

SEN Information Report



Together We Learn

...always striving to be outstanding, transforming the aspirations of a community.

Reviewed October 2018



A special thank you to Mrs Allen, Mrs Treliving, Mr Hignett, Mrs Hignett and all of the other families involved for their input in creating this document.

Ernesettle Community School SEND Information Report

Our Vision

Ernesettle Community School promotes an inclusive environment where all staff support children to achieve their best intellectually, creatively, emotionally, physically, spiritually, culturally and morally.

Learning will take place in the caring and supportive environment of a school that aspires to be outstanding and that is proud to be at the heart of the local and wider community, raising standards of attainment for all pupils.

We want our children to be confident, happy and healthy individuals, successful learners and responsible citizens.



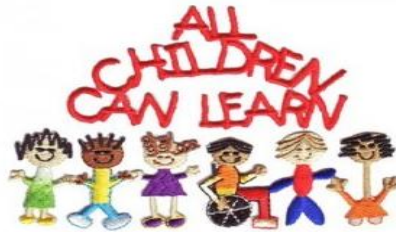
What is SEN?

The special educational needs code of practice (2015) says that:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

This means that a pupil may need:

- Special resources to help them in the classroom.
- To be part of a small group with an adult to help them with their work, their social skills, developing independent skills or their emotional well-being.
- To work with someone specially trained to help them in the area that they need. (Usually someone from outside school).
- Have an SEND Support Plan (including IEP) detailing individual targets.
- Have a One Page Profile which tells all the adults working in school what the pupils strengths are and how they would like to be supported.



Areas of need

There are four areas where a pupil may have a difficulty that means they are considered to have SEN. They are:

- **Communication and Interaction** – this includes speech and language and social communication difficulties which includes Autism.



- **Cognition and Learning** – this is where a pupil is learning at a slower pace than others in their year group.



- **Social, Emotional and Mental Health** - this includes pupils with challenging behaviour, anxiety, ADD (attention deficit disorder), ADHD (attention, deficit, hyperactivity disorder) or attachment disorder.



- **Sensory and/or physical needs** – this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.



It is possible for children to have more than one area of need.



Who is responsible for children with SEND?

Miss Sally Riseborough is our school Special Educational Needs Coordinator (SENCO) and can be contacted through the school office.

Who can I contact for advice and support for my family?

Miss Kelly Powell is the school Family Support Worker and can be contacted through the school office or by phoning the school.

How will the school know my child needs special educational provision?

Adults will notice little or no progress is being made. Teachers will know this because:

- They continually assess the children as part of their daily teaching. If needed, some children will then be taken for interventions (extra learning) as part of a small group or on their own with an adult.
- They meet termly to look at the progress all pupils are making and identify any who are not making progress or who have made slow progress, so that they can support them.
- They will review support and interventions (extra group sessions) every 6-8 weeks to make sure progress is being made.
- Some pupils will have an SEND Support Plan which will be shared with parents, reviewed and renewed regularly.
- They discuss children causing any concern weekly in unit meetings.

School can be alerted by Parent/Carers with their concerns.

School can be alerted by other professionals working with the child or family outside of school.

How can I let the school know I am concerned about my child?

- First, talk to your child's teacher. If necessary, they will talk to the SENCO about your concerns. The teacher will let you know what will happen next.
- If you are still concerned you can ask to meet with the SENCO.
- You could also ask to see the Head of School or the Assistant Head Teacher.

How will the school let me know if they have any concerns about my child's learning?

- The class teacher will talk to you.
- Any concerns will be shared at Parent/Carer Consultation Evenings.
- You will be invited to a meeting in school with relevant staff.

REMEMBER!

If Parent/Carers or children have **any** concerns about learning, progress and development then please discuss this with the class teacher or make an appointment to meet with Miss Riseborough (SENCO). We will work with you to meet the needs of your children.

What are the different types of support available for children with special educational needs?

- Teaching that is personalised to the child within the classroom.
- Resources that are personalised to the child within the classroom.
- Small group work (interventions) for example: Literacy, Maths, spellings, handwriting/fine motor, social skills, Emotional Literacy, Art groups or Lego groups.
- Individual learning with an adult.
- Interventions with an inclusion teacher and therapy dog.
- School based Speech and Language sessions.



Sometimes we access support from other people outside of school, these include:

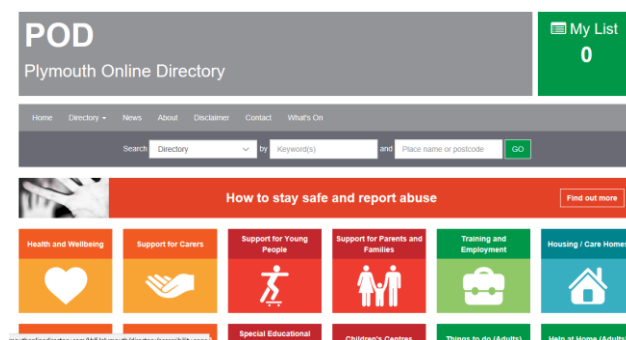
- Multi-agency support team (MAST)
- Communication Interaction Team (CIT)
- Educational Psychologist
- Plymouth Information Advice and Support Service (PIASS)

<http://www.plymouthias.org.uk/sen-disabilities/send-changes>



- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)
- NHS Speech and Language Team
- Communication Interaction Team, Early Years (CITEY)
- Early Years Advisory Teacher
- Counsellors
- Art/drama therapists

More information about the Local Authority's Local Offer for children and young people with SEN and their families as well as the above services can be found on the Plymouth Online Directory (POD).



How are the adults in school helped to work with children with SEN?

- The SENCO is a qualified teacher who has the skills and experience to work with and support staff and children with SEN.
- Staff training takes place regularly to help all staff understand and teach children with SEN.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children.
- Other specialist professionals are able to offer advice to class teacher and TLAs

How do parents/carers and children with SEN share their views and concerns and work with the school?

Parent/Carers and children are encouraged to discuss their child with the school regularly.

Parent/Carers can discuss their views at any time but they may include:

- Parent/Carer Consultation Evening.
- SEND support plan reviews
- Regular meetings, including Early Help meeting and TAM (Team Around Me) meetings.
- Annual Reviews for pupils EHC (Education, Health and Care) plans.



If I have a query about the support my child receives, what do I do?

- Talk to your child's teacher.
- Ask to meet the SENCO.
- Ask to meet the Head of School or the Assistant Head Teacher.

What happens when my child moves from class to class or to another school?

- All children make visits to their new class and teacher in the summer term.

- Class teachers meet in the summer term to pass on information about all pupils and their individual needs.
- Some children will have a transition booklet to take home over the holidays with pictures and information about their new class or school.
- Some children have a One Page Profile which is updated in the summer term telling their new class teacher and support staff about their strengths and what they need in school to help them.
- Additional visits may be arranged to reassure more anxious children.
- All information about a child is passed to new schools.

How accessible is the school for my child with SEN?

- The school is set out across two floors, many classrooms are located on the ground floor with doors that provide access to the playground via ramps.
- Two stairways and a lift provide access to the first floor.
- There are designated parking spaces for Blue Badge Holders (a permit need to be applied for).
- Ernesettle Community School accessibility plan is available at <https://www.ecs.plymouth.sch.uk/wp-content/uploads/2018/09/ECS-Accessibility-Plan-September-2018.pdf>



Where can I find information about the school's approach to pupils with SEN?

Full details can be found in the school's SEND Policy, which is available on the school website

<https://www.ecs.plymouth.sch.uk/policies/>

Speaking to Miss Riseborough and my mum together was the first step to helping me get support with my writing. My special pencil is really comfortable!

Seeing an Inclusion Teacher each week gave me confidence to talk about my worries. I now don't get easily frustrated, if I do I can make the right choice to cope.

