

Endon Hall SEND Information Report (2020)



What kinds of Special Educational Needs and Disabilities (SEND) does the school provide for?

Endon Hall Primary School is committed to providing an appropriate, inclusive and high quality education to all. We believe that all children, including those identified as having a Special Educational Need or Disability (SEND), have an entitlement to a full, broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The school accommodates all SEND needs in line with the Equality Act 2010 and provision is available for all areas of need outlined in the SEND code of practice. These areas include; Communication and Interaction, Cognition and Learning, Social, Emotional, and Mental Health difficulties and Sensory and Physical needs.

What are the admission arrangements for disabled children?

Endon Hall Primary School is a Local Authority maintained, inclusive school and will admit children without reference to general ability or aptitude. We believe we operate a fair and equal admissions policy and, as a school community, we have a commitment to promote equality.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Endon Hall we recognise the importance of early identification of special educational needs, and use a range of methods and assessments to achieve this. These include;

- Liaison with previous schools/settings
- Concerns raised by parents
- Ongoing teacher assessment which identifies children who are working significantly below their peers
- Assessments for specific areas of concern
- Advice given by external professionals

How will the setting support my child?

Support at Endon Hall is provided through a graduated response; all children will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners. Any reasonable adjustments to provision will also be made at this stage and staff will liaise with families to check that sight and hearing tests are up to date, with any physical adjustments required in place. The class teacher will monitor the impact of this.

If further support is required following this stage, your child will receive School Support, where specific targets and additional strategies and interventions will be implemented on a Pupil Plan.

Each child will be involved in creating their own Pupil Plan. The plans are reviewed termly with both the child and parents/carers. However, teacher assessment is ongoing and if provision needs to be adjusted then this will be done as required. Staff liaise closely with a range of specialists who advise on the most effective strategies.

Outside agency support will be sought for specific children where necessary and the school will put in place any advice/strategies that are made. For children who have these high levels of need it may be appropriate to apply for an Education and Health Care Plan. For more detailed information about what is included in each wave please see our provision maps, which can be found on our website under 'Our Core Offer'.

If your child has a medical condition, then additional training will be provided to staff if required and all relevant staff will be made aware if a Care Plan is in place. Risk assessments will be carried out and adjustments will be made to activities to ensure the full participation and safety of all children.

How will my child be supported once back in school following the COVID-19 lockdown?

The wellbeing of all children is our priority and we understand that the chaotic period caused by the virus will have impacted on everyone differently; there may be new or very different needs amongst our children. Much research is available which emphasises that successful learning only takes place when the basic human needs are met; in straight forward terms children need to be happy and healthy in order to learn well. We will therefore be applying a graduated response to aid a successful transition back to school.

Universal support:

Following guidance provided by Whole School SEND, Association of Educational Psychologists and Nottinghamshire Educational Psychology Service we will be focussing on social and emotional learning through frequent circle times, using therapeutic stories written by educational psychologists and other stories which explore feelings and emotions as well as encouraging frequent opportunities for time for talking and listening. All children's wellbeing and re-engagement will be monitored and support tailored where required. Staff have taken part in wellbeing and bereavement training during the lockdown period.

Targeted and Individual support:

In addition to the above, assessment will inform whether children from identified vulnerable groups such as those with SEND require additional emotional support. Informal teacher assessments and standardised tests will identify an academic starting point and individual Pupil Plan cycles will begin again. Support and interventions will be implemented according to need. We will continue to work closely with outside agencies to gather advice and support where required.

Where can I find out about Staffordshire's Local Offer?

For information on locally based services for children and young people with SEND please visit the below website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

How will I know how my child is doing and how will you help me to support their learning?

At Endon Hall, children's attainment and progress is monitored closely and strategies are adapted whenever necessary using evidence collected over time. The National Strategies IDP Dyslexia Screening Check and Entrust Dyslexia Early Years Checklist are used to identify need and hone support where there are concerns that a pupil may have dyslexic tendencies. Standardised tests such as the Salford Reading, Vernon Spelling and BPVS (British Picture Vocabulary Scale) form an important part of our assessments. We also use the GL norm-referenced assessments in Reading and Mathematics to provide annual standardised scores for all children in school. Attainment and progress is formally reviewed every term.

To monitor emotional well-being, the Boxall Profile and a Strengths and Difficulties Questionnaire are utilised.

Teachers will liaise with parents/carers if they have identified a child as requiring a monitoring plan and discuss ways to further support at home. They will also discuss whether sight and hearing checks are up to date in order to eliminate these areas as barriers.

Parents/carers will be invited to contribute to their child's individual pupil plan three times a year. At this point the child's specific targets can be discussed and the class teacher will be able to suggest how parents/carers can support their child at home.

Parent/Teacher consultation meetings and/or 'drop-in sessions' take place throughout the year. At these sessions, attainment and progress are discussed with the class teacher.

Children who have an Education, Health and Care Plan (EHCP) will have an annual review where targets and progress against these targets are discussed.

Additionally, if your child has a Personal Education Plan (PEP) or Electronic Personal Education Plan (EPEP) then Mrs Fairhall (SENDCo) will lead the termly reviews.

What support will there be for my child's overall wellbeing?

Endon Hall offers a wide variety of pastoral support for children, including:

- A broad curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance and develop their emotional and social well-being.

- Pupil voice is an important part of school; children are asked their opinions and have opportunities to make decisions on many aspects of school life.
- The school delivers a curriculum which supports and promotes a healthy life style.
- We are currently undertaking the Attachment Aware and Trauma Informed accreditation, which will enable us to better support any child requiring additional emotional support e.g. experiencing bereavement or a change in family structure, for example.
- Emotional literacy programmes are available in school - Emotional Intelligence and Be the Jellyfish.
- Bereavement support is also provided through the support book 'Cry Heart But Never Break'
- A Pupil Advocate and induction process is in place for new pupils and parents/carers who join Endon Hall, to provide a holistic approach to support.

What specialist services and expertise are available at or accessed by the setting?

At Endon Hall we have skilled practitioners who are able to support children who have a SEND.

We also seek support from external professionals who can offer expert advice in supporting children with specific special educational needs. These may include the North Staffordshire SEND Hub, District Inclusion Panel, Educational Psychologist, SEND advisors, Speech and Language therapists, Autism Outreach, Behaviour Support, Physiotherapists and Visual and Hearing Impairment services.

The SENDCo, Mrs Fairhall, is a member of the local District Inclusion Panel and meets half termly with other practitioners and specialists to share expertise, good practice and provide updates. The Headteacher, Miss Lewis, attends the North Staffordshire SEND Hub meetings, which are held fortnightly, and provide advice and direct access to a range of specialists where required.

What training have the staff who support children with SEND received?

We work closely to share good practice with colleagues from a variety of specialist backgrounds, as detailed above.

We provide internal training and development opportunities to staff, through staff meetings and/or training days.

We are a Dyslexia Friendly school (Full Status) and all staff work to ensure the environment, resources and strategies used reflect best practice in order to benefit all types of learners.

We also have staff trained to deliver structured interventions and support across all key areas of need:

Cognition and Learning

- Precision Teaching
- Better Reading Programme
- Cross-Peer Tutoring
- Chris Staunton Daily Diary
- National Strategies Wave 3 Mathematics
- Touch Typing
- Running Reading Records
- Nessy

Communication and Interaction

- Brain Gym
- Emotional Intelligence/Circle of Friends
- Spirals

Social, Emotional and Mental Health

- Emotional Intelligence
- How are you feeling?
- Meet and Greet
- Cry, Heart But Never Break
- Badger's Parting Gifts
- Be the Jellyfish
- Getting to know me

Sensory and Physical

- Happy Hands
- Pindora's Box
- Motor Skills United
- Sensory Circuits

Mrs Fairhall (SENDSCO) has completed the National Award for SEN Coordination (NASCO) at the University of Wolverhampton. This is a Masters level national award for the leadership of SEN within a school.

All staff are carefully placed to support individual children and in delivering interventions, depending on their skills and strengths. All support is carefully monitored by school leaders through learning walks, observations, book scrutinies and pupil conversations.

We also liaise with healthcare professionals who, when applicable, help to write individual healthcare plans.

How will my child be included in activities outside the classroom including school trips?

All children will be fully included in all aspects of school life including school trips and activities beyond the school day. If necessary, we will ensure that additional staff or resources are present to support the needs of individual children.

Risks assessments are carried out before all school visits and adjustments to activities will be made where necessary.

How accessible is the environment?

Endon Hall has been rated as 'fully accessible' by Staffordshire County Council. In order to achieve this rating, the school has demonstrated that it is fully accessible for people with limited mobility or in a wheelchair. The main school building is situated at ground level and the mobile building has a ramp. A disabled toilet is available in the main school building.

There is a disabled parking space adjacent to the school entrance.

How will the setting prepare and support my child to join the next stage of education and life?

All children in each class are prepared for the next class, key stage or school through a commitment to ensuring they achieve their potential in securing the end of year expectations.

Organised transition activities are in place as children move through the school. Vulnerable children receive additional transition support and this will depend on their specific needs. Examples of such support include personalised transition booklets with photographs of new adults, the classroom and any other areas which will be new to the child, time spent talking about any worries and concerns they may have about their move with a familiar adult and additional opportunities to meet new key adults. Information regarding the needs of individual children will be passed onto new class teachers and a meeting will be held in school to discuss the support and interventions that are in place.

The transition programme in place for children in Year 6 provides a number of opportunities for children and parents to meet staff in their new school. These opportunities are further enhanced for children with special educational needs and are carefully tailored to suit the individual. The SENCOs from both schools liaise closely in order to plan the most effective activities for transition. Examples may include opportunities to join after school clubs where links are made with 'buddies' and mentors as well as visits to become familiar with the physical layout of the new school building.

The annual review in Year 5 for children with a statement / EHC plan begins the process where parents are supported to make decisions regarding secondary education.

How are resources allocated and matched to the special educational needs of each child?

We endeavour to meet every child's needs through a quality, well differentiated and creative curriculum. For children who need additional support, this is delivered either on a one to one basis or as part of a small group intervention with skilled practitioners. For children with an EHC plan or statement, support is put in place based on the advice

provided by specialists and selected for their individual needs in relation to the number of hours they have been allocated.

The school aims to provide any additional resources that the child needs to support their learning.

How is the decision made about what type and how much support my child will receive?

Decisions about how to best support a child are always based on the child's individual need. When making decisions, consideration is given to the thoughts and feelings of the child, the views and wishes of their family, and the advice given by any professionals working with the child.

How will our child be involved in decisions about their learning?

Individual Pupil Plans are written with the children. This is an opportunity for the children to identify what they find difficult in school and how they would like to be supported. Pupil voice is valued at Endon Hall and the children are consulted at the end of each cycle of intervention.

How are parents/carers involved in the setting? How can I be involved?

We have lots of opportunities for families to be involved in school life. We organise concerts, events and celebrations both within school and the local community, where parents/carers and grandparents are invited to share in the children's learning.

We also organise and run family learning opportunities where parents/carers can come into school and complete activities to help them to support their child.

If parents/carers are interested in volunteering in school, then they can talk to the school office about this.

Parents/carers are encouraged to read with their children frequently at home and return the reading diary so that the class teacher can monitor the frequency of the child's reading.

Homework activities are provided weekly and parents/carers are encouraged to support their children in completing these activities.

Individual Pupil Plans detail key activities for parents/carers to work with their children on to further support progress.

What do I do if I wish to make a complaint?

Initial concerns or enquiries about a child with a special educational need or disability or the school's SEN provision should be dealt with by the class teacher or the SENDCo. If concerns remain they should then be referred to the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Concerns procedure, setting out the precise nature of the concern as specified in the school's Compliments, Comments and Concerns Policy. The concern would then be dealt with in line with the policy.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information from this external service if they wish.

How can I contact the school Special Educational Needs Coordinator (SENDCo)?

Mrs Fairhall can be contacted via email or the school office (working days Wednesdays and Fridays).

Email: gfairhall@endonhall.staffs.sch.uk

School Office Telephone: 01782 502645

What other support is available to parents and how can I contact them?

SEND IASS – Staffordshire Family Partnership are information, advice and support service for families of children and young people with SEND (0-25 years) in Staffordshire.

Contact details:

Telephone: 01785 356 921

Email: sfps@staffordshire.gov.uk.

SEND Family Partnership,

Eastgate House,

Eastgate Street,

Stafford,

ST16 2NG