



**Richard de Clare  
Community Academy**

**SEN Information**

**Report**

Reviewed:	Summer 2020
Next review date:	Summer 2021

# Richard de Clare Community Academy

## SEN Information Report

Richard de Clare is a community school, where individuals are valued and differences celebrated. Our motto is –

***‘Dream big, work hard, believe and achieve.’***

### ***At Richard de Clare...***

- ❖ We work in partnership with the whole community to enable all our learners to be healthy, engaged, independent and resilient.
- ❖ We aim to provide enjoyable, challenging opportunities where everyone feels valued.
- ❖ It is a community where progress is made, lifelong learning is encouraged and achievement is celebrated.

### **Definition**

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

### **Aims and objectives**

Our aims for our children with SEN are:

- to create an environment that meets the needs of each child;
- to ensure that the needs of children are identified, assessed and provided for;
- to work in cooperation with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all children;
- to ensure that parents/carers are able to play their part in supporting their child's education;
- to ensure that all children have a voice in this process;
- to ensure that reasonable adjustments are made to enable children to have access to all elements of the school curriculum;
- to ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development;
- to identify roles and responsibilities of staff in providing for children.

### **Name and contact details of the SEN coordinator**

Our School SENCo (Special Educational Needs Coordinator) is Mrs Uden. Mrs Uden is a qualified teacher and holds the National Award for SEN Coordination. She can be contacted at SEND@richarddeclare.com or by calling the school on 01787 472153.

### **Identifying Special Educational Needs**

The Code of Practice describes four broad categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical

At Richard de Clare, we identify children as having Special Educational Needs if they have difficulties in one or more aspects of school life, which, as a result, require the provision of support and/or

resources that are different from or additional to those provided for children of the same age. The process of identification is multi-dimensional, for example:

- when concerns are raised by parents/carers, teachers or the child
- when limited progress is being made in accordance with age-related expectations.
- if there is a change in the child's behaviour or attainment
- when concerns are raised by external agencies (e.g. GP)
- if information is provided from the previous setting

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When we identify an area of need, we work with parents, carers and outside agencies to work out what action we need to take.

### **A Graduated Approach to SEN**

At Richard de Clare, the method of identification and provision follows a graduated approach.

All teachers are teachers of children with special educational needs. Each child's education will be planned for by the class teacher as part of high quality teaching. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the class teacher or learning support assistants in class. Class teachers regularly monitor and assess children's learning and progress

If a child's needs are not sufficiently responsive to these differentiated strategies and interventions, then the child's teacher will offer provision or interventions that are different from or additional to those provided as part of the school's usual working practices. These may be run by the teacher or Learning Support Assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENCo to measure impact and inform future planning.

If a child has higher level needs this may result in the creation of a One Plan. This 'One Planning' process involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved. A child is added to the SEN register when provision is different from and additional to that provided through classroom support.

An 'Assess - Plan - Do - Review' cycle is implemented. This is revisited, refined and revised with a growing understanding of the child's needs.

#### **Assess**

The class teacher working with the SENCo carries out an assessment of the child's needs based on the teacher's experience of the child, their previous progress and attainment, the views of parents or carers, the child's own views and, if relevant, advice from external support services. This assessment is reviewed termly.

#### **Plan**

The teacher and the SENCo agree in consultation with the parent or carer and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a timescale. A One Plan is put in place. All teachers and Learning Support Assistants who work in the classroom are made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

#### **Do**

The class teacher remains responsible for working with the child each day. The class teacher works closely with any Learning Support Assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports

the class teacher in doing this and in the further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of support.

### **Review**

The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents or carers. This helps to feed back into an understanding of the child's needs. The class teacher, working with the SENCO, then revises the support in light of the child's progress and development. Any changes to the support and outcome, in partnership with the parent or carer and child, are detailed in the One Planning process.

When a child's needs are more complex, an assessment of educational, health and care needs may be requested with a view to an Education, Health and Care Plan (EHCP) being developed. This is developed in collaboration with the family, child and as appropriate, other relevant professionals.

### **Supporting Pupils and Families**

At Richard de Clare we work hard to promote active involvement of parents and carers within their child's education. We strive for an active partnership and believe that they have much to contribute to our support for children with special educational needs and/or disabilities.

When school or parents and carers feel that support from outside agencies is required, to support a child further, we will work together to access this pathway and implement recommendations in school. Parents and carers would be expected to mirror such support at home and an open dialogue about progress or concerns is encouraged.

### **Parents are kept informed through:**

- Planning and review meetings
- Termly meetings with the class teacher
- Termly reports
- Informal discussions with the class teacher or SENCO;
- EHC plan reviews
- Regular contact between home and school, e.g. home/school book and e mail.
- Joint visits with other professional services, where appropriate

### **Parents are helped to support their child's learning through:**

- The class teacher or SENCO may suggest additional ways of supporting a child's learning alongside set homework activities.
- Outside agencies such as Speech and Language Therapists and Occupational Therapists may suggest programmes of study to use at home.
- Informal opportunities to meet with a child's class teacher throughout the year.

Following a school or self-referral, parents, carers and children can also receive support from the following agencies and support services:

- Specialist teacher
- Community Paediatrician
- School Nurse
- Essex Well-being and Mental Health Service (EWMHS)
- Educational Psychology Service
- General Practitioner (GP)
- Social Care

## **The arrangements for consulting young people with special educational needs about, and involving them in, their education**

At Richard de Clare, we always listen to our pupils, as their welfare and happiness is absolutely central to us. We will respond individually to our learner's choices, preferences and needs and get to know each child very well. We have a variety of systems for gathering a learner's views and ensuring pupil voice is responded to. These include:

- The school council
- One Plan meetings, where children are encouraged to reflect on their learning, and to be involved in setting next step targets
- Pupil questionnaires
- Individual observations

## **Arrangements in place for assessing and reviewing pupils' progress towards outcomes**

At Richard de Clare, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**. To find out how well our children are responding to the support, we use a range of methods:

- Baseline assessments to show the starting point followed by further in-school assessments or progress reviews
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- One Planning Tools
- Advice and feedback from external services

The Teaching and Learning policy, includes information about assessment and how we track children's progress. This policy is available on the school website.

## **School arrangements for supporting pupils transferring between stages of education**

When children join us in the Early Year Foundation Stage at Richard de Clare, the class teacher visits the pre-school setting and/or the home to ensure a smooth entry into school. School tours, transition visits and a welcome meeting is offered. At Richard de Clare, we support children with SEN to ensure that they are well prepared as they move to different phases of education. A thorough transition programme is in place for the move from Early Years Foundation Stage to Key Stage 1, Key Stage 1 to Key Stage 2 and one year group to another year group. 'Meet your teacher' days take place and hand-over meetings occur throughout the school.

We have good relationships with local secondary schools and we work closely with SENCOs when a pupil with SEN transfers between schools or out of catchment. We also arrange induction and transition days for pupils to make the step to the next stage easier. All school records will be passed on to the school/setting to which the child transfers.

When a child joins Richard de Clare, we will endeavour to gain as much information as possible about previous support from the family, child and the previous school. This may also require contact with outside agencies. New children and parents are invited to meet with school staff and visit the school.

## **Richard de Clare's approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers respond to children's needs by providing:

- Quality First Teaching to all pupils
- A Graduated Approach linked to assess, plan, do, review
- Differentiation for individual pupils
- Relevant research-based intervention programmes
- Response to specialist outside agencies
- Extra adult support in lessons from learning support assistants/class teacher
- Personalised provision through adapted resources and interventions

## **Adaptations to the curriculum and the learning environment**

We make the following adaptations to ensure all pupils' needs are met:

Differentiate our curriculum to ensure all pupils are able to access it;  
Differentiate our teaching e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;  
Adapt our resources and staffing;  
Use recommended aids or specialist equipment e.g. laptops, coloured overlays, visual timetables, writing slopes;  
Access arrangements for tests and examinations;  
Changes and adaptations to the physical environment e.g. ramps, double doors, adapted toilet.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

## **Information about the expertise and training of staff in relation to children and young people with special educational needs**

At Richard de Clare, we have a committed staff base, dedicated to the wellbeing and progress of each child. The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with Educational Health Care Plans. The SENCo makes contact with any additional services required. Individual members of staff take on areas of expertise within the school, supporting communication, personal care, literacy and numeracy skills, social and emotional skills and learning behaviours. There is a rigorous training cycle in place for staff that is responsive to our children and staff's needs. In addition, all staff will receive training when required and available (including medical training).

## **Securing equipment and facilities to support children and young people with SEN**

At Richard de Clare, we provide a good level of access and equipment for the pupils in the school. We work closely with other professionals, e.g. occupational therapy and physiotherapy services, to make reasonable adjustments for students with SEN. Parents are invited to visit the school and meet with the SENCo or Head of School to discuss the range of resources. We ensure all children participate in the full range of opportunities and events arranged by the school, including educational visits. For further information please refer to our Accessibility Plan on the school website.

## **Monitoring and evaluation of SEN provision**

At Richard de Clare, we monitor and evaluate the impact and quality of SEN provision through a combination of the following:

- Annual reviews and the One Planning Process
- Performance management observations and discussions
- Observations and discussions with staff
- Lesson observations
- Monitoring of intervention groups through observation and data analysis
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Discussions with parents and carers
- Analysis of whole school data
- Pupil and parents/carer voice
- Attendance and behaviour records

The above forms part of the ongoing 'Assess - Plan - Do - Review' cycle. The SEN Governor has responsibility to monitor and challenge the provision for children with SEN and additional needs.

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Richard de Clare is an inclusive school and children with SEN are, wherever possible provided with the same opportunities to engage in activities as students without SEN. All of our extra-curricular activities and educational visits are available to all our pupils. All pupils are encouraged to go on our residential trips and are encouraged to take part in annual events e.g. sports day, school plays, special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

Emotional and social development is essential for our overall health and wellbeing. As a result, we fully recognise the need to support children in this area by using a range of strategies and support systems, such as:

- Safeguarding training for all staff
- Anti-bullying policy
- Advice and training from outside agencies and specialists
  - Behaviour system and policy
  - Reward system
  - Pupil surveys
  - Personal, Social, Health Education [PSHE]
  - E-safety

At Richard de Clare, staff who are involved in the educational and pastoral support of children work together to identify children who may need additional support, and identify what intervention will be suitable to meet the child's needs.

### **Specialist services and expertise accessed by the school**

Richard de Clare plays an active role in strategic planning and has responsibility for overseeing the practice in school and ensuring it meets the needs of learners and families. The school works closely with other professional partners to improve the provision available in school and to develop the skills of the staff supporting pupils, such as:

- School Nursing Team
- Speech and Language Therapy Service
- Specialist Teachers
- Educational Psychology Team

Community Paediatric Team  
Social Care  
Occupational Therapy Service  
Local Authority Inclusion Partner

### **Supporting pupils at school with medical conditions**

Our school recognises that children at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Children with identified medical conditions may have an individual Health and Care Plan, written in partnership with health professionals, parents and carers. The school provides staff training to support medical needs of the children and regularly shares and updates information relating to medical needs with all relevant staff.

### **Dealing with complaints**

At Richard de Clare, we want to know when things are not right with your child's learning. We aim to resolve any issues swiftly, coming to mutual understanding and agreement. For further details, please follow the Trust's complaints procedure, outlined on the school website

### **Contact details of support services for the parents of pupils with special educational needs**

Parents of students with SEN can seek support and advice from the following:

SEND Code of Practice (2014) - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Guide for Parents and Carers - <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Contact a Family - [www.cafamily.org.uk](http://www.cafamily.org.uk)

The statutory assessment service can also provide up to date advice and information - <https://schools.essex.gov.uk/pupils/sen/Pages/Statutory-Assessment-Service.aspx>

Parents who need advice on any other services or information regarding support for their child should arrange an appointment with the SENCo.

### **Information on where the Local Authority's Local Offer is published**

To access the Local Offer, please refer to the website: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk). The Local Offer provides information for parents of students with SEN, covering a range of issues from transport to housing.

**Review Date: May 2021**