

SEND Information Report



Together We Learn

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

Reviewed October 2019

A special thank you to Mrs Allen, Mrs Treliving, Mr Hignett and Mrs Hignett for their input in creating this document.



Ernesettle Community School SEND Information Report



This Information Report outlines Ernesettle Community School's approach to Special Educational Needs and Disabilities (SEND).

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.



We believe that:

1. All pupils are entitled to a broad, balanced, relevant and differentiated curriculum.
2. All pupils are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves.
3. All class teachers, together with the Senior Leadership Team, will accept responsibility for pupils with SEND. All teachers are recognised as teachers of SEND.
4. More able pupils who also have SEND may require special provision or consideration to achieve their full potential.
5. Many pupils, other than those identified by the setting may need temporary help and support during their school life as they face setbacks. A graduated approach is followed when supporting children.

What is SEN?

The Special Educational Needs Code of Practice (2015) states 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).
- To have a SEND Support Plan detailing individual targets.
- To 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, via telephone 01752 201177 or directly via the school email address ecs@ecs.plymouth.sch.uk

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 may have concerns or 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 a SEND Support Plan which will be shared with parents, reviewed and renewed regularly.
- They discuss children causing any concern weekly in unit meetings.
- Staff receive training to help identify and support children who are experiencing difficulties.
- The SENCO will liaise with Nursery providers to share information on children transitioning into the setting, holding an enhanced transition meeting if necessary.

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 can also ask to see the Head of School (Mrs Pearce) or the Assistant Head Teacher (Mrs Little).

How will the parents and children be consulted regarding the education and progress of children with SEND

- The class teacher will talk to you.
- Any concerns will be shared and discussed at Parent/Carer Consultation Evenings.
- You will be invited to a meeting in school with relevant staff if concerns are raised about your child who will be supported following a graduated approach.
- The progress of all children is reported to parents verbally three times per year and in writing through Annual Reports at the end of every academic year.

- Children will be helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them.
- Personalised targets are set, agreed and reviewed with parents.
- Children and parents of children who have Education Health and Care Plans (EHCPs) will be invited to meet the SENCO (Miss Riseborough) to review progress. The views of the child and the parents will form a key part of these discussions.
- Parents/Carers will be involved in all decisions to add or remove children from SEND support, in any changes to EHCPs, or if referral to outside agencies is being considered
- Class teachers will be available at the beginning and end of each day if you wish to raise a concern. Arrangements can be made to speak in more detail to the class teacher or SENCO at any time by appointment
- Parents can access the services of Plymouth Information and Advice for SEND who provide impartial and confidential support relating to special educational needs. They can be reached by phone on 01752 258933 / 08009531131 or via email pias@plymouth.gov.uk

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 listen and 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.



- School will follow the graduated approach with an assess, plan, do, review cycle with good practice being built upon to ensure appropriate targets and support is in place. This support can vary from universal/high quality teaching to SEND support and Education Health and Care Plans.

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

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

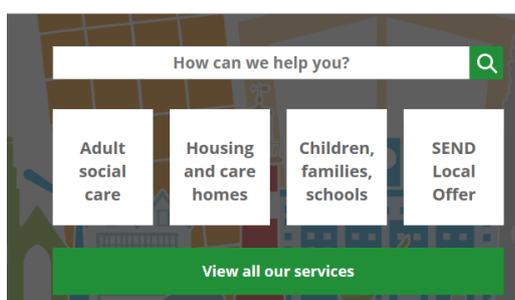
<http://www.plymouthias.org.uk/sen-disabilities/send-changes>



- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)
- NHS Speech and Language Team
- Communication Interaction Team, Early Years (CITEY)
- Early Years Inclusion Service
- Counsellors
- Art/drama therapists
- Child Development Centre
- Education Welfare Officer
- Barnardo's
- Social Care
- Learning Mentor
- Art/Drama therapist
- Health Visitors
- Portage

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).

<http://www.plymouthonlinedirectory.com/>



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 meetings 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 (Miss Riseborough).
- Ask to meet the Head of School (Mrs Pearce) or the Assistant Head Teacher (Mrs Little).

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

- Miss Riseborough or a class teacher will liaise with previous and receiving staff to pass on information regarding children with SEND.
- Where a child may have more specialised needs, a separate 'Enhanced Transition Meeting' may be arranged with Miss Riseborough, the class teacher, staff from the new school, any outside agencies involved, the Parents/Carers and where appropriate, the child.
- 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?

We are fully committed to ensuring that the setting is accessible to all children and will always be happy to discuss individual requirements where necessary. The Academy has a number of ways in which it is accessible to all:

- 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 needs 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>



How will children with SEND be included in activities outside the classroom including school trips?

- We have a very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEND. Risk assessments are carried out and procedures are put in place to enable all children to participate.
- When appropriate, extra-curricular activities specifically tailored to SEND children are delivered by specialist teachers.
- All children with SEND are encouraged and challenged to achieve positions of highly regarded roles and responsibilities across the school such as prefects, digital leaders and school councillors.

How does the Academy support the emotional well-being of children with SEND?

- The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development.
- The services of a trained Inclusion Teacher are bought in by the Academy and are available to children.
- Children identified with social and emotional difficulties may partake in group or a one to one intervention programmes organised by the SENCO or Class Teacher.

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.

I can learn in class with my friends and get help on school trips.

I feel proud of my learning and am happy because teachers say, "Well done," when I try my best



Useful websites:

PIAS – Plymouth Information Advice and Support for Children with SEND. Support for families.

<https://www.plymouthias.org.uk/>

POD – Plymouth Online Directory, a search engine for support available in Plymouth.

<https://www.plymouthonlinedirectory.com/>

Livewell Southwest – Information for Parents on a range of subjects including mental health, Speech, toileting, eating and sleeping. <https://www.livewellsouthwest.co.uk/childrens-services/parents-resource-centre>

Friends and Family - Support for families, run by Parents of Children with SEND.

<https://www.friendsandfamilies.org.uk/>

This policy links to our policies on:

- Accessibility plan <https://www.ecs.plymouth.sch.uk/policies/>
- Behaviour <https://www.ecs.plymouth.sch.uk/policies/>

- Equality information and objectives <https://www.ecs.plymouth.sch.uk/policies/>
- Supporting pupils with medical conditions <https://www.ecs.plymouth.sch.uk/policies/>