



# Special Educational Needs and Disabilities (SEND)

Local Schools Working in Partnership

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# The Blackwater Partnership Special Educational Needs and Disabilities (SEND)

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## 1: Contact Details

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**School:** Wentworth Primary School

**Name and contact details of Special Educational Needs Coordinator (SENCo):**

Mrs S Waller: KS2 SENCO and Deputy Head

Mrs A Luchmun: KS1 SENCO and class teacher

**Role of SENCo:** The SENCo has responsibility for coordinating provision for students with special educational needs and disabilities.

The SEN Coordinators (SENCOs) at Wentworth Primary School work in collaboration with the head teacher and governing body, to determine the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

We take responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies.

As part of our role we provide professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

## 2: Introduction

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Schools in the Blackwater Partnership believe that all our students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any student who has special educational needs. We support students with special educational needs to be included in all aspects of school life.

We recognise that a student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the Draft Special Educational Needs Code of Practice (2013), a student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Schools in the Blackwater Partnership make provision in accordance with the Draft Code of Practice (2013), the Special Educational Needs and Disability Act (amended 2012), Index for Inclusion (Updated 2001) and the Discrimination and Disability Act (2006).

We aim to identify special educational needs as early as possible so that evidence-based interventions and support can be put in place. Regular monitoring and review of progress is important to ensure that the support is adapted when necessary.

Schools in the Blackwater Partnership believe that students have a right to be involved in making decisions and exercising choices. We are committed to working in partnership with the student, the family and external agencies to identify needs and provide ongoing support and monitoring to meet those needs.

### 3: How do we consult with students about special educational needs and involve them in their education?

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The student is central to planning for, review and evaluation of the support they are given to maintain their progress. Schools in the Blackwater Partnership are committed to hearing the voice of all our students, including those with special educational needs. We get to know them individually and respond to their choices and preferences, through a range of strategies:

- Working with a familiar adult to record their views for the annual review meeting, with visual prompts where appropriate
- Attendance at statutory meetings and annual reviews, where appropriate
- Age appropriate conversations about targets and progress
- Participation in transition planning
- Key workers
- Mentoring
- Individual observations
- Guided assessment activities in class with class teacher

### 4: How do we work in partnership with families?

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Schools in the Blackwater Partnership strive to make sure all families feel supported, involved and valued in their child's education and well-being at school. This includes families of students with special educational needs. On application for a place, on joining the school and throughout their child's time at the school, families are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities include:

- Termly meetings to set goals, discuss the activities and support that will help achieve them and review progress with appropriate members of staff
- Families are encouraged to contribute their views in writing as part of the review process
- Meetings to agree transition arrangements and support
- Parent consultation evenings
- Drop in sessions
- Parent voice meetings and forums
- Contact opportunities after school with an appointment

The school records the outcomes of formal meetings so that everyone is clear about what has been agreed.

## 5: How do we identify students who may have special educational needs?

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Special educational needs are identified in terms of cognition and learning, communication and interaction, social, mental and emotional health, physical and sensory needs.

We try to identify special educational needs as early as possible using a range of strategies which may include:

- Liaison with pre-school and nursery where needs have already been identified
- Listening to families' concerns and working with them to get a picture of how a student is progressing at home as well as at school
- In Reception the teacher completes an Early Years Profile for each student and from this it is possible to track their progress and identify any special educational needs
- Monitoring student progress termly using a range of tools including standardised tests to identify those who are working at levels significantly below those designated for their year group in Literacy and Numeracy
- Using targeted assessments to identify students who may have difficulties with understanding and using language
- Observing students in class and in the playground to identify attention and concentration, social and emotional needs
- Using p-scale assessment to monitor progress in Personal and Social Development (PSD)
- Using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills, etc.
- Taking advice from external agencies, including medical and social care professionals
- Working together between primary and secondary schools to exchange information during transition

## 6: How do we plan provision for students with special educational needs?

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Schools in the Blackwater Partnership work closely with the student, their family and external agencies to identify what the specific barriers to learning are and what support is needed. We then put in place appropriate interventions.

Plans for the use of support relate to a clear set of expected outcomes, which include challenging and relevant academic and developmental targets. Progress towards these outcomes is tracked and reviewed regularly, at least termly.

The class/ subject teacher is responsible for meeting the needs of individuals in his/her class through quality first teaching. Work is differentiated and resources are made available for students with special educational needs. Differentiation is a multiple part process, including differentiation by input, teaching and learning process and by outcome.

Class teachers prepare a termly plan outlining the additional support for groups and individuals. These form the basis of individual plans for students with special educational needs which are written in conjunction with the SENCo, the family, the student, and external agencies as appropriate.

Individual plans include:

- SMART (specific, measurable, achievable, relevant and time-bound) targets
- The strategies and approaches which will help achieve the targets
- Time allocations for each target
- Details of who will deliver the intervention
- Advice and targets from external agencies, e.g. Speech and Language Therapist, Educational Psychologist

Depending on the needs of the individual student, a range of support is planned, for example:

### **For students with cognition and learning needs:**

- Intervention groups, where students' learning is supported in small groups, sometimes outside of the classroom
- Input from a specialist teacher
- Structured literacy and numeracy programmes
- Strategies to support attention and concentration

### **For students with communication and interaction needs:**

- Small group speech and language work
- Intensive Interaction

**For students with social, mental and emotional health needs:**

- Mentoring support, counselling and emotional first aid
- Social skills groups and programmes, such as Circle of Friends
- Positive behaviour support programmes, including individualised rewards and sanctions

**For students with sensory and/or physical needs:**

- Gross and fine motor skills programmes
- Support for self-help and independence skills
- Input from a specialist teacher
- Specialist equipment

**For students with medical needs:**

- Input from Physiotherapists, Occupational therapists and Specialist teachers
- The SENCo arranges meetings and training with the school nurse to complete a Health Care Plan for children on medication, including children with severe allergies requiring epi pens.

## 7: How do we assess and review their progress?

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Before beginning any new intervention, the student's baseline attainment is recorded so that progress can be monitored.

For students with special educational needs, a termly review (or more frequent if required) is arranged with relevant staff and the family. The individual plan is reviewed and updated, with new targets being set as appropriate.

For students with a Statement of Special Educational Needs (or Education, Health and Care Plan) an Annual Review takes place with family, SENCo, relevant staff and external agencies.

The student's views are recorded for the meeting and they may attend all or part of the meeting if appropriate.

Progress is regularly reviewed to ensure that the student is placed at the correct stage of the special educational needs register and decide whether support needs to be maintained, increased or ceased.

## 8: How do we evaluate the effectiveness of the provision for students with special educational needs?

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The Blackwater Partnership work collaboratively to share experience of different interventions and their effectiveness.

All interventions are monitored and evaluated to ensure that they continue to be effective for the individual student.

Each school has a process for evaluating the progress of their students with special educational needs, which may include some of the following features:

- Baseline and summative assessment of students being supported through intervention programmes
- Academic assessment data
  - cross-referencing individual student achievement and progress data against progress made by other students within year group/level
  - cross-referencing achievement and progress of special educational needs students in school with national outcomes
- Monitoring progress in terms of improvements in behaviour, confidence or self-esteem
- Use of P-Scales to measure personal and social development
- Regular feedback from staff delivering interventions to class teachers
- Regular record keeping to track progress against SMART targets on SEN Support Plans
- Pupil Progress meetings with the Senior Management Team
- Regular student progress meetings, with family, SENCo, support staff, class teacher and external agencies, where relevant
- Student's views
- Family's views
- Reports, assessments and feedback from external agencies
- SENCo observations



## 9: What expertise do our staff have in supporting students with special educational needs?

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It is the ethos of schools in the Blackwater Partnership that all staff share responsibility for supporting students with special educational needs. Staff are recruited for their commitment, experience, knowledge and aptitude.

Through the Blackwater Partnership, schools have access to resources and training courses to enable their staff to take part in continuing professional development. All staff are trained regularly on safeguarding and each school has designated Child Protection Officers who regularly update their training.

Schools in the Blackwater Partnership have expertise in a range of areas, including:

### **For students with cognition and learning needs:**

- Literacy and numeracy interventions and support
- Complex learning difficulties
- Specific learning difficulties, e.g. dyslexia, working memory
- Promoting attention and concentration
- Developing independent learning strategies
- Assessment and data collection using the P-Scales
- Differentiation and questioning to stretch highly able pupils

### **For students with communication and interaction needs:**

- Speech, language and communication
- Autistic spectrum disorder (ASD)

### **For students with social, mental and emotional health needs:**

- Social, emotional and behavioural difficulties
- Emotional first aid
- Attachment disorder
- Positive behaviour management
- Counselling

### **For students with sensory and/or physical needs:**

- Sensory processing difficulties
- Supporting fine motor skills programmes
- Gym Trail

### **For students with medical needs:**

- Medical and healthcare needs, e.g. epilepsy
- Attention deficit hyperactivity disorder (ADHD)

## 10: How do we secure specialist expertise?

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Depending on the needs of the student, schools may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENCo to seek involvement of a professional partner from outside the school.

Schools in the Blackwater Partnership work closely with other professional partners, including the School Nurse, Community Paediatrician, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Educational Psychologists, Social Care, Behavioural Support, Child and Adolescent Mental Health Service and Specialist Teachers. Professional partners are involved in working with students, training staff, designing and monitoring specialist programmes and reporting to families.

The governing body plays an active role in strategic planning and has responsibility for overseeing the practice in the school and ensuring it meets the needs of students and families.

## 11: How do we secure facilities and equipment to support students with special educational needs?

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The schools in the Blackwater Partnership work hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on need. We work with external professionals such as Occupational Therapists, Physiotherapists, specialist teachers and specialist nurses. Some resources are provided by these agencies and, in addition, the school secures facilities and equipment through a range of means, including loans, grants and charities. Please refer to our school **Disability Policy** for more details.

The kinds of support offered could include:

- Disabled toilet with hoist facilities
- Ground floor classrooms
- Access ramps
- Modified furniture
- Mobility training
- Access to specialist teacher input
- Access to ICT
- Specialist PE equipment

## 12: What arrangements are in place to support transition?

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We support our students with special educational needs at all stages of transition: between schools, sites, key stages and classes, and in preparation for adult life. Support may include:

### **For students transferring to primary school**

- Initial meeting with family of new students with special educational needs joining the school, to gather relevant information in order to ensure a smooth transition
- Early Years Foundation Stage practitioners and SENCo visit and liaise with early years settings to meet with the students and share information about children about to commence school
- Attendance by SENCo at Team Around the Child meetings prior to school entry
- Visits to primary school
- Gradual transition into school over several weeks, if appropriate

### **For students transferring to secondary school**

- Transition days
- Taster sessions in year 5 and year 6
- Additional visits to secondary school
- Liaison between SENCos, teachers and form tutors in primary and secondary school
- Transition support groups
- Secondary SENCos are invited to attend Annual Review meetings in Year 6 and in Year 5, if appropriate
- Completion of a transition book in Year 6, using specialist resources as appropriate

### **For students transferring between year groups or phases**

- Enhanced transition arrangements specific to individual needs of students
- Transition books for students moving class to help familiarise them with new environments, routines and personnel. These are used in school and given to families to share with their child over the school summer break
- Additional visits to a new class or extra time to get to know unfamiliar staff

### **For students transferring to continuing education or work**

- Support to consider all options for continuing education, careers and occupational training
- Involvement of the Connexions Service, as appropriate
- A written Transition Plan outlining the student's aspirations for the future and steps to achieve them

## 12: How do we deal with any concerns?

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Schools in the Blackwater Partnership work hard to be in effective communication with students and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily.

If the situation arises where families have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that needs are being met effectively, in the first instance they should talk to the Head Teacher and then if they are not satisfied they should consult the schools' Complaints Procedure.

## 13: What other support services are available for the families of students with special educational needs?

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### **APEX**

Our Apex Parent Support Group runs on the second Thursday of every month 10am-12pm at Thriftwood School, providing informal support to families whose children have social communication difficulties which may involve the Autism spectrum

01245 266880

[Thriftwoodschool.com](http://Thriftwoodschool.com)

### **Autism Anglia**

Autism Anglia provides a range of services to enable people with autism to live as independently as possible and experience choice and inclusion in society

[www.autism-anglia.org.uk](http://www.autism-anglia.org.uk)

### **Autism Education Trust**

The Autism Education Trust is dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum.

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

### **Changing Faces**

Changing Faces supports and represents people who have conditions or injuries which affect their appearance.

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

### **Contact a Family**

Contact a Family exists to support the families of disabled children whatever their condition or disability.

0808 8083555 (free helpline)

[www.cafamily.org.uk](http://www.cafamily.org.uk)

### **Dyslexia Action**

We aim to remove the barriers facing those with dyslexia and other specific learning difficulties by providing help and support.

01245 259656

[chelmsford@dyslexiaaction.org.uk](mailto:chelmsford@dyslexiaaction.org.uk)

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

### **Essex Parent Partnership Service**

Offer information and support over the telephone or in person

01245 436 036

[parentpartnership@essex.gov.uk](mailto:parentpartnership@essex.gov.uk)

[www.essex.gov.uk/parentpartnership](http://www.essex.gov.uk/parentpartnership)

### **Families in Focus**

An independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex

01245 353575

[www.familiesinfocusessex.org.uk](http://www.familiesinfocusessex.org.uk)

### **ICAN**

ICAN is the children's communication charity. We are experts in helping children develop the speech, language and communication skills they need to thrive in a 21st century world.

[www.ican.org.uk](http://www.ican.org.uk)

### **Kids Inspire**

Building relationships through therapy, opportunity, love and care. Kids Inspire helps young people in Essex to feel that they are valued members of society.

01245 348707

[www.kidsinspire.org.uk](http://www.kidsinspire.org.uk)

### **National Autistic Society**

For impartial, confidential advice and support on autism for anyone affected by, or researching autism.

0808 8004104

[www.autism.org.uk](http://www.autism.org.uk)

### **Special Kids in the UK**

A charity for families who have a child of any age with special needs.

[www.specialkidsintheuk.org](http://www.specialkidsintheuk.org)

### **Talk about Autism**

A safe and friendly online community where you can share experiences, get support and discuss autism

[www.talkaboutautism.org.uk](http://www.talkaboutautism.org.uk)



Schools in the Blackwater Partnership work together to promote the highest level of education for students in the Maldon area. Through effective links and strategic management of resources our schools collaborate to ensure effective practice in areas including teaching and learning, special educational needs and disability, assessment, emotional well-being, behaviour and attendance.

All Saints' C of E (VC) Primary School  
Maldon Court Preparatory School  
Maldon Primary School  
Heybridge Primary School  
The Plume School  
St Francis Catholic Primary School  
Tollesbury School  
Wentworth Primary School  
Woodham Walter C or E (VC) Primary School