



White Bridge Primary School

SEND Information Report

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SEN Governor – Mrs Marshall

Ethos:

We aim to provide a caring environment in which everyone can feel happy, safe, valued and respected. We value each individual regardless of their gender, culture, race, religion, disability or ability. We respect everyone, children and adults alike. We believe that all children should be valued equally and should have access to a broad and balanced curriculum. We provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. At White Bridge Primary School, working closely with Parents, Governors and the wider community, we provide a caring, secure and happy environment where every child matters and where all children will be nurtured and guided to develop a thirst for learning. Our school is an inclusive school and offers to meet the needs of all pupils and their families, including those with special educational needs. We have a shared expectation that all pupils, regardless of their special educational needs, should be offered inclusive teaching which will enable them to be the best version of themselves and know they are a valued member of the school community.

Underpinning all of our provision in school is the GRADUATED APPROACH cycle of Assess, Plan, Do and Review.



The approach to teaching pupils with SEN

Graduated Approach to SEN:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils' needs. Additional intervention cannot compensate for a lack of good class teaching.

If children are not making expected progress, additional support will be provided by the class teacher. The class teacher can also consult the Essex Provision Guidance Toolkit which offers advice on class provision. This does not necessarily mean the child has a special educational need. If interventions are provided and the child still does not make progress, then in consultation with the SENCo and parents, the child will be placed on the SEN register.

In deciding whether special education provision is needed, the teacher and SENCO will consider a range of information about the pupil's progress, alongside national data and expectations of age related progress/attainment. Additional assessments may be carried out and opinions may be sought from the Educational Psychologist .

Responsibilities of the Class Teacher:

- **Adapting and refining the curriculum to respond to the strengths and needs of any pupil with SEND in their class.**
- **Checking on the progress of your child and identifying, planning and delivering some additional support.**
- **Contributing and devising individual provision maps, where appropriate, to focus on next steps required to improve your child's learning.**
- **Ensuring quality first teaching and differentiation for pupils with SEND.**

The kinds of SEN that are provided for:

There are 4 core categories describing aspects of primary areas of need for children, however, we acknowledge that not all children fit into one of these categories and identify children by considering the needs of the whole child. The categories are:

Communication and interaction:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for children with SLCN may change over time.

Interventions available:

- **A Time to Talk**
- **Wellcome Speech and Language Toolkit**
- **NELI Speech and Language Intervention**

- **Speech and language Groups**
- **Vocabulary group using Word Aware**
- **Listening and concentration group**
- **Visual supports such as visual timetables**
- **Access to Speech and Language Therapist and Specialist Teacher**
- **Attention Autism – for children with a diagnosis of ASD**
- **Intensive Interaction – for children with a diagnosis of autism or have global delay**
- **Phonological awareness**
- **Narrative Therapy**
- **Speech and language 1-1 sessions to improve speech sounds**
- **Sentence structure groups – improving grammar**

Cognition and learning:

Support for learning may be required when children learn at a slower pace than their peers, despite appropriate differentiation. Learning difficulties cover a wide range of needs, including mild learning difficulties (MLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific areas of learning and include conditions such as dyslexia, dyscalculia and dyspraxia.

Interventions available:

- **Lessons differentiated to appropriate level**
- **Teaching assistant support in class**
- **Multi-sensory resources such as Numicon and Base 10 as a practical resource**
- **Toe by Toe and Beat Dyslexia for children with dyslexia**
- **Catch up Reading for children who are 1 year behind their chronological age for reading**
- **Teaching Children Inference for children who struggle with understanding**
- **Success @ Arithmetic for children who struggle with using the 4 operations in maths**
- **Precision Monitoring used to help children learn how to read high frequency words and recall times tables**
- **Spelling Made easy – a multi-sensory approach to spelling**

Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. Often this can be addressed through the PHSE curriculum and circle time activities. The Zones of Regulation is used across the school which is a programme to help children become aware of their feelings and the tools they can use to help themselves when they feel anxious and not ready to learn.

This may sometimes need support from the Emotional Wellbeing and Mental Health Service (EWMHS).

Interventions available:

- **Smart Thinking**
- **Self Esteem Group**
- **Art Therapy**
- **Talk about Relationships**
- **Referral to Kids Inspire for counselling 1-1 support**
- **School has access to a school based counsellor , a play therapist and music therapy which are provided via the MAT**

Sensory or physical needs:

Some children may require a special education provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some children have a physical disability that requires ongoing support and equipment to access all appropriate educational opportunities. Staff in school work closely with the occupational therapy team and physiotherapists who come into school to advise on supporting children with physical disabilities.

Interventions available:

- **Gym trail to develop either gross or fine motor skills or both.**
- **Sensory programme**

Children with an Education, Health and Care Plan

Children with an EHCP may have a wide range of difficulties in one or more areas it is important that the needs of such children are considered on an individual basis. Plans, provision and targets should reflect their needs and their next developmental steps. How these are met in school will be agreed by the school, parents and other professionals involved in plans, to deliver the best outcomes for the child and their development and progress.

The roles and responsibilities of the Special Educational Needs

Co-ordinator (SENCo):

Mrs Mudd is responsible for:

- **Coordinating provision for children with SEN and developing the school's SEN policy.**
- **Ensuring parents are involved in supporting their child's learning.**
- **Keeping parents informed about the range and level of support offered to their child.**
- **Including parents/carers in reviewing how their child is doing.**
- **Using a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties.**

- **Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.**
- **Supporting planning which takes into account individual pupil needs and requirements. Differentiation will be planned in a range of ways to ensure that pupils can experience success and challenge in their learning.**

How the school consults with parents of children with SEN and involves them in their child's education:

We have an open door policy and will meet / talk with parents whenever we are available.

When a teacher raises concerns about a child's progress they will be asked to complete an Initial Concerns Form which details the child's strengths and weaknesses and the support that has been put in place already. The class teacher will go through this with a parent and the child will be monitored for an agreed period. If improvements are not made during this period the SENCo and class teacher will meet the parents to discuss any concerns. If the parents consent, the child will be placed on the SEN register and any support available will be put in place. Parents will be provided with an individual provision plan which details any interventions that will take place and will give the child targets to work towards. The child will also have a One Page Profile which contains any necessary information about the child.

The class teacher is responsible for the progress of all children including those with SEN so will ultimately be the person planning for the needs of the child.

The class teacher will meet with the parents and review targets at parent consultations. Parents are free to contact school to make additional appointments to see either the class teacher or SENCo at any time they wish.

Parents of children with an EHCP will be invited to attend an annual review with the SENCo to discuss progress over the previous year.

Parents are invited to complete a parent questionnaire.

How the school consults with children with SEN and involves them in their education:

- **Children are aware of the targets they are working towards.**
- **Children have an SEN review in the summer term to take their opinions of what they would like to get better at. This information is shared with the next teacher so that the teacher is aware of their views.**
- **School council – children with SEN sit on the school council.**
- **Children with an EHCP will have their views taken before an annual review and are invited into parts of this meeting.**

- **Pupil questionnaire.**

Arrangements for assessing and reviewing pupils' progress towards outcomes:

- **Reading assessments are carried out using YARC which assesses comprehension as well as decoding ability. If there are concerns that children may have dyslexia, LUCID screening is carried out to see if the child has dyslexic tendencies.**
- **SEN support pupils will have an individual provision plan written three times per year – October, February and June. These are reviewed before the next one is issued. Assessments will be carried out prior to these reviews by teaching staff.**
- **Pupils with an EHCP will have an annual review as well as 3 provision plans with targets taken from the previous annual review. Assessments will be carried out in the same way as SEN support pupils.**

Arrangements for supporting pupils moving between phases of education and preparing for adulthood:

For children that are transferring here from a local pre-school, and their needs have been made known, the SENCo and/or the EYFS Leader will visit the school. The SENCo will also meet with parents and attend any TAF meetings that are arranged prior to transition. The SENCO will liaise with any professionals known to the child prior to the child transitioning here. The child's needs will be made known to all teaching staff before transition and where applicable a one page profile completed before entry.

Transition plans are made for children going to secondary school. Children are able to visit local secondary schools as many times as it is deemed necessary to prepare them for transition. Some children will go to watch sports day, experience lesson change over, break times and lunchtimes. All children will meet key staff and have a tour of the school, so that they are familiar with the lay out of the school before transition.

All children generally leave this school ready for the next stage in their education. We aim that all children will be independent. However, when staff feel that a child will not be ready to transition to a mainstream secondary school, transition will be discussed at the year 5 annual review and suggestions will be made for the child to transition to a specialist provision.

The additional support available for pupils with SEN:

All classes have a teaching assistant for at least part of the day and in classes where there is a child with an EHCP there may be an additional adult. The teaching assistant will support children in class as well as deliver interventions groups (listed previously). School can also request a visit from the Educational Psychologist where children have significant needs and school would like expert advice in supporting this child. A visit from the EP is usually requested as part of the EHCP process. The school works in partnership with the school nursing team, specialist teaching team, educational psychologists and Family Solutions.

How adaptations are made to the curriculum and the learning environment of pupils with SEN:

We have a disabled toilet, a lift so that disabled children can get upstairs and a shower for those children that may need to access one.

The Zones of Regulation is used across the school to help children manage their feelings. We have found that this has improved the emotional well-being of many children and not just those on the SEN register.

We host a small SEMH provision for the locality, helping children who have experienced trauma. This provision enables us to provide appropriate support to children who are struggling to manage their emotions / behaviour.

Expertise and training of staff to support pupils with SEN:

We are committed to the continuing professional development of all staff. The SENCo attends regular LA SEN updates and The Annual SEN conference so that she is kept informed of SEN issues. This knowledge is then passed on to staff as part of staff meeting sessions. All teachers will highlight any CPD needs during performance management and these are linked to current pupils in their classroom. Where there are children with specific needs the teaching staff will have training arranged either through courses or with the specialist teacher team.

Our staff have had whole school INSET in dealing with children that do not have secure attachments caused by developmental trauma so that all staff deal with children consistently. Teachers who understand the effect of trauma on children's education, who are able to develop teaching practices to help them, and who are able to participate actively and collaboratively in the interventions designed to support traumatised children will not only improve their educational outcomes but will assist in their healing and recovery.

How equipment to support children with SEN will be secured:

If children's physical needs require additional equipment then the SENCo will arrange via the school nurse or the specialist teacher for physical needs to have this in school.

How is the effectiveness of the provision made for pupils with SEN evaluated?

- **Pupil and parent questionnaires.**
- **Pupils complete a review of provision and give their views at the end of every academic year. This gives children with SEN the chance to have their say about what support they would like in the future.**
- **SEN audit carried out in conjunction with SEN governor.**
- **Peer SEN review.**
- **SENCo monitoring.**
- **Governor monitoring.**

Support for improving emotional and social development:

- **Teachers and teaching assistants who listen and care who are able to encourage the development of a secure attachment.**
- **The Zones of Regulation is used across the school.**
- **All classes follow The Jigsaw programme for delivering PSHE which provides children with a programme to promote their emotional literacy**
- **Tootoot is used across the school which is an online platform that provides children with the tools to inform a member of teaching staff if they feel worried about anything. This can be friendship issues or child protection concerns.**
- **Access to a school counsellor via the MAT.**
- **Access to play therapy and music therapy via the MAT.**
- **Referrals to EWMHs for children with more significant mental health difficulties.**
- **Referrals to Young Carers for children who have to care for a parent or sibling which is impacting on their emotional well-being.**
- **SENCo supports children at lunchtime who are struggling to play with other children.**

How the school involves other bodies, including health and social care bodies, the local authority support services and voluntary sector organisations, in meeting pupils SEN and supporting their families:

Regular Team around the Family (TAF) meetings are held where children need extra support from external agencies. Where families have been referred to social care, a member of the SMT will attend CIN meetings and attend CP conferences when this is deemed necessary. Regular meetings are held with the school nurse to ensure that families that need extra support are getting this. Referrals to Family Solutions will be made when this is necessary.

Worries:

If parents are concerned about the progress that their child is making, then initially concerns should be addressed to the class teacher. We ask that parents make an appointment to speak to the teacher via the office so that the children's morning routine is not disrupted. The teacher has responsibility for planning and teaching all children, including those with SEN.

If parents still have concerns after speaking to the child's class teacher, then an appointment should be made to speak the SENCo, who

is the most suitable person to deal with this.

Contact details for the SENCo:

0208 508 8624

senco@whitebridge.essex.sch.uk

The Local Offer:

The school's contribution to the local offer and the LA's local offer can be accessed via the school's website.

- SEND Code of Practice: 0 to 25 years, GOV.UK – DfE
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- SEND: a guide for parents and carers, GOV.UK – DfE
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf
- IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

IPSEA <https://www.ipsea.org.uk/home>