

Hatfield Peverel St Andrew's Junior School



SEND Information Report

Approved by: Headteacher

Date: September 2022

Last reviewed on: September 2021

Next review due
by: September 2023

Introduction

Our school values are Compassion, Achievement, Respect and Enjoyment (CARE values).

Our school vision is '*Every child is loved and known, every child shines*', supported by our chosen bible passage '**Let your light shine**' **Matthew 5:16**.

At St. Andrew's we are aware that some pupils will have a greater difficulty in learning than the majority of children of their age. Their needs will vary but can be identified under four headings; Communication and interaction; Cognition and learning; Social, mental and emotional health; Sensory and/or physical. We aim to give all these pupils individual consideration and make the necessary special provision for them, working in partnership with parents and others, to enable them to have access to the full school curriculum. We aim for our school to be an inclusive and safe environment, including addressing behaviour and bullying.

Who to contact at school

If you would like more information about the provision for children with Special Educational Needs and Disability (SEND) then you should contact our Special Educational Needs Co-ordinator (SENCo), Mrs Allison Dutaut, via the school office on 01245 380131 or by emailing deputy@hatfieldpeverel-jun.essex.sch.uk

Arrangements for consultation with parents of children with SEND

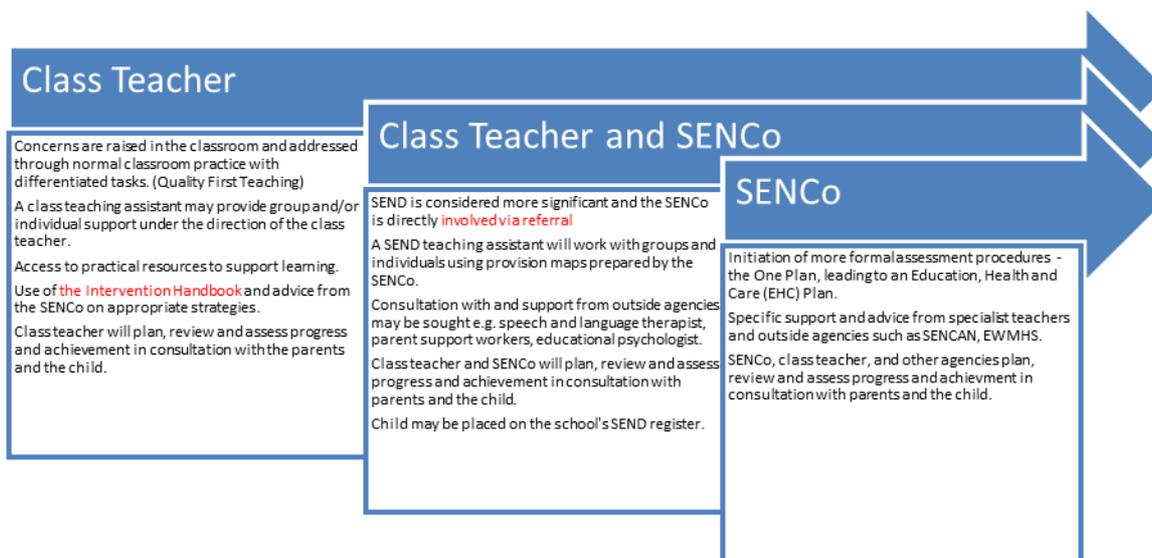
We provide a variety of opportunities for parents to meet with teachers and the SENCo.

- Informal "drop-in" sessions from time to time which aim to give parents information about any new developments in national and local arrangements for SEND.
- Appointments by arrangement with class teachers (please telephone the office or email the year group email on yearX@hatfieldpeverel-jun.essex.sch.uk)
- Appointments with the SENCo are also available by arrangement (please telephone the office or email deputy@hatfieldpeverel-jun.essex.sch.uk)
- Termly One Plan meetings (for children on the SEN register) with parents, children, class teacher and/or SENCo.
- Annual Review meetings (for children with Education Health & Care plans (EHCPs)) with parents, children, class teacher, SENCo and any other relevant professionals.

Involving the children in their learning and development

Every child at the school is involved in their learning in a variety of ways. Teachers have discussions on a daily basis with children about their learning, looking at progress, identifying successes and setting the next steps/targets. Children are encouraged to express their own opinions on how well they are doing and identify what they need for future progress and achievement. This applies not only to learning but children's social and emotional needs and how they feel about a wide range of things at school. Additionally, children with SEND will have opportunities to feedback more formally as part of the termly review of their needs, including (where applicable) One Plans, EHCPs and Annual Review Meetings. As part of this process a Pupil Passport will be developed and shared with school staff. This includes information about the child's likes and dislikes and how they learn best.

Identification and intervention of SEND at our school



The school adopts a graduated approach to children with SEND. At all stages the school employs a variety of intervention and assessment strategies. This ranges from informal observation and general support to more formal assessments and strategies related to specific identified needs. There are extensive resources available for a variety of needs, including practical apparatus, books and ICT equipment. There is access to specialist equipment as need dictates. We seek to provide extra pastoral support for children with social and emotional difficulties which is considered on an individual basis. We have an experienced team of teachers and teaching assistants who receive training in aspects of SEND according to need. Recent training includes Trauma Perceptive Practice (TPP), Stop, Understand and Move

On (SUMO), positive behavior support, assessment of reading, reading fluency and Oracy training. Our school SENCo is very experienced and is currently studying for a Masters in Special Education. There is a clear expectation that all members of staff should be making a significant contribution to raising standards of achievement for all SEND children. The provision is kept under regular review and evaluation by school leaders and the Governing Board.

The Governing Board

The school's Governing Board takes a strategic role in the life of the school. Governors oversee the budget for SEND and ensure that this is applied appropriately and according to need. The Governing Body appoints a SEND governor representative who has the responsibility for monitoring SEND provision and reporting on a regular basis. The Governors are committed to providing all the necessary support and training for staff to ensure the effective provision for SEND children. The school policy for SEND is available on the school website.

Admissions and Accessibility of Disabled Pupils

The school is able to accommodate children with disabilities, including those in wheelchairs and on crutches. The governors always apply their published admissions criteria to applications for admission to the school. Application for admission would not be refused on the grounds of disability. The school buildings currently facilitate reasonably easy access for the disabled, including ramps and toilet facilities. In the event of a specific admission need, the school would take immediate steps to review accessibility to the building and the other facilities. Documentation in large print, Braille and recorded media can be provided on request through Local Authority services. As part of their planned maintenance program of the school site, governors give due consideration to the access needs of all children and staff e.g. in 2021 we had new ramped access added to year 6, as well as automatic doors fitted to the front and rear of the building, in 2022 we had our outdoor classroom remodelled to allow full wheelchair access. Governors also ensure that all pupils have equal opportunity in curriculum provision and other school activities.

Transition

Arrangements are in place to ensure smooth transition from our partner infant school from Year 2 to Year 3 and likewise with transition to secondary school. These include, school visits, review meetings between SENCos at different schools, sharing of records and meeting with parents.

What to do if you wish to make a complaint

We hope that effective and regular communication between school and parents should ensure any complaints are kept to a minimum. If you have concerns you should, in the

first instance, contact the class teacher and/or SENCo. If your concerns remain unresolved then you should contact the Headteacher. If you continue to feel that your concerns are not being dealt with, then you should contact the Governors. You can refer to the full School Complaints Policy on the school website or you can ask for a copy at the school office.

Where to find information about Essex County Council and their provision for SEND

There is plenty of information about provision for SEND within the Local Authority.

To access this information please follow the link to their website below;

<http://www.essex.gov.uk/education-schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx>

Essex SEND Local offer information can be found at;

<http://www.essexlocaloffer.org.uk/>