

SEN Information Report

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AfC local offer – <https://kr.afcinfo.org.uk/pages/local-offer/enquiries>

How we make provision for children with additional needs:

At Educare Small School, we pride ourselves on our small, nurturing environment. We recognise that all children are unique and that their differences must be acknowledged without prejudice. We endeavour to put this into practice every day.

Our approach to teaching children with SEN:

We are an independent primary school. We welcome all children whose special needs are within our range of specialist skills and facilities; and who can effectively access the curriculum without unduly prejudicing the education and welfare of other children.

Many children with additional needs thrive in our small, nurturing environment with the additional support we are able to offer to all children because of our small group numbers and individualised approach to teaching and learning (further detailed below). However, we are not a specialist SEN school and some needs will be beyond our capacity.

Differentiation and grouping:

The following is available to ALL children in our school:

The school has three main mixed age teaching groups:

- Kindergarten for children from 3 years to approximately 5 years old
- Butterflies and Dolphins for children typically 5-7 years old.
- Starfish for children usually aged between 7-11 years old. Starfish may be divided into a younger group ("Starfins") and an older group (Starfish) if numbers and the profile of the children dictate.

Each group has a teacher and teaching assistant. Each group has a maximum of 16 children. Extra one to one support is given by the head teacher or a teaching assistant inside and outside the main teaching areas.

Children move into the next group when they are assessed to be ready to do so and parents and teachers are in agreement.

Each teacher organises their group to allow teaching at different levels and abilities. Children are never grouped by age only and children may work in different groups for different areas of the curriculum. Teachers plan for children by ability and ensure that every child makes progress.

- Teaching approaches are adapted and modified to suit the needs of the child.
- Learning outcomes for each child are planned on an individual or small group basis.
- Observations about a child's learning behaviour and competencies are recorded.

- Each child's learning behaviour and competencies are monitored through observations and formative assessment.
- Parents are informed about their child's progress through termly meetings, and a written report once a year.

Supporting exceptionally gifted or talented children:

Exceptionally gifted or talented pupils in our school form a varied group of highly individual children. Their general characteristics are curiosity, persistence, initiative, independence, close attention to detail, a highly developed sense of humour, high expectations, a wide range of interests and a preoccupation with matters of philosophical and universal concern.

We recognise that in a group situation they may want to be in charge and can sometimes be intolerant of less able pupils; their written work may not be neatly presented and well organised; they may be restless and inattentive; they may exhibit nonconformist, uncooperative or unconventional behaviour; and at times they may appear hypercritical of teachers and other pupils.

Most of these qualities could be true of a wider range of pupils, but when they are combined with the greater ability, awareness and knowledge of the exceptionally able child they represent a special educational need. These pupils need as much individual attention to their special needs as those at the other end of the spectrum of school achievement, if they are to develop their gifts and talents to full potential.

Any extra support for these children ensures that:

Curriculum provision for very able pupils, whilst offering some acceleration through the standard curriculum and a range of enrichment activities, nurtures the development of the whole child within the values of the school.

Enrichment activities within class lessons focus on the fostering of the particular characteristics that exceptionally able pupils show in the subject area.

EHCPs

We tend not to have children in our school with an EHCP. Where the child's needs are such that they need 1:1 support or specialist resources and teaching, our small size and limited staff numbers mean we are unable to support such needs.

If our parents feel their child would benefit from an EHCP on transfer to secondary school, we will do our best to support parents in making a request for assessment. We also regularly accompany parents and their children to visit secondary schools and are keen to engage in dialogue with their SEN teams to share the detailed knowledge we will have gained about each and every one of our pupils.

Support for the social, emotional and mental health and development of children with SEN:

We aim to help all children identify themselves as valued members of a secure group from which they can grow into confident, aspiring adults. We encourage each child to achieve an appropriate level of communication through language, mathematics, science, creative arts and information technology.

Identifying Special Educational Needs, Assessment and Provision:

We identify, assess and provide for individual children as early as possible (as per the SEND Code of Practice 2014). To facilitate early intervention, our Kindergarten TA has received specific SEN training.

The early identification of special educational needs which calls for extra provision at any stage in the school is vital. Children's progress is monitored in all areas of their learning and when a child is not responding positively to the strategies already in place in the school (i.e. small group sizes in a safe and secure environment, personalised learning and extra adult support) the following steps are taken and extra support is put in place:

- First concerns are expressed by staff members based on recorded observations and profiles. In the EYFS this is the EYFS Profile, for Key Stage One and Two the school's own assessment and monitoring system.
- The teacher and SENDCo carry out an analysis of their needs across four areas: communication and interaction; cognition and learning; social, mental and emotional health; sensory and/or physical needs. Other factors which may impact on progress and attainment are taken into account (i.e. disability; attendance and punctuality; health and welfare)
- The child is identified as needing SEN support and placed on the SEN Register.
- The child's profile and the support that will be put in place is discussed with parents/carers and recorded on a support plan.
- The support strategies for the child are monitored and reviewed by the teacher, SENDCo and parents every term or within six weeks and updated on the Plan by the SENDCo.
- After each review further strategies and targets are agreed and put in place, or the child is assessed as not needing SEN support.
- Where the child is showing little or no progress, further information is requested from home. This may require the involvement of other professionals, and if this is the case, parents will usually be asked to commission and pay for further assessments.

Important Note:

As an independent school, we have no devolved budget for SEN. This means that, unlike state schools, we do not have access to a certain number of hours of Educational Psychology or Occupational Therapy, for example. If these services are required, the quickest way to access support usually proves to be asking parents to pay privately.

Home-school partnership:

We strongly believe in the importance of partnership between home, school and any outside agencies, with a clear focus on sharing knowledge and jointly planning interventions which positively benefit the child.

We see the school, individual staff members, and parents and carers as all having a key role to play in supporting each child:

The role of the SENCO involves:

- Providing advice and support for staff members.
- Following the SEND Code of Practice 2014 for the Identification of Children with Special Educational and Disability Needs.
- Managing and updating Support Plans, and ensuring the support specified in them is provided.
- Meeting and co-ordinating with staff, parents and other outside agencies.
- Keeping appropriate records of referrals and meetings with outside agencies and parents.

- Ensuring that information relating to the child's SEN is accurately recorded and shared with parents and passed on to the next school.

The school's responsibility is:

- To allow equal access to the curriculum for each child.
- To ensure that SENDCo training is regularly updated and relevant information communicated to other staff.
- To provide a range of specialist resources.
- To ensure access and facilities for disabled pupils and visitors.
- To support parents in accessing additional or alternative support
- To monitor the effectiveness of SEN provision by measuring children's progress against national averages.

The shared responsibility of all staff is:

- To provide high quality differentiated and personalised teaching for each child.
- To use praise and encouragement of positive behaviour and achievement.
- To reward each child's effort in a variety of ways.
- To adapt and modify teaching approaches to suit the needs of the child.
- To plan learning outcomes for each child on an individual or small group basis.
- To record observations about the child's personal and social development each child's learning behaviour and competencies.
- To monitor each child's learning behaviour and competencies through observation and assessment.
- To consult with parents each term and discuss immediately any problems arising at home or school.
- To inform parents of their child's progress through a written report once a year.
- To build self esteem through positive affirmation.
- To set learning targets which match the child's stage of development.
- To formatively assess and monitor children's progress in all areas of their development.
- To use a variety of teaching approaches and strategies to support each child's needs.
- To work in partnership with parents by being available to discuss children's progress.

The responsibility of parents:

- The school has an open door policy and parents can speak to teachers at anytime about their child's progress.
- Parents are expected to attend regular consultation meetings about their child's progress. Meetings with the SENDCo are timetabled ahead of time. These may form part of the formal consultation meetings which are held every term, or be organised separately.
- Parents are expected to support the school by helping with any home activities; and by commissioning additional assessments if needed.
- To build self-esteem through positive affirmation by reading notes in home/school notebooks,
- To provide relevant information about their child.
- Access services via the Local Offer (see contact details above)

Concerns and complaints:

We believes that the care and education of its children is a shared responsibility with parents and other adults. Direct and regular open communication and exchange of information with parents by staff members is encouraged to avoid sensitivities and misunderstandings. Complaints and concerns,

which cannot be resolved on this basis, should be taken directly to the Head Teacher. Contact:
02085470144 - headteacher@educaresmallschool.org.uk