

Endon Hall SEND Information Report



What kinds of Special Educational Needs and Disabilities (SEND) does the school provide for?

Endon Hall Primary School is committed to providing an appropriate, inclusive and high quality education to all. We believe that all children, including those identified as having a Special Educational Needs or Disability (SEND), have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The school accommodates all SEND needs in line with the Equality Act 2010 and provision is available for all areas of need outlined in the SEND code of practice. These areas include; Communication and Interaction, Cognition and Learning, Social, Emotional, and Mental Health difficulties and Sensory and Physical needs.

What are the admission arrangements for disabled pupils?

Endon Hall Primary School is a Local Authority maintained, inclusive school and will admit pupils without reference to general ability or aptitude. We believe we operate a fair and equal admissions policy and, as a school community, we have a commitment to promote equality.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Endon Hall we recognise the importance of early identification of special educational needs, and use a range of methods and assessments to achieve this. These include;

- Liaison with previous schools/settings.
- Concerns raised by parents.
- Ongoing teacher assessment which identifies children who are working significantly below their peers.
- Advice given by external professionals and assessments for specific areas of concern.

How will the setting support my child?

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners (Wave 1). Any reasonable adjustments to provision will also be made at this stage. Children identified as having special educational needs will also receive additional support and interventions targeted for their individual requirements (Wave 2). Outside agency support will be sought where necessary and the school will put in place any advice/strategies that are made (Wave 3). For more detailed information about what is included in each wave please see our provision maps which can be found on our website under 'Our Core Offer'.

Each child identified as having special educational needs will be directly involved in creating their own pupil plan which identifies individual targets and the support the child will receive both at home and at school. The plans are reviewed termly with both the child and parents. However, teacher assessment is ongoing and if provision needs to be adjusted then this will be done as required.

If your child has a medical condition, additional training will be provided to staff (if required) and all relevant staff will be made aware if a Care Plan is in place. Risk assessments will be carried out and adjustments will be made to activities to ensure the full participation and safety of all children.

Where can I find out about Staffordshire's Local Offer?

For information on locally based services for children and young people with SEND please visit the below website:

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

How will we know how my child is doing and how will you help me to support their learning?

At Endon Hall the children's attainment and progress is monitored daily and strategies are adapted whenever necessary using evidence collected over time. If a concern is raised that a child may have a specific learning difficulty then screening checks such as the Early Years Checklist for Foundation Stage pupils and the Identification of Pupils on the Dyslexic Continuum Checklist for Key Stage 1 and 2 are used to inform strategies for support. In addition, standardised tests such as the Salford Reading, Vernon Spelling, BPVS (British Picture Vocabulary Scale) and The Digit Memory test also form an important part of our assessments. Attainment and progress is then formally reviewed every term.

Parents will be invited into school three times a year to contribute to their child's individual pupil plans. At this meeting the child's specific targets will be discussed and the class teacher will be able to suggest how parents can support their child at home.

Parent's evenings and 'drop-in sessions' take place throughout the year. At these sessions, attainment and progress are discussed with the class teacher.

Children who have an Education, Health and Care Plan (EHCP) will have an annual review where targets and progress against these targets are discussed.

What support will there be for my child's overall wellbeing?

Endon Hall offers a wide variety of pastoral support for pupils, including:

- A broad curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance and develop their emotional and social well-being.
- Pupil voice is an important part of school; children are asked their opinions and have opportunities to make decisions on many aspects of school life.
- The school delivers a curriculum which supports and promotes a healthy life style.
- Endon Hall offers a daily 'lunch club' where additional support for children who are experiencing emotional and/or social difficulties is offered. Here, the children enjoy their lunch with a familiar adult and then take part in a variety of structured activities from gardening and looking after the school chickens to creative and sensory fun.

What specialist services and expertise are available at or accessed by the setting?

At Endon Hall we have skilled practitioners who are able to support the children with SEND.

We also seek support from external professionals who can offer expert advice in supporting children with specific special educational needs. These may include the Educational Psychologist, SEND advisors, Speech and Language therapists.

What training have the staff who support children with SEND received?

Staff work closely to share good practice with colleagues from a variety of specialist backgrounds including special schools, Specialist Support Centres, the Speech Therapy team, the Educational Psychologist and SEND Advisor. We also invite a nurse into school to help write care plans for individual medical needs where appropriate.

We have staff trained in specific interventions such as Rapid Readers and the Better Reading Programme as well as Motor Skills United. Mrs Fairhall (SENCo) has completed the National Award for SEN Coordination (NASCO) at the University of Wolverhampton. This is a Masters level national award for the leadership of SEN within a school.

All staff are carefully placed to support individual children and in delivering interventions, depending on their skills and strengths. All support is carefully monitored by school leaders through learning walks, observations, book scrutinies and pupil conversations.

How will my child be included in activities outside the classroom including school trips?

All children will be fully included in all aspects of school life including school trips and after school clubs. If necessary, we will ensure that additional staff or resources are present to support individual pupil needs.

Risks assessments are carried out before all school visits and adjustments to activities will be made where necessary.

How accessible is the environment?

The main school building is situated at ground level and the mobile building has a ramp, meaning that the school is fully accessible for people with limited mobility or in a wheelchair.

There is a disabled parking space adjacent to the school entrance.

How will the setting prepare and support my child to join the next stage of education and life?

All children in each class are prepared for the next class, key stage or school through a commitment to ensuring they achieve their potential in securing the end of year expectations.

Organised transition activities are in place as children move through the school. Information regarding the needs of individual children will be passed onto new class teachers and a meeting will be held in school to discuss the support and interventions that are in place.

The transition programme in place for pupils in Year 6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with special educational needs.

The annual review in Year 5 for pupils with a statement/EHC plan begins the process where parents are supported to make decisions regarding secondary education.

The SENCo's from both schools will meet to discuss the needs of the individual pupils in order to ensure a smooth transition.

How are resources allocated and matched to the special educational needs of each child?

We endeavour to meet every child's needs through a quality, well differentiated and creative curriculum. For children who need additional support, this is delivered either on a one to one basis or as part of a small group intervention with skilled practitioners. For children with an EHC plan support will be in place from a key worker in relation to the number of hours and/or type of support they have been allocated.

The school will provide any additional resources that the child needs to support their learning.

How is the decision made about what type and how much support my child will receive?

Decisions about how to best support a child are always based on the child's individual need. When making decisions, consideration is given to the thoughts and feelings of the child, the views of their family, and the advice given by any professionals working with the child.

How will our child be involved in decisions about their learning?

The individual pupil plans are written with the children. This is an opportunity for the children to identify what they find difficult in school and how they would like to be supported.

How are parents involved in the setting? How can I be involved?

We have lots of opportunities for families to be involved in school life. We organise events and celebrations both within school and the local community, where parents and grandparents are invited to share in the children's learning.

We also organise and run family learning opportunities where parents can come into school and complete activities to help them to support their child.

If parents are interested in volunteering in school then they can talk to the class teacher or school office to arrange this.

Parents are encouraged to read with their children frequently at home and return the reading diary so that the class teacher can monitor the frequency of the child's reading.

Homework activities are provided weekly in 'Brain-Builder' books and parents are encouraged to support their children in completing these activities.

What do I do if I wish to make a complaint?

Initial concerns or enquiries about a pupil with special education needs or SEN provision should be dealt with by the class teacher or the SENCo. If concerns remain they should then be referred to the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Compliments, Comments and Complaints Policy. The complaint would then be dealt with in line with the policy.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information from this external service if they wish.

How can I contact the school Special Educational Needs Coordinator (SENCo)?

Mrs Fairhall can be contacted via email or the school office.

Email: senco@endonhall.staffs.sch.uk

School Office Telephone: 01782 502645

What other support is available to parents and how can I contact them?

Staffordshire SEND Family Partnership

Telephone: 01785 356 921

Email: sfps@staffordshire.gov.uk

Address: SEND Family Partnership,
Eastgate House,
Eastgate Street,
Stafford,
ST16 2NG