

# Inclusion and Special Educational Needs and Disability Information

*Little Thurrock Primary School*

## Inclusion and Special Education Needs and Disability Information

### 1. What types of special educational needs do we provide for?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

*Special Educational Needs and Disability code of practice: 0 to 25 years June 2014 xiv*

As an inclusive school, Little Thurrock Primary School offers all children, regardless of their specific needs, inclusive teaching which will enable them to make the best possible progress in school and be a valued member of the wider school community. We provide more specific support, depending on level of need, for children whose difficulties fall within the four broad areas of need set out in the new SEND Code of Practice (2014). These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### 2. How do we identify and assess pupils with special educational needs?

We recognise the importance of early identification of SEN, and use a range of methods and assessments to achieve this:

- Liaison with previous or pre-schools
- Concerns raised by parents
- Assessments on entry to Early Years, which give a baseline against which progress can be measured
- Half termly and on-going teacher assessment to measure progress in a wide range of areas, leading to identification of children whose progress is slow or whose attainment is significantly lower than that of their peers
- Concerns raised by teachers or other members of staff working with a child
- Specific assessments related to an area of concern
- Liaison with outside agencies
- Exploration of behaviour difficulties to identify underlying concerns

### 3. Who is our Special Educational Needs Co-ordinator (SENCo) and how can she be contacted?

- Miss Sally Appleton
- Little Thurrock Primary School, Rectory Road, Grays RM17 5SW
- 01375 373586

#### **4. What is our approach to teaching pupils with SEN?**

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Class teachers plan their lessons taking into account the specific needs of all children in their class, to ensure that these needs are met. Most needs are met through this differentiation in the classroom which includes use of specific equipment and resources, and appropriate focused adult support.

Where there are more specific needs these are addressed through intervention, in consultation with the SENCO. This may involve work with small groups, or in a one-to-one situation outside the classroom.

#### **5. How do we adapt the curriculum and learning environment?**

Work is adapted to ensure access for all; in specific cases a child with SEND may have an individually differentiated curriculum. Adjustments are made within the classroom or to the work given to the child where necessary to ensure children with SEND have full access to the curriculum for example for a child with sight difficulties the font size would be increased or a different background colour used.

Resources, including appropriate equipment and adult support, are organised to meet the needs of the individual.

Children with SEND can access support from their class teacher, from learning support assistants in the classroom, and from staff providing specific interventions. The SENCO advises and supports staff in this.

Specific resources suggested by outside agencies are also used, and advice from outside agencies implemented, to reduce barriers to learning.

#### **6. How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

Children with SEND are encouraged to take part in the wider curriculum of the school, including participation in clubs and day or residential school visits. We provide the support needed to ensure that this is successful; if planning off-site activities we discuss with parents any adjustments necessary to enable their children to participate.

#### **7. How do we consult parents of children with special educational needs and involve them in their child's education?**

There are a range of opportunities for parents of children with SEND to speak to class teachers and those involved in their child's education.

Appointments can be made with the class teacher or SENCO if there is an immediate concern. Alongside this regular half-termly SEN drop in sessions are held where parents have the opportunity to come into school and discuss their child.

Those parents with children with an EHC Plan have the opportunity to attend meetings

with the support staff who work closely with their child and share information and celebrate achievements on a half termly basis.

Parents meetings are held each term and parents of children with SEND are given a longer meeting at this time and can have the SENCO attend the meeting alongside the class teacher if they wish to. In these meetings progress towards previously set targets are discussed, clear new outcomes are identified, any additional support will be planned, as well as possible referrals, to outside agencies to gain further advice and support.

For children with EHC Plans an annual review meeting is held each year where the plan is discussed and revised to ensure it still reflects and meets the needs of the child. Parents and pupil views are shared at the meeting and outside agencies are invited along to the meeting in order to get a full picture of the child's needs to ensure the plan is appropriate.

If parents have concerns about their child's progress, they should usually contact the class teacher initially to discuss these; where needs have already been identified the SENCO may also be involved in these discussions.

#### **8. How do we consult children with special educational needs and involve them in their education?**

Children self-assess their work and are given opportunities to discuss their learning. Prior to a review meeting, which children may attend, they are asked for their views; these are shared at the meeting.

When children are involved in interventions they regularly discuss their learning and progress with staff.

#### **9. How do we assess and review pupils' progress towards their outcomes?**

Data is analysed half-termly, both for progress in academic attainment and the holistic side of learning in order to show progress of the 'whole child'. Where there are concerns some specific assessment may be used to identify more precisely the areas of difficulty, so that focused support can be put in place.

Progress towards targets on IEPs (Individual Education Plans) are reviewed as and when a child meets a target or termly to ensure the targets remain appropriate. For children with EHC Plans the outcomes on these are discussed and reviewed yearly, at an Annual Review, where new outcomes for the following year are put in place.

#### **11. How do we support pupils with special educational needs moving between phases of education and preparing for adulthood?**

Early Years staff and the SENCO liaise with pre-school providers and parents of children due to start at Little Thurrock, to ensure that children with identified Special Educational Needs and Disability have support arrangements in place before they do so, and that there is an awareness of any parental concerns.

Liaison with secondary schools includes opportunities for teachers and the SENCO to discuss specific pupils, passing on relevant information and organising school visits or meetings with parents as necessary, to ensure smooth transition for children on the Special Educational Needs register. Records are passed on as soon as possible.

All year 6 children take part in a Transition Week in the latter half of the summer term, attending their new school for a week (although there are some differences between secondary schools). In some cases a representative from the secondary school will be invited to the last Annual Review at Little Thurrock. A small group of children may attend Pyramid Club, which helps prepare them for the transition to secondary school.

Where children with SEND leave before Year 6, the SENCO ensures that all relevant information is passed on and liaises with the new school regarding any specific arrangements or support.

Where children transfer from other schools, the SENCO liaises with those schools as necessary to ensure that children's needs are known and appropriate support put in place. A meeting usually takes place with parents around this time.

When children change classes in school transition paperwork is completed by the previous class teacher and all SEN information is passed on. Parents may be invited to a meeting where both teachers are present.

Everything that we do to support children with SEND is about giving them strategies and support to overcome any barriers and encourage them ultimately to become independent adults who are able to take their place in society.

### 10. How do we support pupils with SEN to improve their emotional and social development?

At Little Thurrock Primary School we consider the needs of the whole child. We recognise the importance of emotional well-being and that children learn best when they are free from anxiety and feeling happy and confident.

As a school we use a range of strategies to raise self-esteem, which can be an issue for children with SEND.

Children are supported to develop social skills, through collaborative work and play opportunities. Class teachers are aware of the emotional and social needs of the children they teach and plan taking these into account; for example, using more partner work to encourage interaction.

Emotional and social development is supported in and out of the classroom, in small and large groups or with individuals; this may include working on identifying feelings and emotions, sharing and turn-taking or learning strategies to cope with challenging situations.

Safeguarding and child protection procedures are in place. All staff have responsibility for the welfare of pupils, with relevant staff trained to meet specific medical needs. Lunchtime staff are made aware of any specific SEND needs, including social difficulties.

We recognise that these less structured and more social times can be challenging for some children; where necessary, individual arrangements are put in place to give support during these times.

In consultation with parents referrals can be made for more specialist support from outside agencies, including counselling, play therapy and music therapy.

**11. What expertise and training do staff have in relation to children and young people with special educational needs and how is specialist expertise secured?**

The school is fully aware of the importance of having a well-trained staff to meet the needs of all children.

The SENCO meets regularly with support staff to discuss concerns and advise on interventions and ways to meet the needs of these children. Additional specialist training is given as appropriate.

Individual training needs are also identified and met through the Performance Management cycle.

The school works closely with any external agencies relevant to individual children's needs in school, including: - school nurse, clinical psychologists, paediatricians, speech & language therapists, occupational therapists, physiotherapists, outreach services, social services and Educational Psychologists.

**12. How are equipment and facilities to support children and young people with special educational needs secured?**

Where children with SEND require specific equipment or resources to support or improve their access to learning advice is sought from relevant agencies or professionals, to ensure that the most appropriate equipment is provided.

**13. How are other bodies, including health and social services, local authority support services and voluntary organisations, involved in meeting the needs of pupils with special educational needs and in supporting their families?**

In consultation with parents, the school refers children to, and liaises with, a range of outside agencies. These include speech and language therapy, occupational therapy, physiotherapy and paediatricians. Children may also receive outreach support from specialists, or be assessed by an educational psychologist. The school nursing team is able to provide advice and support for specific health issues.

Further support or advice for families of children with SEND can be accessed by

completing a Common Assessment Framework (CAF) form, with support from the school, describing the concerns to be presented to a multi-agency panel.

#### **14. How do we evaluate the effectiveness of our SEN provision?**

Children's progress is discussed at half-termly pupil progress meetings in school; teachers are responsible for the progress of all children in the class, including those with SEN. Staff meetings are used to moderate and share information between staff with regards to the children with SEND. Progress through interventions is also regularly reviewed using baseline and exit data to ensure that children are receiving the best support for their needs.

Governors receive an annual SEND report and a termly review of data and provision. There is a governor with a responsibility for SEND who meets with the SENCO.

We work closely with outside agencies and local schools to share best practice and regularly review the effectiveness of our provision.

#### **15. How do we treat complaints from parents of pupils with special educational needs concerning the provision made at the school?**

Any parent who is dissatisfied with the special educational needs provision their child is receiving has the right to make a complaint. All complaints should follow the procedure listed below: -

##### **1) The Informal Stage –**

Initial concerns should normally be expressed to the class teacher.

If the issue is not resolved parents should discuss this with the SENCO.

Where there are still concerns parents should make an appointment to meet with the head teacher.

If parents are still unhappy, a complaint should be put in writing to the headteacher.

##### **2) The Formal Complaint**

Where a more formal complaint needs to be made this should be done in line with the school complaints policy and procedures.

#### **16. Who can young people and parents contact if they have concerns?**

The first point of contact is usually the class teacher.

An appointment can also be made with Sally Appleton, or Jaki Cole, head teacher, by calling the school office on 01375 373586.

The SEND policy on our website gives more information regarding the SEN process.

#### **17. What support services are available to parents?**

Scope are a charity which offers an independent support service providing free advice and support for parents of children and young people with SEN, through the statutory assessment and EHCP processes. 0808 800 3333

PATT (Parent Advisory Team Thurrock) provide information and advice to parents and carers of children and young people 0-25, supporting families through EHCP and SEN assessment processes, working with schools and other educational professionals. 01375 389894

**18. Where is the local authority's local offer published?**

The local authority's local offer can be found on the Thurrock Council Website [www.thurrock.gov.uk](http://www.thurrock.gov.uk)