



**Feering C of E Primary School
Special Educational Needs and Disability (SEND)
The School's Offer and Information Report**

Our Ethos

Feering's aims high, promoting a love of life and learning in all our pupils. We take care of each other, working in partnership with families, the church and wider community. We are committed to providing a high quality and inclusive environment for all children.

This document aims to answer some of the key questions that parents might have about what our school offers children with SEND.

Who do I talk to if I think my child may have Special Educational Needs?

We listen closely to the views and comments of parents as we believe partnership is central to understanding the needs of all pupils. We are happy to answer any questions or concerns and recognise that sometimes parents will need more contact with us. Initially, the Class Teacher is the first point of contact, followed by the SENDCo, Mrs Fitzgibbon, or indeed the Head teacher, Mrs Gough. The school also have a Trustee with responsibility for special educational needs, Mrs Katy Chambers.

Please feel free to drop in and see us or call the office to make an enquiry or an appointment.

What are the kinds of SEND provided for at Feering Primary School?

We provide support for four areas of need:

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, Emotional and Mental Health.

This includes a range of diagnosed conditions such as; autism, dyslexia, dyspraxia and any speech and language difficulties. We also provide for medical conditions such as; severe allergies, diabetes, asthma and hearing impairments. In order to provide this

support, our school work closely with a range of professionals for specific needs, including:

- Educational Psychologists
- Inclusion Partners (inclusion partners have replaced the specialist teacher team)
- School Nurse
- Speech and Language Therapists
- Occupational Therapists
- CAMHS (Child and Adult Mental Health Service)

How does Feering Primary School identify if my child may have SEND?

The school regularly observes, assesses and records the progress of all children to identify those who are not progressing satisfactorily or who may have additional needs. This information is collected from:

- Progress measured against the objectives in the National Curriculum
- Progress measured against the P level descriptors (P Scales are currently changing to pre-key stage standards)
- Standardised screening and assessment tools
- Concerns raised by parents, teachers or the child
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychology
- Another school or local authority which has identified or has provided for additional needs

What is the process for identifying and assessing my child's needs?

Based on the school's observations and assessment data and following discussion between the class teacher, SENDCo and parent, the child's needs will be identified and the level of support agreed.

In the first instance, this might mean differentiated curriculum support within the class. Where more individual needs are identified the child may require "Additional SEND support." If a child is identified as requiring Additional SEN Support, a One Plan and One page profile will be written in consultation with the teacher, parents and the child. This planning process will identify appropriate outcomes for the child and how they can be achieved.

If a pupil's needs are more complex, an assessment of educational, health and care needs may be undertaken by the Local Education Authority and an Education Health

Care Plan (EHCP) created for the child. This is developed in collaboration with the child, parents and other relevant professionals.

How will I be consulted and involved in my child's education?

The school reports formally to parents/carers about their child/children through:

- An annual written report
- Parents Evenings in the Autumn and Spring Terms
- Termly One Plan review meetings with the teacher
- Reviews of Statements/Education, Health and Care Plans (EHCP)

The school reports informally to parents/carers about their child/children through:

- Face-to-face meetings, phone calls, home/school (reading) diaries
- Learning together events
- School and class newsletters
- Regular contact through 'Class Dojo'

How will my child be consulted and involved in their SEND provision?

It is important that your child understands and contributes to their own SEND provision.

This is achieved in the following ways:

- Creating 'One Page Profiles'
- Half termly progress meetings with their class teachers
- Inclusion and discussion around target setting
- Informal playground and classroom conversations with class teacher and SENDCo
- Pupil perception questionnaires

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with the SENDCo or other professionals
- Parents are encouraged to comment on their child's One Plan with possible suggestions that could be incorporated.

What approaches will St Andrews Primary School follow to support my child and match the curriculum to their needs?

The school is committed to “Quality First Teaching” and ensuring that lessons meet the need of all pupils. Each pupil’s education programme will be planned by the class teacher. It will be differentiated accordingly to break down any barriers to learning that may be causing difficulties for the child. Teachers use a variety of different approaches including visual, aural and kinaesthetic methods. Lessons are rigorously planned to encourage all types of learners to participate and reach their potential. Teachers and teaching assistants work with children with SEND regularly each week. As well as encouraging all learners to work independently and take responsibility for their learning.

They will support in class, lead interventions and work with individual pupils. In addition, in the afternoon some teaching assistants run interventions on Literacy and Maths and support in classes. The school has a range of intervention strategies available to support children who are falling behind age appropriate expectations. These include:

- Numicon
- Read, Write, Inc – Both in KS1 and upper KS2.
- Gym trail
- Power of 2 programme
- Catch up Literacy
- Speech and language therapy
- Maths ‘Numbersense’ interventions Years 3-6

Pupils will be supported in achieving the outcomes on their One Plan by their teacher, teaching assistant, special resources/equipment and other additional adults. Support from outside the school may be requested if necessary. Each term progress towards the outcomes will be reviewed at a meeting with the parents, pupil and teacher. New outcomes will be agreed together when necessary.

How does Feering Primary School assess and review my child’s progress?

We assess learners continuously to track progress and make any necessary interventions. Children with SEND have their progress monitored and new targets are introduced as needed using One Plans or provision maps depending on the child’s level of need. In the early stages of SEN we follow the One Planning Process. In addition to regular assessments, data is tracked each half term in reading, writing and

mathematics, which informs target setting. Verbal feedback and next step marking during and after lessons informs future planning.

How will you help me to support my child's learning?

The class teacher may suggest ways you can support your child. The SENDCo, Mrs Fitzgibbon, may meet with you to discuss how to support your child with strategies to use specific to your child's needs. Further suggestions may be provided at:

- 'Meet the teacher' afternoons at the start of the year
- Parent workshops on specific topics, such as Maths
- The school website can be used to access resources, policies and links that will provide further support.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff are readily available for pupils who wish to discuss issues and concerns.
- Clubs are available for those who find lunchtimes a challenge, including a club run by an emotional support trained member of staff.
- If needed, children are able to meet with trained emotional support staff.
- Reasonable adjustments for individual children needing additional support are made, e.g.
 - reward charts, visual timetables.

Pupils with medical needs:

- Staff receive Epipen training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- Designated first aid trained staff within school.

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

An Educational Psychologist visits the school when necessary and following discussions with the SENCO, decides on the focus of each visit. Local Authority agency visits are arranged to provide specific information, share resources and provide in-service

training. Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise.

Teachers from the Sensory Impairment Team are available to work in school to support children, both with and without Education, Health and Care Plans, who have vision or hearing impairment. Specialist teachers can work directly with children where this is indicated on a Education, Health and Care Plan. Class teachers would then plan alongside these specialist teachers who would also attend and contribute to the planning and review of the child's One Plan.

The SENDCo liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychologist
- Inclusion Partner
- Specialist Teacher

Parents/carers are informed and their consent is given if any outside agency is involved.

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

All staff are qualified to work with children and have the appropriate checks.

The SENDCo attends regular cluster meetings and termly conferences to update and revise developments in Special Needs Education and Inclusion. In-Service Training and individual professional development through Performance Management Reviews (PMRs) is matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo. All staff are able to access professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified. Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

How will my child be included in activities available with children in the school who do not have SEN?

We have many after school clubs which are open to all children. Also, places on the school council are available to all children. The school uses additional funding to support families with the cost of trips and residential.

School trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

The facilities we have at present include:

- An accessible disabled toilet
- Wide doors in some parts of the building
- Consideration during tests for learners with additional needs
- Two laptop trolleys with 16 machines each.

How will the school prepare and support my child when joining St Andrew's Primary School or transferring to a new school?

Many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a Transition Session where they spend some time with their new class teacher. - Additional visits are also arranged for pupils who need extra time in their new school.
- The SENDCo is always willing to meet parents/carers prior to their child joining the school.
- Children leaving our school will be supported with transition by the SENDCo from their next school. Planned transition activities might include school visits, extra activities, making books about their new school etc.

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

The SEND budget is allocated each financial year. The money used to provide additional support or resources is dependent on an individual's need.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time.

Resources may include deployment of staff depending on individual circumstance.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

What are the arrangements for handling complaints regarding SEND provision?

If you have concerns regarding provision put in place for your child the first point of contact is the class teacher. If you feel your concern has not been addressed you can arrange an appointment with the SENDCO or Headteacher, If you continue to be dissatisfied you will need to contact the Trustee responsible for SEND.

What are the arrangements for supporting children who are looked after by the local authority and have SEN?

Children who are looked after by the local authority have access to intervention and support programmes throughout the school. The school will liaise regularly with a point of contact at the local authority to keep them up to date with the child's progress in school.

Who can I contact for further information?

The SENDCO, Mrs Fitzgibbon is responsible for coordinating provision for children with SEND within the school. Her role is to manage the arrangements for pupils with Special Educational Needs and Disabilities. Mrs Fitzgibbon is a qualified teacher and holds the National Award in Special Needs Co-ordination, a requirement of the post holder. She currently works two days a week and can be contacted through the school office.

For further information on the Essex Local Offer, please visit:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-EducationNeeds/Pages/Local-offer.aspx>

We hope these key questions have answered any queries you may have but do not hesitate to contact the school if you require further information.