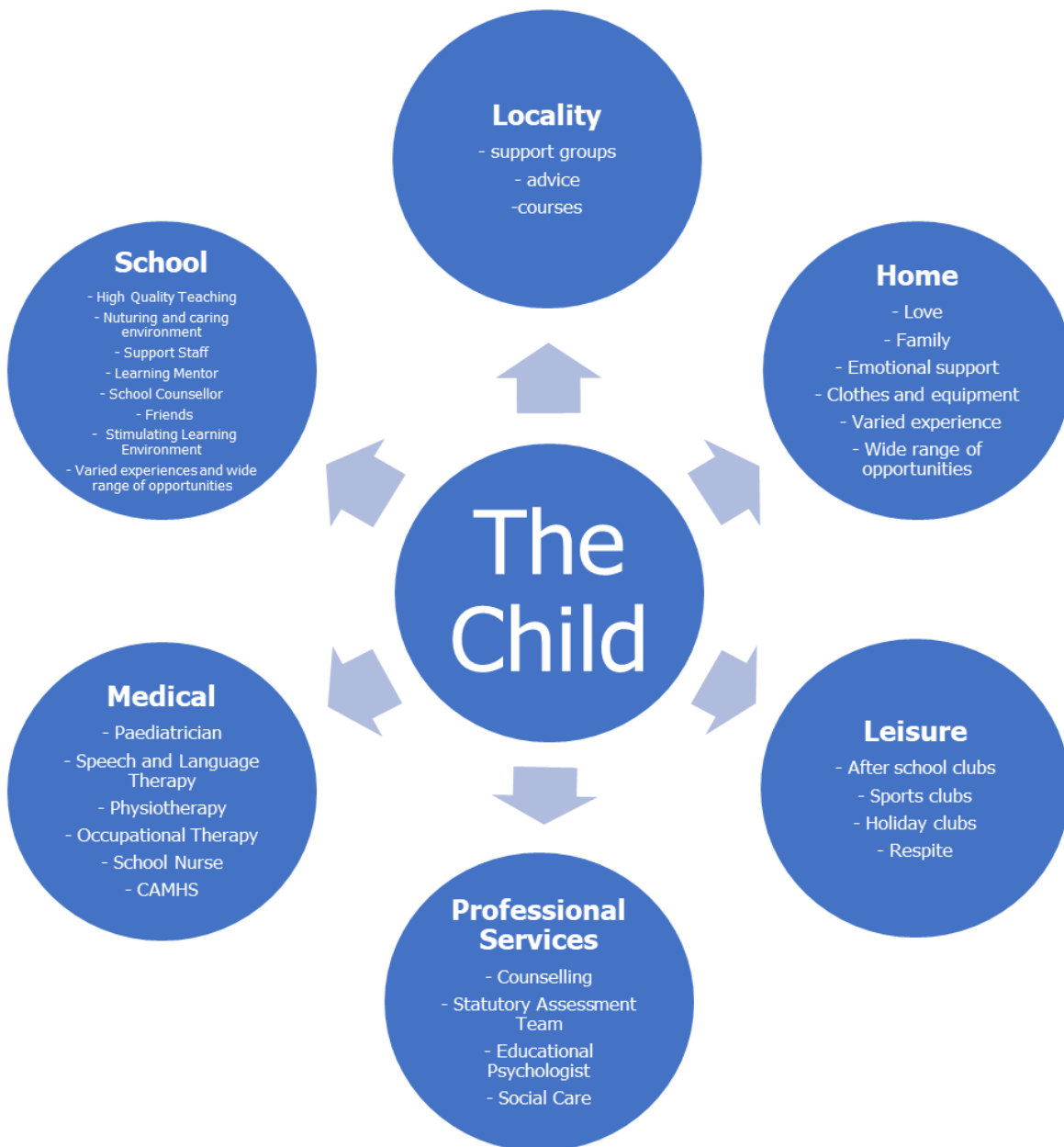




Katherine Semar

SEND Information Report

Our vision is 'A nurturing school of exceptional quality.'



The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

What kinds of SEN that are provided for?

Katherine Semar Schools are inclusive mainstream primary schools. We do not specialise in SEN, but seek to best meet the needs of all our pupils.

What policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools).

The named SENCO is Mrs Moy. Mrs Moy can be contacted via the school office.

Please see our website for relevant policies including our Special Education Needs Policy (katherinesemar.co.uk)

How will the school know if my child has Special Educational Needs?

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle.

There are termly meetings (Pupil Progress Meetings) with the Head teacher, Deputy Head teachers, SENCO and class teachers to identify children who may need extra help. During these meetings they look for children who:

- Are making slower progress than other children who started at the same starting point?
- Have changed their rate of progress, i.e. if their progress has suddenly slowed down?
- Do not catch up with their classmates?
- Are falling further and further behind their classmates?

First of all, we will address any weaknesses through High Quality Teaching including deploying additional adult support. For some children targeting these areas will see their learning improve. If your child continues to make less than expected progress, we will gather further information and hold a meeting with you, your child's teacher and the SENCO. Of course, we like to make sure your child is involved and so will gather their views before the meeting. If it is decided that your child has special educational needs, SEN support will begin.

How is the identification of SEN built into the overall approach to monitoring the progress and development of all pupils at our school?

The Code of Practice states: A young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age.

Before identifying a child as needing SEN Support, the class teacher, working with the SENCO and with the involvement of the senior leadership team, will establish a clear analysis of the pupil's needs including:

- The current class teacher's assessment and experience of the child.
- Previous assessment data and information about the child including Pupil progress, attainment, and behaviour.
- Advice from our experienced SENCO.
- The views and experience of parents.
- Child's development in comparison to their peers.
- The child's own views
- If relevant, advice from external support services.

How do teachers adapt their teaching, curriculum and learning environment for children with SEND?

Class teachers have a responsibility for enabling all pupils to learn.

To achieve this they:

- Plan appropriate work / activities for their pupils
- Ensure that support is available for all children
- Differentiate the curriculum to take account of differing learning styles, interests and abilities
- Ensure that all children can be included in tasks or activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional support in order to make progress
- Set targets and ensure pupils know the next steps in their learning.

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum.

It may take the form of:

- Using different learning materials
- Making reasonable adjustments to routines or to the physical environment
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class

How will the school let me know my child's needs and the help they are receiving?

Partnership with parents plays a key role in enabling children with SEND to achieve their very best. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Your child's teacher will discuss their progress with you regularly. If you or the school has concerns about your child, we will arrange to meet with you.

For some children it may be necessary to arrange for specialised assessments and support from an outside agency. This will always be discussed with you before we contact any agency.

Katherine Semar Schools take seriously any concerns raised by a parent and seek to work together with parents to secure the best outcomes for their child.

Parents are involved in a minimum of one meeting a term with their child's class teacher and when appropriate the SENCO is involved, this can be at the parents request or by the class teacher. Depending on the needs of the child the class teacher or SENCO may decide to meet with parents more frequently than this.

How will the children themselves be involved?

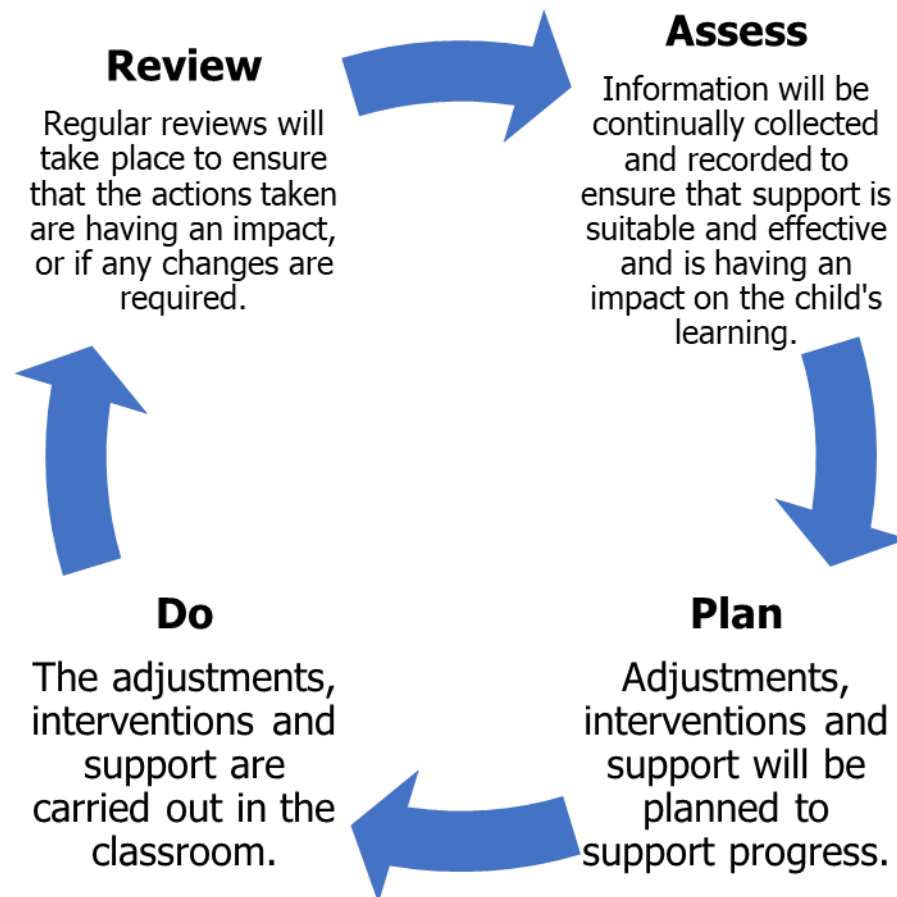
Children with SEND often have a unique knowledge of their own needs and their own views about what sort of help they would like to enable them to achieve well. They will be encouraged to talk about their learning and their next steps, as well as the type of support they find helpful.

Young people with SEN are consulted and are involved at age/developmentally appropriate level in their education.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

The class teacher is responsible for the assessment of his/her pupils. Where appropriate, based on evidence-based assessments, the SENCO will monitor and review progress of the child and any appropriate support and interventions as set out in our special needs policy.

The following diagram shows the steps in school involved in providing SEND support.



What are the arrangements for supporting children and young people in moving between phases of education?

Usually transition arrangements between classes are managed by the class teacher. As your child progresses from class to class, they will continue to receive SEND support. Teachers make sure that SEND records are passed on and hold transition meetings to discuss all children's needs. All children have the opportunity to visit their new classroom and meet the new staff who will be working with them. This process is adapted to the individual child (where appropriate) as some children will need a longer transition time and more personalised visits. The children may receive transition books with photographs so that they can look at these during the summer break.

The SENCO manages the transition arrangements between schools. There is close liaison between the local nurseries, Infant and Junior and secondary schools. Close liaison with parents is integral to the transition process in preparing children for their next step. When children transfer to an enhanced unit or special school this process is managed by the SENCO.

What are the approaches to teaching children and young people with SEN

A range of support mechanisms are used including adaptive teaching, small group support, personalised 1:1 work. Advice from outside agencies is additionally sought when it is

deemed appropriate by SENCO / Senior Leadership Team. Often programmes of work are demonstrated by outside professional such as Speech and language therapists and then programmes are implemented by a teaching assistant.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

Adaptations are made to the curriculum and the learning environment of children and young people with SEN based on the advice contained in individual pupils Educational Health Care plans and/or one plans or care plans. These record the recommendations of the SENCO, visiting specialists including speech therapists, specialist teachers, inclusion partner and educational psychologists and via referrals made to health professionals such as paediatric consultants, nurses and occupational therapists. Intended outcomes for pupils are also recorded as a consequence of following those recommendations.

What are the expertise and training of staff to support children and young people with SEN and how specialist expertise will be secured?

SEN support staff have a range of experience, in a wide range of Special Educational needs. This is targeted in particular areas of support as deemed appropriate by the Head teachers/ SENCO. When appropriate, specialist expertise is used to train staff and support children. This support may be from visiting specialists such as a speech therapists, specialist teachers, and educational psychologists and via referrals made to health professionals such as paediatric consultants, nurses and occupational therapists.

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

The effectiveness of the provision made for children with SEN is integral to our usual monitoring arrangements. In addition, the progress of SEN pupils is also monitored specifically by the SENCO and Senior Leadership Team. We have mechanisms including subject leader monitoring, senior leadership monitoring and Trust spotlights which focus on the learning and development of the children with SEN.

In our most recent inspection, OFSTED inspection of Junior school 2013 stated, " Disabled pupils and those who have special educational needs make rapid gains in their learning because of the carefully honed support provided by teachers in the classroom and through small group teaching by teaching assistants,"

"Equal opportunities are promoted exceptionally well. There are no underachieving groups of pupils, and those supported by the pupil premium and the most able pupils achieve extremely well."

How do we enable children and young people with SEN to engage in activities available with children and young people in the school who do not have SEN?

Children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN by our personalised approach to considering SEN and making reasonable adjustments.

What support is in place for improving emotional and social development?

Children with SEN have access to the services in school that support every child's emotional and social development. All staff are proactive in listening to feedback and monitoring and advising when specific support is needed for example, 1:1 coaching and learning mentoring sessions with a teaching assistant, work with a play therapist and/or additional group work on social skills, such as socially speaking. This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Please see our school website for more support

[Katherine Semar Schools - Wellbeing and Emotional Support](#)

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The SENCO and Head teacher work together to decide when specific support from agencies, including health and social care bodies, local authority support services and voluntary sector organisations, would be best used to meet children and young people's SEN and supporting their families. Our SENCO works particularly closely with school nurse.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

Please see schools' websites for our complaints procedure
[download.asp\(katherinesemar.co.uk\)](http://katherinesemar.co.uk/download.asp)

What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?

Children who are looked after by the local authority have a designated teacher. The designated teacher is Kathie Moy.

Where can I find information on where the local authority's Local Offer is published?

The following link will take you to the Essex local authority services and support for SEN and disability page: <http://www.essexlocaloffer.org.uk/>

How is the curriculum adapted or made accessible for pupils with SEN.

Details of our new broad and balanced curriculum can be found on our school website.

[Katherine Semar Schools - Subject Information](#)

This curriculum is adapted or made more accessible to ensure all children in our school are able to access it. Each teacher considers every child with SEN and personalises the curriculum to meet their needs.

Does the schools make data on the levels and types of need within the school available to the local authority?

This data is required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

Data is kept by the school and shared with the local authority and is collected through the school census.

Admission: There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities and challenges.