

SEN development plan

Targets for 2017/18:

- ⇒ Tracking of all children to be rigorous. With particular focus on 'groups' of children.
- ⇒ Rapid intervention given following EYFS Baseline.
- ⇒ To focus on raising those exceeding in EYFS.
- ⇒ To continue to improve the provision of speech and language support within the school, working closely with professionals.
- ⇒ To develop the succession of senior leaders, shadowing the role of SENCo and embarking on specialist training.
- ⇒ To ensure the school's accessibility plan is reviewed and put into place
- ⇒ To support all schools in our Trust as the provision for vulnerable children develops and expands.
- ⇒ To continue to develop and evolve, offering outreach support and service to others. Working with five other schools to evaluate and develop current practice.



HEARTS ACADEMY TRUST

Parent feedback July 2017: 100% of parents who expressed an opinion said that their child makes good progress at this school. Virtually all said that they received valuable information from the school regarding their child's progress and would recommend this school to others.

Have your say...

Together, we can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents /carers, learners, governors and staff, so please engage with our annual self evaluation process and let us know what you think.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Governor: Amanda Stapleton

Name of SENCO/Head: Louise Johnson

Focus for 2017-18:

Moving on from the rich experiences and relationships to...

We will focus upon high expectations in all aspects of school life. We will ensure the learning environment, the inside classroom and the outside classroom support learning and act as a stimulating place to be. Art as a key subject will be led with rigor and the profile of this subject will be raised.

We will drive online safety as a key focus, working closely with the Breck Foundation to pass these vital messages to our pupils, families and wider community. We will plan in charity activities to raise the profile and need for greater understanding of online danger.

Our Mission Statement

We focus on the 8 values of:

Happiness

Esteem

Achievement

Respect and Responsibility

Truth

Spirituality and Service



The HEARTS Academy Trust
The Wickford C of E School



SEN Information Report 2017-18

Welcome to our SEN information report which will be part of the Essex Local Offer for learners with Special Educational Needs (SEN).

At The Wickford Church of England School we are committed to working together with all members of our school community. This Local Offer has been produced with pupils, parents /carers, governors, and members of staff .



SEN Information Report

Ofsted 2013: "Pupils from all groups, including disabled pupils, those who have special educational needs and more able pupils, make excellent progress."

Arrangements for inclusion

Our school aims to be an inclusive school. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

Learning for all

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Our SEN profile for 2017-18 shows that we have 2% of children identified as having SEN, and 0% of those have an Education Health and Care Plan/Statement. However, 20% of our school benefit from having their additional needs met through the usual High Quality Teaching.

What we do to support learners with SEN at The Wickford C of E School?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Children with additional needs will receive a personalised approach to learning with the relevant support and adjustments that will maximise your child's learning. Teachers ensure that your child will:

- ⇒ feel secure and know that their contributions are valued;

- ⇒ appreciate and value the differences they see in others;
- ⇒ take responsibility for their own actions;
- ⇒ participate safely in all activities in clothing that is appropriate to their religious beliefs;
- ⇒ be taught in groupings that allow them all to experience success;
- ⇒ use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- ⇒ have a common curriculum experience that allows for a range of different learning styles;
- ⇒ have challenging targets that enable them to succeed;
- ⇒ be encouraged to participate fully in all aspects of school life.

All children recognised as having an additional need will receive a child friendly plan and provision map.

Possible strategies:

Visual timetables, small group/individual Support, i-Pads, laptops or other alternative recording devices, peer buddy systems, positive behaviour rewards systems, attendance at GymTrail or support from our mental health worker, Kerry Westbrook.

Funding for SEN

The school's core funding, received annually from the Education Funding Agency, includes a "notional" amount for Special Educational Needs (SEN). In 2017 -18 the school's notional SEN is £37,452.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. There are two consultation evenings and an extra meeting in the summer term to discuss and review the targets in preparation for the coming year.

Ofsted 2013

"The support given to pupils with particular needs, including pupils who attend the nurture unit, is effective in enabling all to make the rapid progress they are capable of, so that their achievement is in line with that of their classmates."

Our nurture group Paddington House, is on site. It is a small group setting (for up to 8 children) in a mainstream educational setting. Paddington House offers a short term, focused, intervention strategy, which addresses barriers to learning arising from social, emotional and or behavioural difficulties.



Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school, training provider or employer. The Wickford Church of England School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

We always seek to engage, support and respond to parent feedback. Our self evaluation process is highly valuable to us and feedback is highly regarded. We will be attempting to improve systems this year, the 'team approach' to nurturing and enveloping the growth of our children in greater partnerships