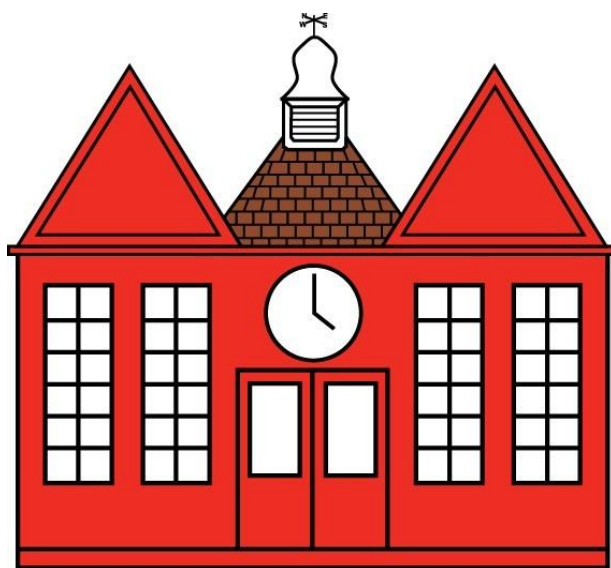


Special Educational Needs Information Report Guidance for Parents and Carers



Tendring School
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Tendring Primary School

Special Educational Needs Information Report

Guidance for Parents

What kinds of Special Educational Needs (SEN) are provided for?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, resources or curriculum adaptations additional to or different from, that normally available to pupils of the same age.

- Special Educational Needs can be considered as falling into the four broad categories identified by the SEND Code of Practice:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Sensory and/or Physical Needs

At Tendring Primary we use the Ordinarily Available Inclusive Teaching Framework including Ordinarily Available: Targeted Support, to support the provision for pupils with SEN that uses the following headings:

- Learning Difficulties and Disabilities
- Social Emotional and Mental Health Difficulties
- Autism and Social Communication Difficulties
- Speech, Language and Communication Needs
- Physical and Neurological Impairment
- Sensory: Hearing, Visual and Multi-sensory Impairment

Each area comes under one of the umbrella categories of the SEND Code of Practice.

In addition, we use the Education Endowment Foundation Research to support the teaching and learning of pupils with SEND.

How will Special Educational Needs be identified and what sorts of assessments will be completed?

A pupil may be considered to have special educational needs if they are identified as having a learning difficulty or disability and are either making slow progress or are working at a level significantly below that which is expected for their age.

In school the following assessments may be used to help us to identify children with SEN.

- Teacher identification through observation, marking or intuition
- Parent information concerns
- Insight complete assessment tracking analysis of attainment and progress
- Little Wandle Letters and Sounds: Keep it Up and Catch Up Programmes
- Pre-school assessments
- Tracking of interventions
- Therapist, or other adults working with the child, assessments e.g. speech and language
- Children who have an existing identification of Special Educational Needs
- Autism Education Trust (AET) Sensory Assessment Checklist
- Essex Trauma Perceptive Practice Six Core Strengths Assessment Tool
- Observation and Functional Behavioural Analysis (STAR Observation)
- WellComm Speech and Language Toolkit
- ESNEFT Articulation Screener
- York Assessment of Reading Comprehension (YARC)
- Sandwell Early Numeracy Test
- Warwickshire NHS Fine Motor Skills Screening
- Northamptonshire NHS Gross Motor Skills Developmental Checklist

Who is responsible for Special Educational Needs in the school?

The Inclusion Manager/SENCO (Special Educational Needs Co-ordinator) is **Miss Ann Davey**. She is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are progressing
 - involved in planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Counsellor, Educational Psychologist, Inclusion Partner etc.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write and review targets that specify what the school wants your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

The governor responsible for SEN is Ms Claire Claydon, she is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand, monitor and evaluate the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Tendring Primary can access Family Support, Counselling, Art and Play Therapies through Tendring Families First. They can provide advice to families who need additional support for a wide range of situations.

Everyone who comes into contact with children and their families in Tendring Primary School has a role to play in safeguarding children.

The Designated Safeguarding Lead is Mrs Alison Clark. She provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care should it be necessary. Safeguarding is a wide-ranging area which includes:

- Attendance
- Health & Safety
- Bullying
- Anti-discrimination
- e-safety
- Meeting the needs of pupils with medical condition
- safer recruitment
- Disclosure & Barring Checks

What arrangements are there for consulting parents of children with Special educational needs and involving them in their children's education?

The school aims to work in partnership with the pupil, their parents and any other professionals in order to achieve the best outcome for the child. This is done by regular consultations both formal and informal.

- Formal
 - The teacher will discuss your child's progress with you during parent consultation meetings when you will be informed of your child's progress and any additional support being given
 - Review meetings/One plan meetings - termly meetings are held to review the support being given and the progress made against targets. Pupils with EHCPs will have Annual review meetings annually to evaluate the current provision and set new targets.
- Informal
 - Discussion with parents/carers at the beginning or end of the school day
 - Communication books
 - E – mails or phone calls

- Opportunities to discuss with specialist teachers (VI, HI and PNI)/other professionals visiting school.
- Telephone calls or Teams meetings with teachers, SENCo or Headteacher

What arrangements are there for consulting young people with Special Educational Needs and involving them with their education?

The child is at the centre of their own education and their views are sought using a method appropriate for them. These are communicated through:

- One Planning where their views are recorded
- Informal pupil-voice conversations with teachers/TAs/SENCO

What arrangements are there for assessing and reviewing children's progress towards outcomes?

- Children's progress is continually monitored by their class teacher.
- Their progress is reviewed formally at least every term and more often in some cases. This will cover reading, writing and mathematics, but can include other areas such as social, emotional and well-being dependent upon the individual child's needs.
- The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review with contributions from adults involved with the child's education, the families and child.
- The SENCo will monitor the progress of children with SEN.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Emails and/or phone calls to home
 - Additional meetings as required
 - Termly meetings between class teacher, parents and, at times, SENCO to review the support your child is receiving and the progress that they are making.
 - Annual Reviews
 - End of Year Reports

What arrangements are there for supporting children in moving between phases of education?

We recognise that change can be difficult for a child with SEN and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that may need to be available for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
 - Children have an opportunity to meet and work with their new teacher.
 - New Class TAs take time to engage and chat with pupils moving into the class
 - Some children have a more detailed plan based on the Autism Education Trust transition outcomes
- In Year 6
 - The SENCO will liaise with the SENCO and at times, the Head of Y7, of the secondary school regarding any children with SEND.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

What is the approach to teaching children with Special Educational Needs?

All teachers are responsible and accountable for all pupils in their class, planning their work and the support they need, and assessing and reporting their progress.

Support is given to children through a graduated approach – The Ordinarily Available Inclusive Framework provides high quality teaching practices with some small additions and adjustments for all children in the classroom. In addition, Ordinarily Available: Targeted Support provides additional provision which is ordinarily available for pupils who have been identified as having SEND. This is complemented by the EEF 5-a day Principle which benefits pupils with SEND. Additional intervention, adjustments and support is provided for those with the greater needs.

Ordinarily Available Inclusive Teaching Framework, OA: Targeted Support and the 5-day

Principle: All teachers are teachers of SEN; they adapt their teaching to suit different children by providing additional provision and personalising the curriculum in good or outstanding classroom teaching.

- The teacher will have the highest possible expectations for all pupils in their class.
- All teaching is based on building on what children already know, can do and can understand.
- Putting in place different ways of teaching so that children are fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for a child.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

SEN Support: Sometimes, despite inclusive teaching, children's progress and development remain at a very slow rate or their attainment is at a level significantly below age-related expectation, with evidence of an increasing gap between them and their peers. If this is the case the SENCO and Class Teachers will then decide on interventions that are 'additional to' or 'different from' those already taking place as part of the whole class provision.

- If a child is identified as needing more specialist input, referrals may be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, the school will always seek your permission and will discuss the referral in more detail.
- If it is agreed that the support of an outside agency is appropriate, parents/carers will be asked to give permission for the school to refer their child to a specialist e.g. a Speech and Language Therapist or Paediatrician. A report will be written which will help parents/carers and the school understand a child's particular needs better.
- The specialist will work with the child and the classroom staff to understand his or her needs and make recommendations, which may include:
 - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific professional expertise
 - Involving the child in a group run by school staff under the guidance of the outside professional
 - Group or individual work with outside professionals
- The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

High Needs: This is specified individual support for your child. This is usually provided via an Education, Health and Care Plan (EHCP). This provides a level of individual support, which cannot be provided from the resources already delegated to the school.

Some pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. These children may need special support or support at a level that cannot reasonably be provided from the school. Other pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more targeted and specialist intervention.

Sometimes, if a child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services
- Outside agencies such as the Speech and Language Therapist (SALT) Service, Occupational Therapist, Physiotherapist or CAMHS

This level of support is given through an Education, Health and Care Plan (EHCP).

An application for an EHC Needs Assessment will be made to the Local Authority by the school and/or parents and will be supported by documentation from all professionals involved with the child. If it is agreed that a Needs Assessment is required, then this may lead to an EHC Plan being written. The EHCP will specify how the resources should be used to support the child and progress will be formally reviewed by the local authority annually.

How are the learning environment and curriculum adapted to support children with SEND?

The physical adaptations to the school are contained in the Accessibility Plan, which forms part of the School Development Plan.

To enable all children to access the curriculum, teachers use, for example:

- Visual timetables

- Visual support
- Technology
- Structured Learning approaches
- Quiet spaces to learn
- Hi-Lo reading books and reading books from Little Wandle
- Calming/sensory boxes
- Movement breaks
- Well organised, labelled, accessible equipment
- Advice from professionals appropriate to particular children
- Setting of appropriately challenging, but achievable work.
- Practical apparatus, support materials such as templates, coloured-overlays, word cards, number mats, vocabulary, therabands, ear-defenders, Move 'n' sit cushion, pencil grips and other specialist equipment.

Pupils who struggle to reach their learning potential within the classroom due to the pace of learning, curriculum demands, time constraints and/or sensory needs, may be supported through access to additional space on a part-time, timetabled basis.

What expertise and training do those working with children with SEND have and how are they trained?

All class teachers have received training relating to SEND. Additionally, when appropriate, class teachers, TAs and LSAs may be given specific training in order that they can better support the needs of a particular child or to address a need identified in a particular group or throughout the school. The SENCO has achieved the National Award in SEN Co-ordination, or is working towards this during the first three years of being appointed, or was appointed to the role before 2008 and is a qualified teacher as required by the Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009.

Training may be provided

- In house by a member of staff with particular skills or knowledge
- By professionals working with a child in the school e.g. Educational Psychologist; speech therapist, specialist teachers or their support teams
- Through courses run by the Local Authority
- Through SENCO update meetings, cluster meetings and conferences.
- Via online platforms sign-posted by other professionals

How is the effectiveness of the provision given to the children with SEND evaluated?

- The SENCO will look at the effectiveness of provision by tracking the progress of children with SEND and discuss this with the Class Teacher and Headteacher, using data from the following:
 - Insight Assessment Tracking
 - PiXL assessment data
 - Evidence based Interventions
 - Outcomes of review meetings
 - Parent and Pupil views
 - Autism Education Trust (AET) Progression Framework
 - Six Core Strengths Assessment and Progression
 - Ongoing assessment using those assessments and toolkits listed to identify pupils with SEND

This information will be used to assess whether the existing programme is working for a pupil and whether the level of support is still appropriate.

When looking for interventions the SENCO will look at the Essex Recommended Assessments for Identifying Pupils Needs which include some interventions and toolkits, take advice from the Inclusion Partner (IP), the Educational Psychologist (EP) and consider therapist recommended evidenced programmes.

How are children able to engage in activities available to all other pupils?

The school has an Equality-Diversity Policy which states that all children should be given equal opportunities for activities within and outside of the school curriculum.

All children at the school are included in all activities regardless of their level of need. It may be necessary for reasonable adjustments to be made in order for some children to participate.

These activities include:

- All curriculum activities

- After school clubs
- Social skills groups
- School residential trips
- Enrichment activities
- School Responsibilities: Reading Ambassadors, School Councillors, House and Sports Captains/Vice-Captains, Activity Leaders
- Inclusive Sports Day
- County Council Sporting Events for Pupils with Additional Needs

What support is there for improving emotional and social development?

Sometimes children need support for emotional and social needs. This is provided through

- Trained Emotional Literacy Support Assistant (ELSA)
- Parent group led by Tendring Families First in school
- Lunch Time Club
- Self-regulation practices
- Counselling (TFF)
- Play Therapy (TFF)
- Art Therapy (TFF)
- Trauma Perceptive Practice
- Specific interventions
- Identified go-to adults
- Identified go-to space
- Sensory 'safe-space'

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's needs and supporting their families?

- Invitations to Team Around the Family meetings
- Referrals to:
 - Paediatrician
 - Essex Child and Family Well Being Service
 - Occupational Therapist (OT)
 - Physiotherapist
 - Speech and Language Therapist (SaLT)
 - Continence Team
 - CAMHS
 - Social Care
 - Educational Psychologist (EP) and/or Inclusion Partner (IP)
 - Engagement Facilitator
 - Specialist Teacher Team (for VI, HI and PNI) (STT)
 - Alternative Provision when appropriate
 - Counselling, Play and Art Therapies from TFF
 - Young Carers
- Family Support (from Tendring Families First)
- Signposting local community support, training and events
- Regular Coffee Mornings and workshops led by TFF
- Advice and Support from ECC Attendance Team
- Advice and Support from ECC Alternative Education Team

All the above information applies to children with special educational needs, including those looked after by the local authority.