

Great Chesterford C of E (A) Primary Academy

Special Educational Needs and Disabilities (SEND)

SEN Information Report 2016-17

School Policy

At Great Chesterford Primary Academy, we are committed to ensuring that all children are given the opportunity to make progress and achieve to the best of their ability.

Our approach to the assessment and provision for children with Special Educational Needs and Disabilities (SEND) is in line with the government Code of Practice which came into force from 1 September 2014. The current school policy for SEND is in line with the Code of Practice and it has been adopted by the school's Governing Body. The needs of children with SEND are reflected in all school policies.

Governing Body

The governing body has a statutory duty to see that provision is made for pupils with SEND. This is monitored by a governor, Ms J Fullerty, via the teaching and learning committee.

Staffing and Teaching Arrangements

All staff at school work with children with SEND. Where there is a behavioural or medical aspect, midday assistants and office staff will also be aware to ensure a consistent approach and to keep children safe. Appropriate staff training is made available where necessary.

Inclusion

Our Inclusion Policy promotes the involvement of all pupils in all aspects of the curriculum including activities outside the classroom such as clubs and school trips. Where there are safety and/or access concerns, further thought and consideration is put in place to ensure needs are met; where appropriate, parents are consulted and involved in the planning of arrangements.

All children are given opportunities to develop their independence and take on responsibilities around the school. We maintain high expectations for behaviour and initiatives such as Friendship Week and anti-bullying strategies encourage tolerance and respect for one another.

Accessibility

The school has a disabled toilet.

There are ramps in place where there is a change in floor level, enabling wheelchair access.

Although the original Victorian part of the school is subject to some building constraints, the school endeavours to make reasonable adjustments where possible and when necessary.

Teaching and Learning for Children with SEND

The quality of teaching and learning across the curriculum is monitored closely by senior staff. At any one time, the school will have children with a range of SEND including Autistic Spectrum Disorder, Speech, Language and Communication Needs, Physical and motor difficulties, a specific learning difficulty e.g. dyslexia, etc. For those children needing additional support, the school may offer the following provision:

Intervention
Strategies to Support/Develop Literacy
<ul style="list-style-type: none"> • Small group support in class through guided teaching from teacher or teaching assistant.
<ul style="list-style-type: none"> • Small group interventions to support handwriting, spelling and punctuation skills.
<ul style="list-style-type: none"> • Individualised programmes of work tailored to the needs of children with SEND.
<ul style="list-style-type: none"> • 1:1 precision teaching of spelling and reading skills.
<ul style="list-style-type: none"> • Use of touch-typing programmes to aid recording.
<ul style="list-style-type: none"> • 1:1 reading to an adult.
Strategies to Support/Develop Numeracy
<ul style="list-style-type: none"> • Small group support in class through guided teaching from teacher or teaching assistant.
<ul style="list-style-type: none"> • Small group customised interventions to support any strand of the numeracy curriculum.
<ul style="list-style-type: none"> • Numicon used as a class resource in KS1 and used by individuals in KS2.
<ul style="list-style-type: none"> • Individualised programmes of work tailored to the needs of children with SEND.
<ul style="list-style-type: none"> • Use of a range of practical and visual apparatus eg cards, Numicon, bead strings.
Strategies to support social, emotional and behavioural development
<ul style="list-style-type: none"> • Small group social skills within classes or in key stage groups, as appropriate.

<ul style="list-style-type: none"> • Use of social stories.
<ul style="list-style-type: none"> • Use of learning mentors to provide children with opportunities to talk to an adult about issues affecting their learning (e.g. anxieties, personal organisation, behaviour for learning).
<ul style="list-style-type: none"> • Access to play therapy support via 'Relate'.
Strategies/Support to Develop Independent Learning
<ul style="list-style-type: none"> • Use of visual timetables, checklists, personalised success criteria.
<ul style="list-style-type: none"> • Visual support eg sequenced pictures, mindmaps, wordmats, writing frames.
<ul style="list-style-type: none"> • Chunking activities – breaking down a task to be attempted in stages.
Strategies/Support to Develop Physical Skills:
<ul style="list-style-type: none"> • Small group gym trail activities for gross motor skill development.
<ul style="list-style-type: none"> • Intervention groups to support fine motor skills – cutting, threading.
<ul style="list-style-type: none"> • Customised programmes for children planned by a Physiotherapist/Occupational Therapist.
Strategies/Programmes to Support Speech and Language Skills
<ul style="list-style-type: none"> • Interventions planned by Speech and Language Therapist and delivered by trained teaching assistant, e.g. for fluency skills.
Resources
<ul style="list-style-type: none"> • One Plans for children on the Special Needs Register. NB: One Plans have replaced IEPs (Individual Education Plans).
<ul style="list-style-type: none"> • EHCP (Education, Health and Care Plans) for children who have a high level of special needs. EHCPs have replaced the Statements of Special Educational Needs.
<ul style="list-style-type: none"> • External agency involvement (see below)
<ul style="list-style-type: none"> • ICT programmes e.g. Clicker, Mastering Memory.
<ul style="list-style-type: none"> • Laptops and iPads
<ul style="list-style-type: none"> • Teaching assistant in every class.
<ul style="list-style-type: none"> • Specialist equipment e.g. writing slope, <i>Move 'N' Sit</i> cushion, <i>theraputty</i>.
<ul style="list-style-type: none"> • Junior Play Leaders

Progress of Pupils

Teachers make regular assessments of children's progress, enabling them to plan work according to the children's needs. Formal assessments are carried out twice a

year, in January and May together with standardised reading and spelling assessments in the autumn and summer terms. Each term, the progress of children with SEND is reviewed with parents, children and teachers, with targets set in October, February and June, in line with reviews of their One Plans.

Access to Specialist Support and Advice

The currently school accesses additional support from the following agencies to meet the specific needs of some children:

- Speech and Language Service
- Essex Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- Independent Educational Psychologist (5 visits per year)
- Health Services – School Nurse
- EWMHS – Emotional Wellbeing and Mental Health Services
- School Nurse
- Essex Specialist Teacher Team - offering expertise in areas including ASD, Visual and Hearing impairment, Behaviour and Physical and Neurological impairment
- Play therapy