

## Home Farm Primary School SEND Information Report



Throughout Essex all schools offer very similar provision for pupils with SEND in line with the County's Information Report. Home Farm Primary School's provision looks like this:

### School Ethos for SEND

At Home Farm we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. This will include adapting the curriculum to make it accessible for children with SEND.

Some children have barriers to learning that require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs and/or a disability. Teachers take account of these requirements and make provision as required to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

### What is SEND?

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is educational provision that is additional to, or different from, that made generally to children of the same age.

### How does the school know if my child needs extra help?

For identification of special educational needs we refer to the SEND Code of Practice 2014 which sets out four broad areas of need:

### **Communication and interaction**

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different and their needs may change over time. They may have difficulty with one some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD needs, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. At Home Farm Primary School we assess each child in the reception class using formal assessments, observations and interactions with children, teachers and LSA's to build a profile for each child. The class teacher will discuss any concerns with the SENDCo and then decide on the most appropriate intervention for that child, at that time.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia. At Home Farm Primary School we use assessment for learning throughout our teaching which means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and adapting their teaching to enable each child to progress. The class teacher will discuss any concerns with the SENDCo and then decide on the most appropriate intervention for that child, at that time.

### **Sensory and/or physical needs**

Some children require specialist provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Specialist equipment may be needed in order to enable children with these needs to access all the opportunities available to their peers. At Home Farm Primary School we will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place in order to ensure that the sensory and/or physical needs for the child are being met.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn, isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression for example. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. At Home Farm Primary School we monitor classroom behaviour and individual behaviour through a whole school behaviour policy and a variety of classroom strategies. Where a pattern of behaviour is noticed we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying cause. Sometimes this will involve a request for specialist teacher support to visit the school or a referral to a health professional.

The class teacher is the first person to contact if you have a concern about your child's learning. If needed, they will include the SENDCo in early discussions. These conversations will make sure that:

<p><b>How do we work in partnership with parents and carers in supporting a child with special educational needs and disability?</b></p>	<ul style="list-style-type: none"> <li>● Everyone develops a good understanding of the pupil's areas of strength and difficulty</li> <li>● We take into account the parents' concerns</li> <li>● Everyone understands the agreed outcomes sought for the child</li> <li>● Everyone is clear on what the next steps are</li> </ul> <p>We will formally notify parents when it is decided that a pupil will receive SEN support. Parents will then be invited to attend termly meetings to discuss the progress that has been made and next steps.</p> <p>Parents of children who have an EHCP (Education, Healthcare Plan) are invited to discuss their child's progress at termly meetings, one of which will form the annual review.</p> <p>Parents can contact or make an appointment to see the SENDCo at any convenient time if they have a concern or need advice.</p>
<p><b>Who oversees this provision in the school?</b></p>	<p>The SENDCo, Mrs Marks, oversees all of Home Farm Primary school's provision. Mrs Caroline Croydon is the SEND Governor</p>
<p><b>How will my child's views be heard?</b></p>	<p>All children at Home Farm have a profile which, for children with SEND, forms part of the one planning process. The child's voice is central to the one planning process and children are asked to contribute to the plan, identifying targets that they wish to achieve within school. Parents and relevant professionals are invited to contribute towards these plans and these are reviewed termly.</p> <p>Annual review meetings are held for children with EHCP's to discuss previous targets and set new targets as well as exploring various strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting.</p> <p>All pupils are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p><b>How will I know how my child is doing?</b></p>	<p>Children with SEND will be offered three meetings a year with the SENDCo and, where possible, their class teacher. Additional meetings will take place where they are needed to aid communication and ensure that parents and carers are kept up to date.</p> <p>Annual review meetings are held for children with EHCP's to review progress, set new targets and determine strategies to improve attainment.</p> <p>The SENDCo and class teachers are available after school for a quick chat or if you would like a longer appointment then you can book this through the office or directly with the class teacher.</p>

<p><b>How does the school support children when they start and when they leave school</b></p>	<p>Where children are transferring from pre-school or nursery, all children identified with SEND are discussed as part of a transition meeting between staff. This enables school staff to put support in place at the start of the school year where it is appropriate to do so.</p> <p>Where children are transferring to Secondary School, SEND school records will be passed on to secondary school or any other school the child may transfer to. Transition meetings between staff are held where appropriate. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.</p> <p>Parents of children who have an EHCP are invited to discuss transitional provision and any concerns they may have, with the potential secondary school at a Transitional Review. Careful planning with the child who has SEND will take place in order to make sure that the transition to a new school is as smooth as possible. This may include extra visits in the summer term before they move to their chosen secondary school.</p>
<p><b>What expertise is there in the school to support children with SEND?</b></p>	<p>All teachers are teachers of children with SEND. All staff have regular opportunities to update knowledge and to ensure they can meet the specific needs of children in their class.</p> <p>At Home farm Primary School, we strive to work in partnership with health and social care professionals, local authority support services and private organisations in order to meet the needs of the child with SEND and to support their families or carers. This means that all teaching staff have access to information and resources to meet the individual needs of children in our school.</p> <p>A discussion will always take place with the family or carer of a child before any referral is made.</p>
<p><b>How does the school know what provision is and isn't working for a child?</b></p>	<p>The method of identification and provision follows a 'graduated approach' and the four-part cycle of <b>assess, plan, do, review</b>.</p> <p>Children entering EYFS will be assessed and monitored within usual classroom practice. Concerns are first raised and addressed between the class teacher and the SENDCo. A range of assessments and interventions are available to us within school in order to find the most appropriate method to teach and support the child.</p> <p>Interventions have a pre and post assessment measure, whether qualitative or quantitative in order to evidence progress. The class teacher, LSA and SENDCo discuss a child's progress regularly to check that the child is learning and achieving targets that have been set for them. This could be through daily conversations or weekly reports. Class teachers use this information to plan appropriately for each child. Provision beyond normal, differentiated classroom approaches and learning arrangements take the form of a one plan.</p>
<p><b>How accessible is the school site?</b></p>	<p>There is a full Accessibility plan in place as well as a SEND Action plan.</p> <p>Specialist resources are used to aid learning across the school. E.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, playground passes, left handed scissors, easy grip rulers, tri faceted pencils, pencil grips, dyslexia friendly reading books, sit and move cushions, writing slopes and left write mats.</p>

	<p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies.</p> <p>Our teaching team work hard to be inclusive for all children in all lessons and activities which take place in school and on school trips.</p>
<p><b>Where can I find further support?</b></p>	<p>Essex County Council provides details of its SEND provision to parents and carers of children with SEND on their website. <a href="http://www.essex.gov.uk">www.essex.gov.uk</a></p> <p>Further information is widely available on the internet, from your GP surgery, your health provider and Essex Library Services.</p> <p>Useful websites:</p> <p><b>SENDIASS</b>- a confidential and <a href="#">impartial</a> information, advice and support service on issues related to special educational needs and disability (SEND).: <a href="http://www.kids.org.uk/sendias">www.kids.org.uk/sendias</a></p> <p><b>Family action</b>- practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.: <a href="http://www.family-action.org.uk/">www.family-action.org.uk/</a></p> <p><b>Contact</b>- for families with disabled children: <a href="http://www.cafamily.org.uk">www.cafamily.org.uk</a></p> <p><b>Autism Anglia</b>- practical advice and resources for people with autism: <a href="http://www.autism-anglia.org.uk">www.autism-anglia.org.uk</a></p> <p><b>The Maze Group</b> - free monthly drop in sessions, a specialist weekly programme and additional workshops to guide, advise and support for families of children with additional needs: <a href="http://www.themazegroup.co.uk">www.themazegroup.co.uk</a></p> <p><b>Young Minds</b>- Mental health support: <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></p> <p><b>EWMHS</b>- Emotional Wellbeing and Mental Health Service: <a href="http://www.nelft.nhs.uk/services-ewmhs">www.nelft.nhs.uk/services-ewmhs</a></p>
<p><b>What is the complaints procedure?</b></p>	<p>You can find further information about our policy on handling concerns and complaints here. (embed link)</p> <p><a href="https://www.homefarm.essex.sch.uk/about/complaints-policy">https://www.homefarm.essex.sch.uk/about/complaints-policy</a></p>
<p><b>How can I comment on the SEND Information Report?</b></p>	<p>You are welcome to contact Mr Potter, head teacher, or Mrs Marks, SENDCo/ Inclusion Manager with any comments that you wish to make including useful websites that can be shared with other parents and carers.</p>