tracker).
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry in Reception through to Year 5, using a variety of methods. Please ask the school if you require any further details.
- By regularly reviewing children's targets on IPMs and ensuring that they are being achieved and also through verbal feedback from the child and adults working with them to build a wider picture of progress.
- Pupil Progress Meetings are held each half-term between each class teacher and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- At Eckington C of E First School we carry out base line assessments on all our children upon their entry to Reception. Children with language difficulties are re-assessed at key points to enable us to monitor their progress and implement the required support
- Where specific needs are apparent, the school has access to a range of specialist support agencies which can explore a child's difficulties in more depth. For example, the Learning Support Team and Educational Psychology service.
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and makes monitoring visits to the school. They also report back to the Governing Body.

8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

8a. WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher and/or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a home-school diary/Reading Record where parents and school can communicate in an 'informal' written form. These books are checked by school staff as often as possible.
- Opportunities for family learning activities are provided throughout the year e.g. Topic Workshops, Maths Workshops, Reception Reading.
- Your child may have an Individual Provision Map (IPM) that will have their individual targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When your child's IPM is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND, they may have a Statement of SEN or Education, Health and Care Plan (EHCP). In such instances, you will be invited to a formal meeting to discuss your child's progress and a report will be written at least annually.

9. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body in order to enable us to support children in the best possible way possible.
- The specific training held by support staff includes: Attachment training, Speech and Language training and Lego Therapy .
- The school also operates an internal training programme for support staff, facilitated by key members of staff. Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled when needed.

10. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility plan.
- All areas of the school are accessible by wheelchair.
- A disabled parking bay is available on the school driveway.
- Accessible toilet facilities are available.
- If you have specific access queries or concerns please speak with us.

11. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Headteacher and Early Years Foundation Stage Leader holds a meeting for parents in the summer term.
- Transition information is sought from all pre-schools and other schools prior to children transferring to Eckington C of E First School. The Reception Class Teacher will visit all settings and also arrange a home visit to take place in the first week of the autumn term in order to help children, parents and staff to get to know each other.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately.
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many middle or secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the 'primary' stage of education.

12. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- General information relating to SEND can be found on the school website within the SEND policy. This can be found on the policy page of the school website.
- For more specific queries, you should discuss matters with your child's class teacher in the first instance.
- Further information is available from the SENDCo (*Mrs Mary Dodd*), Headteacher (*Mrs Sarah Roberts*) or in exceptional circumstances, the SEND Governor (*Mrs Ruth Kessell*).
- Should you wish to make a complaint, the school has a complaints policy which is available on the policy page of the school website (<http://www.eckingtonfirstschool.co.uk/about-us/policies-and-procedures>)
- You might also wish to visit the following websites:
 - Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <http://worcestershirelocaloffer.org.uk/>

- Special Educational needs and Disabilities information advice and support service
http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Please contact the Officer (*Mrs Jenny Smiles or Mrs Lorna Gower*) for further information about the school and to arrange a meeting with the Headteacher (*Mrs Sarah Roberts*).
- Tel No: 01386 750666
- Email: office@eckingtonfirst.worcs.sch.uk

Waves of Intervention

SEND Support



**This document outlines the provision that we offer for all children at
Eckington Church of England First School**

Graduated Approach (Asses, Plan, Do, Review)

Waves of Intervention

Area of Need	WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted interventions and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted interventions) Specialist support for a <u>FEW</u> learners
Cognition & Learning	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, delivery & outcomes • Individual target setting for maths, reading and writing with a parent meeting each term • Learning objectives & Success criteria clearly communicated • Working walls and tool kits • Use of ICT: whiteboards, computers and iPads • All teachers refer to a copy of 'Classroom Provision - Entitlement for All' (Ordinarily Available - Local Offer) for support and advice • In-class targeted teacher support • In-class Teaching assistant support within class teaching (small group or individual) • Group guided reading with class teacher or teaching assistant • Structured Phonics programme (Bug club, letters and sounds) • Collaborative and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach • Improved provision of outdoor learning environment • Access to extra-curricular activities • Educational trips and residential trips • WOW events e.g, visiting theatre • Whole school policies : <ul style="list-style-type: none"> • Teaching & learning • SEND policy • Termly Pupil Progress monitoring • Reporting to parents at Parents Evenings October and March • Written annual report in July 	<ul style="list-style-type: none"> • In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts • Opportunities for over learning • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Consultation as appropriate with Maths Co-ordinator English Co-ordinator & Pupil Premium Co-ordinator to determine intervention / level needed • Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention • Targets shared with child • Additional use of visual and practical resources • Impact of intervention measured • If no further improvements/progress the concerns are noted by the class teacher on a 'Cause for Concern' form & further progress carefully monitored 	<ul style="list-style-type: none"> • Child placed on the Special Needs register • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies as appropriate • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENDCo) • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Specialist teacher (Specific Learning difficulties) interventions (one to one & small group support) for reading, reading comprehension, spelling and maths • Impact of intervention measured • Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly • Additional use of special needs visual and practical resources • Involvement of Outside agencies: Pupil Referral Unit • One to one provision by Special Needs teaching assistants for some pupils with a statement of special educational need/EHCP or behavioural needs • Annual review for pupils with a statement of SEN/Education Health and Care Plan • Views of families and child/young person reflected in IPM

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Waves of Intervention

<p>Area of Need</p>	<p align="center">WAVE ONE (Universal Provision)</p> <p align="center">Inclusive strategies for <u>ALL</u> learners embedded in QFT</p>	<p align="center">WAVE TWO (in addition to universal provision)</p> <p align="center">Targeted interventions and support for <u>SOME</u> learners</p>	<p align="center">WAVE THREE (in addition to universal provision and targeted interventions)</p> <p align="center">Specialist support for a <u>FEW</u> learners</p>
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists • Structured school & class routines • Use of visuals/ICT to make learning more visual • Talking partners • Pot of Fairness to allow everyone opportunities to speak • ‘No hands up’ approach to answering questions 	<ul style="list-style-type: none"> • Visual timetables • Visual cues • Early years Speech and language programme for Reception • Language skills interventions for pupils • Social speaking intervention groups • Individual working station • Support by training Language and Communication Teaching Assistant 	<ul style="list-style-type: none"> • Intervention groups by trained Language and Communication teaching assistant • ‘Talkabout’ programmes • ‘Language for Thinking’ programmes • Involvement of outside agencies: Speech & Language therapy (SALT)
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards & consequences: ‘warning’ system, house points, class reward systems • Clear consistent whole school expectations and aspirations • Time out to reflect on incidents • Playtime intervention • Calming room/areas are provided for children that require them • Social & emotional aspects of Learning (PSHE) • Organisd activities and games at lunchtime • Trained lunchtime supervisors • Lunchtime crew to encourage play • Policies: Behaviour, Anti Bullying, Child Protection, e-Safety • Bereavement support • Mindfulness training for staff 	<ul style="list-style-type: none"> • Individual reward charts • Monitoring by Class Teacher • Prompt and reminder cards • Home/school diary • Time out • Individual working station • Social skills programme • Self-esteem programme • Anger management programme 	<ul style="list-style-type: none"> • Behaviour interventions led by 1 to 1 TA • Buddy support • Behaviour Support Service – advice, recommendations, work with parents/carers • Parenting Courses • Educational Psychologist-assessment, advice & recommendations • Child and Mental Health Service (CAMHS) – assessment, advice & recommendations • THRIVE

Graduated Approach (Asses, Plan, Do, Review)

Waves of Intervention

Area of Need	WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted interventions and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted interventions) Specialist support for a <u>FEW</u> learners
Sensory/Physical/Medical	<ul style="list-style-type: none"> • Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures – <i>Passport to Learning</i> • Whole staff training for emergency treatment e.g., EpiPen use • Appropriately trained staff e.g., Paediatric first aider, First aider At work • Administration of medicines procedures e.g., Consent forms filled in by parents • Bathroom management facilities • Accessible grounds and building e.g., slopes as alternative to stairs • Risk assessments completed as appropriate e.g. off-site visits 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service • Advice/recommendations from school nursing team/medical team/sensory support team • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication. For example – insulin • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, wrist supports 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: School Nurse, GP. Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, etc
Transition to and from school	<ul style="list-style-type: none"> • Open afternoon for prospective parents • Reception staff to visit all nursery and playgroup settings to meet children • Reception children to make several visits in to school during the summer term • Information evening in July for new parents • Home visit in September by Reception class teacher • Transition visits at the end of summer term for all pupils moving up a year • Visits from staff from feeder middle/secondary schools • Visits to local middle/secondary schools to participate in activities and intake days • Head of Year/Form Teacher to attend meetings with class teacher • Exchange of data • Open evenings at Middle School for Year 5 children 	<ul style="list-style-type: none"> • Additional visits to school on request • Additional visits to middle school accompanied by Vulnerable Learners Teaching Assistant • Support to parents in liaising with middle/secondary school to discuss concerns and provision • More in-depth conversation with Head of Year 6 	<ul style="list-style-type: none"> • Transition book created • Additional visits to middle/secondary school • Specific transitional activities can be arranged when required • Support to parents in liaising with middle school to discuss concerns and provision