



## **SEND INFORMATION REPORT**

### **School Offer for Special Education Needs and Disability- September 2017**

The Robert Drake Primary School is an active member of the local **BATIC (Benfleet and Thundersley Inter-Cluster)** group of schools. All of the schools in the group work closely together and are committed to providing high quality education for all pupils with special educational needs and disabilities. Local provision is very similar as no one school has a particular specialism in relation to special educational needs.

**Please note: where the term parents is used this includes carers. Feedback from parents and governors at the review of this document requested that key information is highlighted.**

| <b>REQUIREMENT</b>  | <b>Our school's response to SEND requirements</b>  | <b>How does this work in our school?</b>   | <b>Analysis and impact of the provision provided</b>   | <b>What we might say to parents</b>  |
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| School Ethos for Special Educational Needs and Disability- SEND (non-statutory) | <p>To provide a stimulating environment which enables all pupils to enjoy their learning and reach their individual potential.</p> <p>We are an inclusive school and will take appropriate steps to make adaptations where possible, and</p> | <p>The school makes reasonable adjustments, as required, to meet the needs of individual pupils.</p> <p>The school meets the needs of individual pupils within the four broad areas of need stated in the SEND Code Of Practice:</p> | <p>We value the contributions made by all pupils, parents and professionals to help enhance and maintain our inclusive school community.</p> <p>We appreciate and value the best efforts of every child in all aspects of school of life, ensuring they realise their maximum potential.</p> | <p>Parents are able to:</p> <ul style="list-style-type: none"> <li>- Visit the school to meet with the Special Educational Needs Co-ordinator (SENCO)</li> <li>- Discuss information about different partnerships and professional services</li> </ul> |

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|  | provide facilities to enable all pupils to access every-day school life and the school environment.  | Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory or Physical Needs.   | <p>We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.</p> <p>We create a happy, caring community where all feel valued and secure.</p>   | <p>- Find out about resources and provision provided within the school</p> <p>- Look at our website</p> <p>- Have access to our documents, ie, Special Educational Needs (SEND) Policy, Parent SEND Information leaflet, Admissions Policy and Home School Agreement.</p>                              |
| <b><u>PARTNERSHIP ETHOS WITH THE SCHOOL</u></b>                                      | <b>Our school's response to SEND requirements</b>  | <b>How does this work in our school?</b>  | <b>Analysis and impact of the provision provided</b>   | <b>What we might say to parents</b>  |
| 1. The arrangements for consulting parents of pupils with special educational needs. | The school has an open door policy for parents to arrange structured conversations with teachers and staff about the well-being and progress of their child. | <p>There is a clear policy in place for parents to be involved within school.</p> <p>Parents will be consulted at the review of the SEND Policy and their views taken into account. This includes Parent Governor, SEND Governor.</p> <p>Relevant policies.<sup>1</sup></p> | <p>We work hard to include parents in their pupils' education. We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns.</p> <p>We welcome the involvement of parents supporting at home, in class and on educational visits. The SEND and Equality Governors Report to the Governing Body.</p> | <p>There is:</p> <ul style="list-style-type: none"> <li>- An open door approach</li> <li>- Strong communication links with class teacher, SENCO, Teaching Assistants (TAs) and Headteacher.</li> <li>- On site access to other professionals including specialist teachers and counsellors.</li> </ul> |

<sup>1</sup> See Code of Practice 2014 on parental and young person's involvement and the role of governors

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|   |   |   | <p>Opportunities for involvement include: home/school links. Pre-school links. Baseline assessment on entry. Class based observations, work sampling, differentiated support groups.</p> <p>We encourage regular contact (at least termly) with the SENCO and class teacher; regular liaison with and information sharing with other involved professionals. Sharing up to date assessment information as well as The One Plan.</p> <p>Referrals may include contacting the School Nurse, Social Care, Counsellors, Speech Therapists, Educational Psychologists etc.</p> <p>Accessibility plan and budget reviewed regularly to ensure the school building is accessible and well maintained.</p> | <p>- Signposting to relevant agencies to meet the needs of individual pupils.</p> <p>- Access to a range of interventions to support a pupil socially and academically.</p>   |
| 2. The arrangements for consulting young people with special educational needs about, and involving them in, their education. | <p>All pupils are actively encouraged to participate fully in the life of the classroom and the school.</p> <p>All pupils are democratically elected onto the School Council and represented.</p> | <p>Through regular monitoring and review all pupils contribute their views regarding their progress and well-being in school.</p> <p>They participate in Pupil Surveys and their views are taken into account and appropriately responded to. They are involved in decision making in Class</p> | <p>Staff and pupils have age appropriate conversations about next step targets, progress, and outcomes. These often take place after interventions.</p> <p>Rewards and sticker charts are used to support and promote positive learning behaviours and progress.</p> <p>All pupils have equal opportunity to participate in the whole curriculum.</p>  | <p>We are proud of our caring ethos and the high level of support that we provide, with high expectations and mutual respect.</p> <p>There are opportunities for:</p> <p>- Pupils to gain in confidence and flourish.</p> <p>- Achievements, however small, to be celebrated.</p> |

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|   |  | and School Council meetings.   | <p>There are opportunities, when needed, to take part in social and communication groups.</p> <p>The School Council is inclusive and all pupils have the opportunity to be actively involved in the life of the school, eg, celebrations, including assemblies.</p> <p>Pupils are involved in the setting and review of next step targets and also have the opportunity and time to respond to them. Pupils also contribute to their own, longer term, outcomes.</p> <p>The school works within the assess, plan, do, review cycle.</p> <p>Provision of additional 1:1 or small group visits to prepare for transition to secondary school.</p> |  |
| 3. The name and contact details of the SEND Co-ordinator. | The details of the SENCO are readily available. The SENCO has access to and knowledge of the available resources for SEND. | <p>The SENCO has a national accredited SENCO qualification: Advanced Diploma in Educational Studies (University of Cambridge).</p> <p>The SENCO is also the Deputy Headteacher and a member of the senior management team.</p> <p>The SENCO is involved in the setting of the SEND</p> | <p>Mrs P. Coe works full time as SENCO and Deputy Headteacher and is contactable, in person, by telephone. She is a respected, knowledgeable and highly experienced SENCO and qualified teacher. She plays a key role in the life of the school, regularly meeting with senior staff, teachers, teaching assistants, families, named Governors and professionals. She identifies training opportunities and monitors the quality and impact of interventions.</p>   | <p>Contact: Mrs P Coe, SENCO/Deputy Headteacher.<br/>Contact: School Office<br/>8.30am-4.00pm Monday to Friday</p> <p>01268 754124</p> <p>office@robertdrake.essex.sch.uk</p> <p>www.robertdrake.co.uk</p> |

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|  |   | <p>Budget and the devolvement of resources, human and physical.</p> <p>Relevant policy<sup>2</sup></p>  | <p>With the Headteacher and Finance Officer, she is responsible for managing the SEND Budget as well as determining the strategic development of SEND policy and provision with the Headteacher and Governors.</p>   |  |
| <p>4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p> | <p>There is a clear process in place to handle complaints. See Complaints Procedure.</p> <p>The school aims to address problems as they arise, so they do not become complaints, therefore trying to achieve positive outcomes.</p> | <p>The Complaints Policy outlines clearly the process for parents to complain and how the complaint will be handled.</p> <p>The school always readily listens to parents' views; and there is a culture of accepting complaints as helping to improve the service.</p> <p>Relevant Policies<sup>3</sup></p> | <p>There is an open door policy to make arrangements to see the class teacher, SENCO or Headteacher.</p> <p>The school aims to resolve any issues swiftly, in person, generally coming to a mutual understanding and agreement.</p> <p>The Complaints Policy can be found on the website or is available from the School Office on request.<br/><a href="http://www.robertdrake.org.uk">www.robertdrake.org.uk</a></p> | <p>The school is happy for parents to discuss any concerns or worries they may have.</p> <p>First point of contact will be the class teacher.</p> <p>Parents can read and follow our Complaints Policy on the school website.</p> <p>Parents can also contact SENCAN (Local authority special educational needs department).</p> |
| <p>5. Information on where the local authority's local offer is published.</p>   | <p>The Local Offer from Essex County Council can be found on their website.<br/><a href="http://www.essexlocaloffer.org.uk">www.essexlocaloffer.org.uk</a></p>  | <p>The school will be able to direct parents to The Local Offer and make them aware of how this fits into our School Offer.</p> <p><a href="http://www.robertdrake.org.uk">www.robertdrake.org.uk</a></p>   | <p>Contact:<br/>SENCAN at Ely House, Churchill Avenue, Basildon, Essex. SS14 2BQ.<br/>03330 134746</p>   | <p>The school will inform parents on The Local Offer and provide contact details for:</p> <p>Essex County Council website:<br/><a href="http://www.essexlocaloffer.org.uk">www.essexlocaloffer.org.uk</a></p>  |

<sup>2</sup> Code of Practice 2014. National requirement for SENCOs to be a qualified teacher- SENCO regulations.

<sup>3</sup> Guidance on School Governance and Complaints, Code of Practice, SEND Policy and Report to Governors, Equality Act and Duties

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|   |   | Relevant Policies <sup>4</sup>   |   | SENCAN at Ely House,<br>Churchill Avenue, Basildon,<br>Essex. SS14 2BQ.<br>03330 134751   |
| <b><u>IDENTIFICATION AND<br/>EARLY INTERVENTION</u></b>   | <b>Our school's response to<br/>SEND requirements</b>   | <b>How does this work in<br/>our school?</b>   | <b>Analysis and impact of the provision<br/>provided</b>  | <b>What we might say to<br/>parents</b>   |
| 6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have Education Health Care (EHC) Plans, including how the school evaluates the effectiveness of its provision for such pupils. | <p>There are processes in place for the identification and assessment of SEND.</p> <p>All interventions used are evidence based.</p> <p>All processes are in place for pupils that have either EHC Plans or Statements of Educational Need.</p> <p>Pupil Premium funding is deployed in order to achieve maximum impact and is effectively monitored and reviewed.</p> <p>Links are made between SEND and Pupil Premium provision in line with the delegated SEND budget.</p> | <p>Robert Drake has a graduated response in place for the identification and assessment of pupils falling behind age appropriate expectations, as found in the Code of Practice 2014.</p> <p>A range of interventions are in place for each year group to meet the needs of individuals and small groups, with targeted support to increase both academic progress and social outcomes.</p> <p>There are clear systems in place for evaluating interventions and their impact on pupil progress.</p> | <p>The method of identification and provision follows a graduated approach.</p> <p>Concerns are first raised and addressed through normal classroom practice. Essex Provision Guidance is followed.</p> <p>Transition arrangements, for pupils joining Early Years Foundation Stage (EYFS) are robust and the SENCO and class teacher are closely involved where additional needs are made apparent. The school believes that parents and pre-schools have a responsibility to liaise with us.</p> <p>A range of assessments and interventions are scrutinised to measure impact and progress. Interventions have a pre and post assessment measure, whether qualitative or quantitative (P Scales or National Curriculum 2014). Provision beyond the normal, differentiated classroom approaches</p> | <p>We regularly monitor and assess pupils' learning and progress and discuss this, at least termly, with parents.</p> <p>We have a large range of additional interventions to support pupils' learning and development, including social and emotional support programmes. A comprehensive transition programme supports pupils.</p> <p>Families are encouraged to liaise with the school and form a strong partnership to meet the needs of the child.</p> <p>All pupils with SEND and/or disability take part in all aspects of school life including out of school activities.</p> |

<sup>4</sup> Local Offer regulations and guidance

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|  |  | <p>Relevant Policies<sup>5</sup></p> <p>and learning arrangements take the form of a high quality, personalised teaching and learning approach. This includes supporting any barriers to learning relating to social, emotional and well-being needs.</p> <p>A One Plan is developed in collaboration with staff, specialists, other professionals, the child and their family.</p> <p>Progress is reviewed at least termly and adaptations to the support provided are made as required. Plans relate to a clear SMART set of expected outcomes designed to stretch the child's learning and development.</p> <p>The quality, appropriateness and impact of the overall provision are also kept under regular review.</p> <p>Schools have funding identified within their overall budget to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. This should take no more than 20 weeks. The school, child and</p> | <p>High Quality Teaching Checklists are used for assessment purpose.</p> <p>All pupils have participated in a full range of opportunities and events arranged by the school, including educational visits.</p> |
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<sup>5</sup> Code of Practice; sections on schools and EHC Plans. pupil premium guidance, Ofsted guidance on progression, banding guidance, links to school's overall use of budget.

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|  |  |  | <p>their family will be fully involved in this process.</p> <p>Pupil Premium funding is also deployed in order to achieve maximum impact and is reported termly to Governors. The annual statement is available on the school website.</p>  |   |
| 7. Information on the kinds of special education provision made in the school. | There is a range of SEND provision available at The Robert Drake Primary School, eg, specialist support teachers that visit the school. The school can draw on staff with specific expertise to meet the needs of the child. | Definitions of SEND provision are confirmed in the Code of Practice and are referred to regularly by the school. | <p>The SENCO is experienced and knowledgeable.</p> <p>There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement. The SENCO, senior staff and Governors are committed to providing necessary support and training. Attendance at courses and training opportunities are discussed and reported on a termly basis in the Headteacher's Report to governors.</p> <p>We have a strong partnership with the BATIC (Benfleet and Thundersley Inter-cluster) schools including sharing expertise and resources.</p> <p>The SENCO makes contact with specialist teachers as required.</p> | <p>Parents can talk to us about a range of services available to support their child.</p> <p>Parents can tell us when their child has a medical or specialist appointment and ensure that we receive a copy of any report. Parents should share their ideas with the school.</p> <p>Contact:</p> <p>SENCAN<br/>(03330 134751)</p> <p>School Nurse<br/>(01268 686041)</p> <p>IPSEA (Independent Parental Special Education Advice) <a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a><br/>(01799 582030)</p> |



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|  |   |  | <p>Teachers will request hearing, sight and speech assessments as the needs arise.</p> <p>We ensure that we purchase quality resources to support learning, ie, Finger Gym, IT packages, reading resources, Numicon, games, writing slopes and other specialist equipment. At any time according to need, a combination of a range interventions and strategies may be in place.</p> <p>Training for staff, and provision for pupils, is implemented (from a range of resources within school and outside agencies) as and when individual needs arise, to ensure positive outcomes for all.</p> | <p>Essex SEND IAS Service (Information, Advice and Support Services)<br/>03330 138913</p> <p><a href="http://essexlocaloffer.org.uk">essexlocaloffer.org.uk</a></p> <p>Parents should make sure that their child attends school regularly.</p> |
| 8. Information about the expertise and training of staff in relation to pupils and young people with special educational needs and about how specialist expertise will be secured. | <p>There is a range of SEND expertise in school. Staff are suitably supported with a range of strategies to meet the needs of all pupils.</p> <p>The school has a system in place for triggering additional support in school and being able to</p> | <p>The school's approach to SEND includes: access to specialist resources, deployment of TAs to support individuals and targeted groups promoting independent learning.</p> <p><sup>6</sup>Relevant Policies</p> | <p>The professional development plan for SEND is part of the overall School Development Plan which is regularly reviewed by Governors.</p> <p>The SENCO will make contact with any additional services required. Further to the above, learning support assistants are employed and trained to support SEND, including: Speaking and Listening Groups, Learning Mentor,</p>  | <p>Parents can talk to us about a range of services available to support their child.</p> <p>Contact the School Nurse team on (01268 686041)</p> <p>Parents are encouraged to attend review meetings.</p>                                      |

<sup>6</sup> Code of Practice, relevant banding requirements from the LA, specific resources connected to delivering EHC Plans, school's role in relation to Local Offer, consideration of online resources.

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|  | <p>access specialist local resources.</p> <p>The school provides opportunities for staff CPD to cater for current provision and fill any gaps in specialist support.</p>   |   | Numicon, Narrative Therapy and phonics. This is not an exhaustive list.   | Appropriate staff training is provided to meet the needs of individual children.  |
| <b><u>QUALITY FIRST TEACHING AND PERSONALISATION</u></b>   | <b>Our school's response to SEND requirements</b>  | <b>How does this work in our school?</b>  | <b>Analysis and impact of the provision provided</b>  | <b>What we might say to parents</b>   |
| 9. Information about the school's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support. | <p>The school uses a range of tracking systems in respect of pupils with SEND. This is used in discussion with parents and young people.</p> <p>There is provision in place when interventions need to be escalated.</p> <p>There is also provision available for supporting emotional needs and wider engagement.</p> | <p>The Robert Drake Primary School has a clear framework for the assessment of pupils they suspect are falling into the SEND category.</p> <p>We are focused on ensuring that the School Offer is of high standards and meets the needs of pupils who are falling behind. We are able to effectively differentiate before having to introduce additional support.</p> <p>We are clear about how additional support is triggered and how progress is going to be assessed.</p> | <p>See SEND Policy.<br/>See Accessibility Plan.<br/>See Teaching and Learning Policy.<br/>See sections 6, 7 and 8 of this document.</p> <p>Talk to SENCO and Headteacher.</p> <p>The SENCO attends termly pupil progress meetings with the Headteacher and class teachers.</p> <p>Feedback from interventions to identify next steps.</p> <p>Data including: Target Tracker, RAISEonline, One Page Summary from Essex County Council, Ofsted Dashboard, Fischer Family Trust, Specialist Teacher reports, Consultant visit notes, monitoring and observation files.</p> | <p>Parents can ask the Headteacher and SENCO about school performance and pupil progress.</p> <p>Year on year, pupils identified with particular needs, attain well compared with the national picture.</p> <p>See website information relating to Pupil Premium Funding, SEND Policy and Equality Policy.</p> <p>See website photographs that show pupils enjoying and achieving (spiritual, moral, social and cultural development).</p> <p>Visit the school.</p> |

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|   |   | Interventions are assessed for their effectiveness.<br><br>Relevant policies <sup>7</sup>   |   |   |
| 10. Information about how equipment and facilities to support pupils and young people with special educational needs will be secured. | There is an up to date access plan in place.      | The school is able to provide a good level of access and equipment for the pupils in the school. We can demonstrate our awareness of basic access needs, making reasonable adjustments and how these will be secured.<br><br>Relevant policies <sup>8</sup> | See relevant policies, ie, Accessibility, Equality, SEND, Teaching and Learning, Pupil Premium. These are available on request or on school website.<br><br>See SEND Development Plan.<br><br>SEND Governor visit reports.<br><br>Headteacher reports to Governing Body and minutes of meetings, School Development Plan. | Parents are able to visit the school to look at our wide range of resources.<br><br>Parents can meet with the SENCO and/or Headteacher.<br><br>See website and School Offer leaflet.<br><br>Governors are committed to ensuring that all pupils with SEND and/or disability take part in all aspects of school life, including out of school activities.<br><br>To date, all pupils have participated in the full range of opportunities and events arranged by the school, including educational visits. |
| <b>EARLY INTERVENTION AND THE EDUCATION</b>   | <b>Our school's response to SEND requirements</b> | <b>How does this work in our school?</b>  | <b>Analysis and impact of the provision provided</b>  | <b>What we might say to parents</b>   |

<sup>7</sup> Code of Practice (as above), pupil tracking data, RAISEonline, FFT.

<sup>8</sup> Auxiliary aid requirements, Equalities Commission guidance, Equality Act access plans, Code of Practice, personal budget guidance, approach regulations and code.

| HEALTH AND CARE PLAN  |  |  |   |  |
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| 11. How the Governing Body involves health and social care bodies, Local Authority support services and other bodies in meeting the needs of pupils with SEND.            | Arrangements are in place for those with and without EHC Plans to get additional support from outside the school including relevant health and social care bodies. | Relevant Policies- SEND Code of Practice 2014, Health and Social Care as required.                                     | <p>Policies are available on request.</p> <p>The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose and fully inclusive.</p> <p>The SENCO to signpost, recommend and instigate links to services to meet identified needs.</p> <p>The SENCO and Headteacher complete an annual SEND School Development Plan which identifies focus/needs.</p> <p>SEND Governor visits and reports to the Governing Body. Headteacher reports to Governing Body.</p> | <p>The Governing Body is committed to meeting the aims of the school's SEND Policy.</p> <p>Our Mission Statement is explicit and we manage the school's budget to ensure best value and an effective use of resources.</p> <p>Contact the School Office for further signposting.</p> |
| 12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32. | Other information is readily available   | The school ensures that there is a clear narrative about other support services available with or without an EHC Plan. | Signposted by SENCO- SENCAN, Essex Local Offer, the school nurse team and health, GP surgery, local library.  | Access website for advice and information.   |
| 13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.  | The school has transition arrangements in place to support pupils when changing schools.   | SEN Code of Practice 2014<br>Social Care legislation   | <p>Shared visits including parents and pupils.</p> <p>Attendance of SENCO and/or Headteacher to key meetings (school, health and social care).</p>  | We share a common interest in the learning, development and well-being of the pupil.   |

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|  | <p>The school has arrangements in place for contact between Social Care and other services.</p> |  | <p>Liaison meetings to transfer information.</p> <p>Paperwork handover.</p> <p>Transition induction process.</p> <p>The SENCO, or other relevant staff, may accompany parents to meetings including health.</p> <p>Year 6 transition visits to secondary school.</p> <p>Year group transition meetings.</p> <p>Sharing of One Plan information and assessments.</p> <p>Meeting with parents.</p> | <p>The relationship between primary and secondary schools is strong.</p> <p>There are numerous and varied opportunities for parents and their child to visit and prepare for transition.</p> <p>Talk to the SENCO/ Headteacher.</p> <p>Discuss relevant social stories with your child.</p> |
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