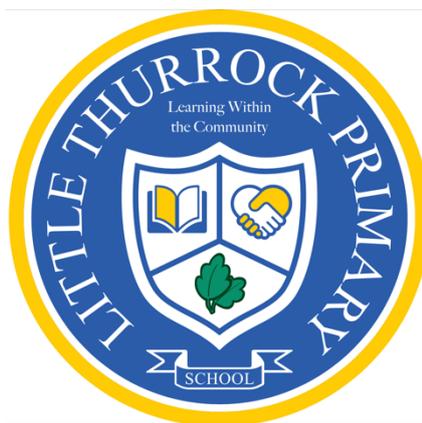


LITTLE THURROCK PRIMARY SCHOOL



SEND Information Report

Signed:

Deoise Hanson

Chair of Governors

Signed:

S. Melling

Headteacher

Date: December 2021

Next Review: December 2022

LITTLE THURROCK PRIMARY SCHOOL



SEND Information Report

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

A child or young person has SEND 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 SEND, 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?

- Mrs Chloe Wright
- Little Thurrock Primary School, Rectory Road, Grays, RM17 5SW
- 01375 373586

4. What is our approach to teaching pupils with SEND?

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 and that progress is made. Most needs are met through this differentiation in the classroom which includes use of specific equipment and resources, and appropriate focused adult support.

Graduated Approach to SEND support

When it is established that a child may have a special educational need, they are added to the SEND Register. This formal identification allows for the appropriate provision to be implemented. This support is then guided through a 4-part cycle:

Assess – Determining the pupil’s needs through liaising with previous or pre-schools, observations, benchmarking assessments, teacher assessments and discussions with external agencies, where applicable.

Plan – Consultation between the class teacher, support staff, SENCo, the child, parents and any other external agencies involved in the child’s care so objectives can be agreed and appropriate interventions arranged.

Do – The class teacher remains directly responsible for the child’s daily interventions but works alongside support staff and SENCo to ensure that the child’s needs are fully met.

Review – Each child on our SEND register is then presented with an Individual Support Plan (ISP), where their progress through intervention and achievements can be closely monitored. These are reviewed termly and the class teacher (sometimes alongside the SENCo) consults with parents and teachers to revise the level of support and make amendments where necessary.

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 SEND 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, termly reviews of children's provision (stated on their Individual Support Plans- ISPs) are made to ensure progress. This is similar for those children with an EHC Plan- their progress is tracked and shared with parents/ carers within a One Plan format. Furthermore, new targets 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. 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.

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 ISPs (Individual Support Plans) are reviewed termly to ensure the targets and provision remain appropriate.

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 (COVID restrictions allowing), attending their new school for a week (although there are some differences between secondary schools).

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 SEND information is passed on. Support staff also liaise with each other to ensure a smooth transition. 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 SEND 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. 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. Pastoral support is in place, in which Mrs Fleming may work individually with a child through the use of check ins and anxiety mapping, or interventions such as Drawing and Talking, or sand play. Through Open Door, we have access to a counsellor who can provide one to one support. In consultation with parents, referrals can be made for more specialist support from such outside agencies. The School Wellbeing Service work with the school to promote positive emotional wellbeing and mental health.

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. 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.

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.

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 SEND. Staff meetings are used to moderate

and share information between staff with regards to the children with SEND. Progress is also reviewed termly, linked to the provision and targets set out on the children's ISPs.

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, in particular schools within our Trust, 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 Mrs Wright (SENCo), or Mrs McHugh the head teacher, by calling the school office on 01375 373586.

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

17. What support services are available to parents?

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. They can be contacted on 07702 127 252.

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