



Special Educational Needs Disability - Information report

- 1) How does the school know if children need extra help?
What should I do if I think my child may have Special Educational Needs?
What should I do if the school and I disagree

Early identification is essential to ensure all pupils, but especially those identified as requiring additional support, achieve success. Close liaison with other schools when children transfer, ensures that previous levels of provision and safeguarding can be maintained.

All teachers share responsibility for monitoring all children. Class teachers keep the records of the children in their class. Children who are making little or no progress are made known to the SENCO and monitored.

When initial concerns are felt, the teacher discusses their concerns with parents/carers, colleagues, including SENCO, School Leadership Team and the Principal. The teacher will fill out a form on the criteria for SEN. If the need is such that it fits the Code of Practice criteria and is not a one off occurrence, then the teacher, in agreement with SENCO, sets SMART targets on the Pupil Passport and an Individual Provision Map is recorded on SIMs for the child.

If a parent/carer thinks his/her child has Special Educational Needs he/she should speak to the class teacher and/or SENCO. SENCO will advise and then agree with parents/carers the best approach and route to take in order to address parents/carers concerns.

Any concern that parent/carer may have should be noted by the teacher and referred to the SENCO / Principal. The initial query should be dealt with within two school weeks and a response made to parent/carer. If the parent/carer is not satisfied, he/she should contact the Principal and/or the Governors or the LEA. We inform parents/ carers of the Thurrock Parent/School Partnership service and how they can contact them

- 2) How will I know how the school supports my child and how is this communicated?

Range of Provision

Examples of provision delivered by the school include:

- Full time education in classes with additional help and support by Teacher through a differentiated curriculum,
- Additional in-class support from a Teaching Assistant,
- Group and individual support from a Teaching Assistant,
- Assessment and support from external agencies e.g. Educational Psychologists and Specialist Teachers.

All provisions are based fully on the child's needs and in line with assessment for learning.

The provision is discussed with parents/carers at Pupil Passport meetings, which occur every term. Parents/Carers can make an appointment with the Class Teacher or SENCO, should they have any additional questions.

- 3) How will the curriculum be matched to my child's individual/specific needs?

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We aim not to withdraw children from the classroom situation, however, there are times when, to maximise learning



and social-emotional development, we work with small groups, or in a one-to-one situation outside the classroom. Ipad technology plays a great part in supporting our pupils with SEN. Various apps are used to enable the children full access to curriculum and ensure learning is stimulating and engaging. The small group withdrawal is always specified to individual needs, this could include tasks to develop motor skills, basic maths and literacy skills, social skills, fine manipulative skills or occupational therapy programmes. These tasks are carried out in a variety of ways from work on a computer, activities that are specifically designed to enable a more creative approach to accessing the curriculum, to more structured programmes. All of which are not appropriate to be carried out in class. These will happen outside the literacy and numeracy lessons whenever possible.

4) How often will you meet with me to discuss my child's progress?

One of the fundamental principles of the new Code of Practice is that parents/carers are fully informed of their child's attainment, progress, their level of additional support and how their needs are met within school, as well as how they can be supported at home. If a pupil has an Educational Health Care Plan, their views will form part of the Annual Review process. The class teacher will meet parents **every term** to discuss their child's progress and a provision is put in place. Parents/carers will also be involved in completing Pupil Passport and their view will be sought.

5) How does the school address my child's Emotional, Social and Behavioural Needs?

The school has a dedicated Pastoral Support Team that provides essential support for children with Social, Emotional and Behavioural Needs. Children's needs and the effectiveness of the interventions are assessed on a half-termly basis

Where a child is identified as having significant Emotional or Behavioural Needs the SENCO will, when appropriate, instigate the Pastoral Support process. This involves inviting all adults involved with the child to a meeting. The outcome of this meeting results in a Pastoral Support Plan (PSP) being produced, which clearly sets out the involvement of all people in supporting the child to improve their behaviour. The child is invited into the meeting and has a chance to express their concerns and ideas. In result of this meeting, the school may seek outside agency support and advice will be requested if required. The PSP is reviewed at least once a term but often will be reviewed on a half termly basis.

People involved may include Parents/carers, Class Teacher, Pastoral Lead, Principal, SENCo and relevant outside agencies.

6) What specialist services and expertise are available at or accessed by the school?

We have access to:

- Educational Psychologist (EP)- We commission visits to our school via Thurrock EP service
- EWMHS- Referrals can be made through parents/carers, school or GP.
- Paediatrician - Referrals are made through the school or GP.
- Early Years Support - Referral is made through school or Paediatrician
- Treetops Outreach Support Team - Referrals are made through the school, EP or SEN panel.
- School Nurse - Referrals are made through school.
- Assoc Community Paediatricians - Referrals are made by the school or GP
- Speech and Language and Occupational Therapists - We can refer children if parents/carers agree or parent/carer may refer.
- Social Services - If there is a concern about child abuse we must refer to the PASS/MASH. Normally, the Principal or Deputy Safeguarding Lead will make a referral.
- Pupil Referral Unit - Referral forms are sent by school, following a pastoral support plan to panel.
- Advisory Teachers/Consultants: School refers.

Specialist help is available through physiotherapy, occupational therapy and speech therapy.



- 7) What training have the staff supporting children and young people with SEND had or are having?

- The SENCo is current undertaking National Award for SEN Coordination, and enrolled on MEd in SEND through Middlesex University.
- Whole staff meetings take place when there is a variance in the Code of Practice or when there is concern about an aspect, e.g. record keeping. School based training is brought in as necessary.
- The Teaching Assistants also receive in school and external training as required. They are asked as part of their Performance Review if they have any specific training interests or requirements, these are noted and acted upon.
- Dates of all SEN training, content and attendees are listed and kept in SEN office

- 8) How does the school ensure the inclusion of my child in activities outside the classroom including school trips/residential trips?

We actively seek to ensure that ALL students are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating. Trips are regularly used as rewards, to enhance social skills or subject knowledge and are seen as a valuable element of the curriculum. Where there are concerns of safety and access, plans are put in place to ensure that individual needs are met. Where appropriate parents/carers are consulted and involved in this planning process.

- 9) How accessible is the school environment for mobility, behavioural, sensory, health and other issues?

The main school building is built to be accessible to wheelchairs. There are three disabled toilets within school: near the main office, in the Reception Block and in the corridor outside classes 4DE, 4CH and 4SK.

Within the school we have a range of equipment for different areas of need and support. This includes an individual table and chair that can be height adjusted and the table top can be slanted at specific angles to meet different children's need, as well as tables that adjust to the size of a wheelchair. We also have ear defenders, sensory cushions and twiddles that some of our pupils require in order to sit and concentrate for a given time during lessons.

We also have a Multi-Sensory Room and a Sensory Garden. Both of them contain lots of tactile, touchy-feely objects that the children can use, mood lighting to aid relaxation and soft cushions, beanbags for the children to sit and relax on. This area has specifically been designed as a child friendly area where pupils can come and unwind allowing them to return to class with a positive attitude and a willingness to participate within the environment. Other equipment is bought when needed if we do not already have it on site. Provision mapping alongside Pupil Passports are used to determine the level and spread of programmes for each child.

- 10) How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?

To support children with SEN a carefully planned transition week is put in place. At the end of every school year, during the transition week, TAs meet their new children, they assist them during lessons and free time which gives them a chance to get to know each other. At the end of the week every child with SEN takes home a Transition Booklet, with pictures of their new class, teachers and TAs inside. Arrangements for the children moving to secondary school may vary but all records are sent to any receiving school. Some of the secondary SENCOs visit our school to discuss the needs of the pupils with SEN. Also, in July, all Y6 pupils attend transition week/day in their secondary schools, pupils with SEN are assisted by TAs.



- 11) How are the school's resources allocated and matched to children's special educational needs?

Funding for SEN is received from various sources.

- A portion of the School Budget is delegated for SEN. We also receive finance from the Local Education Authority to specifically support children.
- Additional resources are allocated to SEN from the School's own budget.
- Funding for SEN is used almost entirely to provide human resources to support children in the class situation.
- The school may employ a Teaching Assistants for specific support.
- Teaching Assistants are presently employed for a range of support techniques, ranging for individual support, group work, class support. Their dedication and patience is very much appreciated and highly valued.

- 12) How is the decision made about how much support my child will receive, and who is involved in that decision?

The SENCo is the named person for the school and is the first person that members of staff contact with any concerns or queries about pupils within their set or year group. Decision regarding an amount and type of support is made during SENCo – Teacher meetings. Parent/carer wishes are also taken under consideration where possible. Support may include small group work, adult support during whole class teaching and individual support.

One of our main priorities is to encourage the child to interact and work with other children within their setting, and always working towards inclusion of all children. The timetable is continuous in order for the children to have consistency.

Children with EHCPs have hours and provision set by the LA. Their aim is to support the meeting of children's targets outlined within their Education, Health Care Plan.

- 13) How will you ensure that my child and I are involved in discussions about, and planning for their education?

Involving parents/carers

One of the fundamental principles of the new Code of Practice, is that parents/carers are fully informed about their child's attainment, progress in relation to the individual targets, the level of additional support and how their needs are met within school, as well as how they can be supported at home. If a pupil has an EHCP, their views will form part of the Annual Review process. The class teacher will meet parents/carers of children with SEN every term to discuss their progress and provision put in place. Parents/carers will also be involved in completing Pupil Passport and their view will be sought.

Involving the child

The views of the pupil are also sought as part of the termly review process via a discussion related to their individual targets on their Pupil Passports, but also consistently during the term as part of evidence towards progress. They set achievable targets in collaboration with their class teacher, which they work towards achieving by the next review. Pupil with SEN will also take an active part in completing their Pupil Passport every term.

- 14) Who can I contact for further information?

Further information can be obtained from our SENCO