

Essex Primary School

SEND Information Report

September 2024

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services. Link to

www.newham.gov.uk/SENLocalOffer

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the SEN Information **Report for Essex Primary School**. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEN.

The following information outlines the support and provision pupils with SEN can expect at Essex Primary School.

At Essex Primary School our vision is "Everyone valued, everyone challenged, everyone achieving." We value each member of our community as a unique individual. We go the extra mile to ensure that every one of us is challenged and achieves their full potential.

At Essex Primary school we support and encourage our children to learn, grow and succeed in a safe, happy and inclusive environment. Supporting children with special educational needs and disabilities is a key part of this.

We are committed to working cooperatively and with high expectations to ensure that we:

- develop an exciting range of opportunities for all children
- prepare our pupils to become responsible, confident members of a global society
- enhance children's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve their full potential
- create an inspirational learning environment where children feel happy, valued and secure in their learning

We aim to:

- Ensure full access to a broad, balanced and relevant curriculum
- Ensure that all teachers are teachers of all pupils (SEND, EAL, G&T)
- Ensure that pupils' views and preferences are sought and used to inform us

- Ensure that we share information regularly with parents and value the vital role they play in their child's continued progress
- Ensure all children with specific needs (SEND, G&T, EAL, Underachieving, Emotional) are tracked, targeted and supported appropriately to achieve the best possible outcomes, preparing them effectively for adulthood.

Inclusion at Essex Primary School

Essex Primary School is a holder of the Inclusion Quality Mark with Gold Flagship status. This means that the school is externally quality assured for high standards for inclusion on an annual basis and as a model for other schools.

Inclusion considers the needs of all children with physical or sensory needs, social, emotional or mental health needs, communication or interaction needs and cognition or learning needs.

We also place a high value on supporting our children with English as an additional language and meeting the needs of children who are Gifted and Talented.

Essex Primary School has an Autism Resourced Provision.

Principles

We adopt the following principles regarding the provision of inclusive education taken from the Children and Families Act 2014 which sets out the 0-25 SEN and Disabilities Code of Practice.

- To ensure all children are offered full access to a broad, balanced and relevant curriculum
- All children will be given the opportunity to reach their full potential educationally, emotionally and physically.
- All teachers view themselves as teachers of children with special educational needs or disabilities, teaching such children are a whole school responsibility.
- All children with Special Educational Needs should have their needs met.
- Children's Special Educational Needs will normally be met in their mainstream classroom.
- Children's views should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education and therefore good home/school links are established and valued.

Special Educational Needs

Children who are seen and identified as having a Special Educational Need will be placed on School Support with the full involvement and agreement of parents. The formal process of Assess, Plan, Do and Review will then begin and everyone will be involved throughout the process. Part of this process will involve an Individual Education Plan, which will give pupils specific targets to work towards. These targets are reviewed termly and a new Individual Education Plan is written. Parents and children will be fully involved in this process. Teachers

and the Inclusion Team will always be available to talk parents through the targets.

More Able/Gifted and Talented

Essex Primary School is keen to promote the learning skills of those children identified as being More Able whether this is in the area of the arts or sports as well as the academic. Essex currently extends and enriches the curriculum for these pupils through local and residential trips, visits to universities and colleges as part of our vision for children aiming high, and participation in competitions such as sports competitions.

This is an area that Essex Primary School is keen to develop and promote through after-school clubs, links with the local community and local secondary school as well as extending the learning of the children within the mainstream classroom.

Children with English as an Additional Language

Essex Primary is a multi-ethnic school and highly values the promotion of equality throughout the school. We have a dedicated team within the Inclusion Team as a whole who support new children to the country with a Kickstart Welcome programme. There is close monitoring to ensure the child's individual needs are met as they assimilate into the school, supporting their learning of English as a second Language on entry. The school places very high importance on helping all children to develop a sense of personal and cultural identity that is confident, open to change, receptive and respectful towards other cultures and people. Teaching takes into account pupils' cultural and religious backgrounds, linguistic needs and varying learning styles. The children feel safe and are able to have their voice heard and all feel respected and valued.

Social, Mental and Emotional Health Needs

Inclusion takes into account all the needs of children and these include a child's well-being and emotional needs. Essex strives to be a nurturing and supportive environment where children who might be displaying difficulties with behaviour may have an underlying cause. The school will work with parents and additional outside agencies wherever necessary to bring about positive change, often for the whole family. Essex Primary school will always put a child's well-being and emotional needs first, as these needs have to be considered carefully if a child is to meet their full potential. The school has an ethos that promotes high self-esteem through a positive behaviour management style in the classroom and closely monitors children with this type of need through weekly meetings of the Inclusion Team that includes the School's Senior Management team. The Family Support Workers and Learning Mentors will support children when necessary and the Well-being Officer will also support children with social, mental emotional health needs who are experiencing a period of emotional difficulty and need. The Well-being Officer also meets with parents to form an effective partnership to meet the needs children.

Kinds of Special Educational Needs the school provides for are:

- Autism
- Specific Speech and Language disorders
- Dyslexia
- Moderate learning difficulties
- Speech and language difficulties
- Fine/gross motor difficulties
- Social, mental and emotional health needs
- ADHD
- Hearing and visual impairments
- Medical needs
- Physical disabilities

More information about Essex Primary School's offer of SEN provision:

How does the school know when a pupil has learning difficulties or special educational needs?

Identification, Assessment and Provision Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

Essex Primary adopts a Graduated Approach to Special Educational Needs. We look in the first instance to make reasonable adjustments within the classroom following the principles of the Equality Act (2010) and the Code of Practice (2015). High quality teaching, differentiated and adapted for individual pupils, is the first step in responding to pupils who may have SEND. Where there are continued concerns regarding a pupil's progress, attainment or engagement, then we will discuss the most appropriate steps to take to identify the pupil's needs and target support effectively.

Assess: The class teacher and SENCo will analyse a pupil's needs before identifying a child as needing SEND support.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEND support. Provision is planned which matches the needs of the child.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or individual teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support will be reviewed in line with the agreed date.

How is the curriculum matched to pupils' needs?

- We aim to give all children access to a curriculum which meets their needs and to ensure that all children are fully included in the life of the school as far as they are able.
- The school provides a rich curriculum which pupils can access functionally and socially. Core and foundation subjects are differentiated to ensure that they are relevant, meaningful, motivating, and challenging to all pupils. Information technology is used to enable some children to access particular parts of the curriculum.
- All planning formats include planning for children with SEND if they fall outside of the normal class differentiation.
- Where children are not able to access the National Curriculum, the school provides an informal curriculum which is developmental and aiming for the highest level of independence possible, with children learning within their peer age groups. For our most complex learners, we focus on the things that matter with an adapted curriculum which is relevant.
- Teachers plan for children's individual standards and differentiate the work to match the child's ability and learning needs and style, removing and barriers to learning.
- Specialist equipment/resources are provided to meet individual needs.
- Support is targeted at areas of need.
- Multisensory learning opportunities to support different learning styles.
- Use of strategies/interventions as recommended by advisory teachers, specialist professionals and therapists.

How is support organised for pupils with identified special educational needs and how are decisions made about how much support individual pupils receive?

- All children receive quality first teaching differentiated to meet identified needs. This is the responsibility of each class teacher with support from the Inclusion Team.
- Children significantly below national averages will receive additional support through targeted intervention programmes which are assessed and reviewed on a regular basis.
- Support is organised to take account of advice from specialist agencies.
- Appropriate training is provided for staff to meet the needs of children.
- Children within the Resource Provision and/or with High Needs Funding are supported by Specialist SEND Teachers and teaching assistants and have access to and support from a range of outside agencies.
- Pupils who have High Needs Funding are supported through some additional adult support and/or interventions.

Arrangements for children Looked After by the Local Authority and also have SEN

- Key link teacher for pupil(s) to liaise with LA Newham Virtual School, SEN section, Social services and all personnel involved
- Targeted use of Pupil Premium
- Flexible arrangements for parent/foster carer involvement at parents evening/events
- Termly PEP meetings to ensure educational needs are being met
- School will attend LAC reviews

How does the school know whether pupils are making progress?

We use these activities/systems to measure impact. Evidence and data is measured against targets. Our main targets for inclusion can be found in our SDP, Inclusion Quality Mark Plan and Equality Duty plan:

- All staff have good accurate knowledge of the progress of pupils.
- Tracking of pupils' attainment and rate of progress, updated following regular assessment weeks, as well as ongoing teacher assessment.
- Progress for pupils who are working pre-National Curriculum is tracked using the SEND Tapestry assessment framework.
- Pupils in EYFS are tracked using the EYFS Learning Goals and Profiles.
- Termly pupil progress meetings
- Senior Leaders and Subject Leaders scrutinize pupils' books and work on a regular basis.
- Tracking of interventions
- Monitoring - lesson observations and learning walks
- Individual reviews of progress through Individual Education Plans (IEPs), Pastoral Support Plans, LA annual review systems
- Feedback from parents/carers

How are parents/carers informed about how their child is doing?

- Parent/carers conferences (parent evenings)
- Individual Education Plans (IEPs)
- Annual Review meetings for those with High Needs Funding
- Annual Report to Parents
- Meetings with specialist professionals, advisory teachers and therapists
- Copies of professionals' reports
- SLT in playground/school every day at the beginning and end of the school day
- Home/school communication books for some pupils
- Parents newsletters and celebration of achievements

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

Parents are fully involved from the beginning following any assessment or observation that indicates a special need.

- Parent/carer conferences (termly)
- Share Individual Education Plans
- Annual Review meetings
- Meetings with specialist professionals, advisory teachers and therapists
- Meetings with the SENDCo, SENCo Support Teacher and/or class teacher

What expertise and training do the staff who support SEN pupils have?

Our Inclusion Team staff have a wide range of experience at including pupils with special needs in a mainstream school. Continuing Professional Development (CPD) for all staff is planned and agreed by the Leadership Team and supports meeting the School Development Plan targets. Staff receive training in the following ways:

- In-school training
- Training from specialist services (e.g. Speech and Language, Occupational Therapy, Complex Needs, LCIS)
- Induction for new staff
- Training shared between schools
- Advice on strategies etc. by advisory teachers and therapists
- SENDCo, SENCo Support Teacher and RP teachers also provide suitable resources, advice and strategies.

How are pupils with special educational needs consulted and involved in their education?

- Attendance at Annual Reviews
- -Written/recorded views of pupils for all educational meetings including Personal Educational Plan meetings for Looked After Children with SEN.
- Pupils evaluate their own learning and receive feedback on marking
- Target-setting
- Pupil voice/feedback questionnaire/school council

What specialist support or services does the school access for pupils with SEN?

We work cooperatively with all other agencies involved with children and provide a base for other professionals where appropriate. They are an integral part of the child's support and will be supported to work in an inclusive setting by all staff.

Staff will aim to incorporate any professional advice into the child's IEP and into teaching and learning strategies on a daily basis. All services working within the school should aim to provide integrated, high quality, holistic support that is focused on the needs of the child.

These should reflect a partnership with children, their parents, the school and external agencies:

- LCIS (Language, Communication and Interaction Service)
- Complex Needs and Dyslexia Service
- Educational Psychology Service
- NHS Speech and Language Therapy Service (We have buy-in Speech and Language Therapists for 2 days a week and a therapist for pupils in the Resource Provision)
- NHS Occupational Therapy/Physiotherapy Services
- CFCS (Child and Family Consultation Service)
- Trainee Education Mental Health Practitioner (CAMHS)
- Child Development Service
- Sensory Service
- School Counsellor/Psychotherapist
- Behaviour Support Service
- Attendance Management Service

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

- Hygiene/changing rooms
- Soft play and sensory rooms
- Disabled toilets for children
- Additional classroom spaces and time for learning life skills for children with ASD
- Additional play area for children with ASD to include sensory focused toys and equipment e.g. trampoline and swing
- Additional play area adjacent to KS2 playground for developing balance/upper body strength
- Wider corridors
- Roundabout with wheelchair access
- Resourced Provision classrooms
- Individual pupils may have workstation provision in class and we utilize other areas for small group work.
- Sensory displays to support self regulation

What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?

- All clubs both before and after school are available to all pupils with additional support if needed
- On school visits, we ensure good access arrangements, both physical and learning
- Some children may require extra support and preparation before the visit e.g. photos
- Use of accessible places and transport (school minibuses)
- Planned risk assessments so that we have considered any possible danger points and ways to keep safe
- Specific risk assessment considerations e.g. medical, adult support, transportation e.g. on stairs, lifts etc. or the use of a taxi
- Differentiated activities - additional adult support where it is required
- Reasonable adjustments are considered to ensure equality of access
- On residential visits we plan carefully with Centre staff to include all pupils wherever possible in all activities and will make adaptations when necessary. This involves careful planning with parents. Risk assessments are completed for most activities prior to visits but some adaptations will be necessary.

How will the school prepare and support pupils who are transferring to a new school or are joining Essex?

- Liaison with previous school or nursery
- Transition meetings for pupils with SEND joining Reception (with previous nursery staff, parents, LCIS)
- Admissions meeting
- Use of multilingual staff
- Staggered admission programmes -
- Transition visits to the new secondary (or alternative primary) schools for some pupils, especially those with more complex or significant needs
- Transition booklets are created for some pupils with more complex or significant needs with photos and information about the new school
- Follow advice and recommendations from advisory teachers and therapists
- The SENDCo attends the SEN Secondary Transition meeting in Summer term and discusses individual pupils
- Secondary Schools invited to join Year 6 Annual Review meetings
- Secondary schools discussed thoroughly at year 5 Annual Review Meetings. Local Authority invited to the meeting to ensure they have a clear picture of the needs of the child regarding secondary placement.
- We pass all information possible to any new school and ensure any SEN records are passed to the new school SENDCo.

How does the School support pupils' overall well-being?

- Safeguarding Policy adhered to by all staff in promoting the well-being of pupils.
- PHSCE lessons and circle time activities
- Learning mentors (social/self-esteem/ positive interaction groups, individual sessions)
- Positive behaviour rewards, awards
- Attendance awards
- Playground sports leaders
- Support from the learning mentor for mid-phase admissions
- School Counsellor/Psychotherapist
- Multi-agency meetings for vulnerable pupils
- Liaison with school nurse and health visitor
- After school clubs
- Healthy Eating projects
- Walk to school project
- Educational Psychology Service
- School Council
- SLT readily available for both parents/carers and children/ on duty at lunchtime
- Anti-bullying week, Cultural week, Black history month, Autism Awareness Month
- Related School policies include: Equality Duty, Accessibility policy and scheme, Safeguarding, Inclusion, Anti-bullying, Behaviour. Online Safety, Intimate Care

Who can parents/carers contact to talk to about their child's special educational needs?

- Class teacher
- Phase Leader
- SENCo Support Teacher - Joanne Adeyemi
- SEND Teachers - Coral Mckenzie and Alex Bryzak
- DHT, Inclusion Lead and SENCo - Tracy Davis

Who should parents/carers contact if they have a complaint about the SEN provision in the School?

Parental concerns will usually be addressed to the child's class teacher. The SENCo, Tracy Davis, has overall responsibility for children with SEN. After this stage the Executive Head Teacher of the school and ultimately the Board of Governors. (For further details refer to the School's Complaints Policy which can be found on the school website)

Additional Information

For more information about the SEN provision at our school and details of the school's policies, please follow the links via the school website www.essex.newham.sch.uk