



SEND STATEMENT

ERRINGTON PRIMARY SCHOOL

APRIL 2016

SEN has undergone huge changes. A new code of practice for SEN is now available and has been in place since September 14.

Children with statements will have these re-written as Education Health and Care Plans (ECHAR) with transparent personalised budgets. New ECHAR will replace future statements.

The funding for children with a statement has changed. Schools are responsible for providing up to £6000 funding for a child with SEN. A school can apply for funding if needed above this figure. School Action and School Action Plus have been replaced by SEN Support.

Social, mental and emotional health has replaced behaviour, social and emotional as an area of need, the other 3 remain the same: Communication and Interaction, Cognition and Learning, Sensory and or Physical.

It is a fundamental aim of our school to help each pupil to develop to their full potential. Each child is unique and within every school there will always be a number of pupils, who for a variety of reasons, are classed as having special educational needs or disabilities. We aim to have a careful consultation with parents, to discuss their child's particular needs, and to join in partnership with any other agencies which may be involved in the children's welfare. By working together we can offer the best possible provision for your child.

We have taken a number of steps to ensure that we recognise any child showing signs of a particular need and, if necessary, the child may be placed on the Register of Special Needs and Disabilities. School will endeavour to work closely with parents when a child's special needs are identified. Progress is carefully monitored and recorded. The Special Educational Needs and Disabilities co-ordinator (Mrs Wheater) will work in close consultation with Miss Robinson (Headteacher) and teachers and support staff in identifying and assessing and supporting children with Special Educational Needs and Disabilities throughout the school.

Individual Education Plans (I.E.P.s) are drawn up, shared with parents and regularly reviewed. There may be occasions when a child's particular needs cannot be met from the resources available within the school. In such circumstances, and after review with the Local Authority, it may be decided to apply for a statement of Educational Needs to ensure specific provision.

Data of Special Educational Needs can be demonstrated in the tables below:

Year Group	Number of SEND Children
Nursery	4
Reception	8
Year 1	3
Year 2	9
Year 3	13
Year 4	10
Year 5	11
Year 6	9

Year Group	No. of Pupils	% Boys / Girls	% Pupil Premium	% Free School Meals	% Not White British *	% 1st language not English *	% Special Educational Needs	% SEN Support	% Statement	% Education, Health and Care Plan	No. of Looked after Children
Pre3	13	23.1 / 76.9	0.0	0.0	7.7	7.7	0.0	0.0	0.0	0.0	0
Nur	38	34.2 / 65.8	18.4	0.0	7.9	7.9	10.5	10.5	0.0	0.0	0
Rec	30	50.0 / 50.0	16.7	16.7	0.0	0.0	26.7	26.7	0.0	0.0	0
Y1	25	56.0 / 44.0	12.0	4.0	4.0	0.0	12.0	12.0	0.0	0.0	0
Y2	32	62.5 / 37.5	21.9	18.8	3.1	0.0	28.1	28.1	0.0	0.0	0
Y3	30	66.7 / 33.3	43.3	30.0	3.3	0.0	43.3	43.3	0.0	0.0	0
Y4	23	65.2 / 34.8	30.4	17.4	4.3	4.3	43.5	34.8	8.7	0.0	0
Y5	30	56.7 / 43.3	30.0	10.0	6.7	0.0	36.7	30.0	3.3	3.3	0
Y6	26	50.0 / 50.0	38.5	15.4	7.7	0.0	34.6	34.6	0.0	0.0	0
All	247	52.6 / 47.4	24.7	13.0	4.9	2.0	27.1	25.5	1.2	0.4	0

SEND Impact from actions 2015

- Updated the SEND policy
- Policy and practice now reflects the new legislation
- The SEND register now reflects new guidelines and categories
- Training for all staff thus ensuring an outstanding induction in SEND for new staff
- Appointed a new member of staff to work with a Year One child with an EHCR.
- To develop specific nurture areas of provision in school for individual needs

The SEN Information Report for schools in the Redcar and Marske Teaching Schools Alliance.

All schools in the Redcar and Marske Teaching Schools Alliance are committed to and adopt a similar approach to meeting the needs of all children including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Schools within the Teaching School Alliance benefit from access to Intervention Units and the expertise offered by Kirkleatham Special School and the Dormanstown Unit. Landmark Alliance Schools are inclusive and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or children with sensory or physical needs. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Below is the Local Offer for -

Errington School Identification of needs:

How will the school let me know if they have any concerns about my child's learning in school? If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

<https://www.gov.uk/children-with-special-educational-needs/overview>

<http://www.senmagazine.co.uk>

What does 'Special Educational needs and/or Disabilities' Mean?<http://www.redcar-cleveland.gov.uk/rcbcweb.nsf/web+full+list/22183a12ee478eff8025757d0043a57f#>

SEN Priorities 2015-2016

- To develop a strategic vision and commitment to influence and work with other on delivery of inclusive education.

- To analyse the intervention choices offered in school and evaluate the outcomes of one intervention in detail
- To develop the role of SENCO in school
- To develop provision mapping and individualised learning needs