



Special Educational Needs and Disabilities (SEND)

Information Report 2021

This report will be updated as new information becomes available. Amendments will not be delayed until the annual review date. This document should be read in conjunction with the SEND Policy and the Single Equality scheme (both available on the school website).

Introduction

At GTPS we strive to ensure that **ALL** children have access to our broad and balanced curriculum. Suitable adaptations to resources, curriculum and environment are made wherever possible for children with specific needs or disabilities. What follows is designed to be a helpful guide to parents in understanding our approach to SEND (Special Educational Needs and Disabilities). *We want this to be accessible and straightforward; please contact us if anything is unclear or you would like further information or clarification.*

Helpful documents to read in conjunction with this report are: SEND Policy and Single Equality Scheme (both available on the policy page of our website).

Who is the SENCo?

Our Special Educational Needs Co-ordinator (SENCo) is Liz Lawrence. This means that, among other things, she has responsibility for ensuring the teaching team is suitably trained in providing good SEN provision, advising teachers, monitoring what happens for your child with SEND and their progress, arranging any appropriate assessments and liaising with outside agencies. She is fully trained to national requirements and holds the National Award for SENCo co-ordination and a Masters in Education and Leadership. Please feel free to contact her if you have any questions. She is always very happy to talk on the phone but email is the usually best way to make initial contact, if you use it.

SENCO: Mrs Liz Lawrence

mrs.lawrence@greattotham.essex.sch.uk

01621 891091

Admissions of pupils with special educational needs and/or disabilities

Children with agreed EHCPs are asked by the Local Authority to name a preferred school for their child. This school will be consulted for agreement as to whether the child's needs can be met. This process happens outside of normal admissions rounds. Children with agreed EHCPs are admitted regardless of their place in the school's priority order, if we are able to meet the child's needs following consultation.

Children who are in the process of undergoing an EHCP needs assessment **but do not yet have one agreed MUST** apply through normal admissions procedure (see admissions policy). All other children with special educational needs and/or disabilities must also apply through the standard admissions procedure.

It is always advisable to make contact with the school SENCo to discuss your child's needs before applying if they have special educational needs and/or disabilities so that you are able to make an informed decision about what is best for your child.

Accessibility

Children are all individual and have individual needs. To maximise site and curriculum access for all, we make reasonable adjustments to support individual needs, accessing specialist resources and support wherever available and appropriate. There are some situations where accessibility to what is typically available will not be appropriate for specific children in specific cases – suitable alternatives will be provided, in full consultation and partnership with individual families.

Specialist expertise

Specialist expertise is secured via the SENCo liaising with colleagues within the Local Authority, charities and other external agencies. This support could include access to Educational Psychologists, inclusion partners, speech and language therapy services, health services, EWMHS (the Emotional Well-Being and Mental Health service) as well as accessing advice and support from charities and other organisations.

In-house training is usually tailored for class teachers and teaching assistants to address the needs of the children currently in their class. In addition whole school training is provided throughout the year to ensure that teaching staff are up to date with current legislation and techniques.

Looked After Children

This SEND information report is applicable to **all** children at GTPS who have been identified as having a special educational need. In the case of a child who is looked after by the local authority, or has previously been in the care of the local authority, where this information report refers to or implies 'parent' the person(s) with parental responsibility, or their assigned social worker, would be invited to contribute in the same manner.

Medical Needs

Some children have medical needs which significantly impact upon their time in school e.g. diabetes, epilepsy, anaphylaxis. These children, with or without SEND, require a full healthcare plan detailing daily care requirements, preventative measures and reactive strategies; this document is created in partnership with you. Other children require medication in school but do not require a full healthcare plan e.g. asthma inhalers, eczema creams. These medications can be signed in under long term (whole year) agreements. We're always happy to discuss your child's needs and how we can best support them. Some children have medical needs that do not directly impact on their learning, however they are useful for us to know about. Please either contact the SENCo or Family Support Worker to discuss or arrange a meeting.

What kinds of SEND can we provide for?

We are a mainstream primary school and as such we can provide additional support for many Special Educational Needs and Disabilities. It is not possible to provide an exhaustive list however this would typically include support for children with speech and communication difficulties, hearing impairment, children on the autistic spectrum, children with severe and persistent literacy difficulties and those with social and/or emotional needs.

Due to the physical limitations of our school site, we strongly encourage parents of children who use wheelchairs or have mobility difficulties to visit the site and speak to the Headteacher or SENCo.

What will we do to support your child?

Dependent on your child's needs, support may mean physical adaptations to the environment, within budgetary limitations, and/or resources may need to be created. For example, specially painted signs or enlarged resources for children with visual impairment or adapted steps for swimming pool access. It may mean different arrangements for teaching e.g. smaller group teaching throughout the week or a totally individualised curriculum. How we support your child is totally dependent on their individual needs.

All of our children have access to a wide range of activities to enrich their curriculum such as cooking, swimming, school trips and residential trips. Every effort is always made to ensure that children with SEND can participate in all of these activities and adaptations are made to ensure this is possible, where reasonable. In the event that an activity is unsuitable or inaccessible, other arrangements will be made and in full discussion with parents and child.

Planning for your child happens through using the *Assess, Plan, Do, Review* cycle. Basically, we see what they **can** do, plan to support them in what they can't do **yet**, carry out the **plan** and then measure success. As it is a cycle, this process is always ongoing and is reviewed regularly.

Every child in the school creates their own 'My Plan' which you may also have heard called a One Page Profile. This details your child's likes, dislikes, their own goals, what they can do to try to achieve these goals and how they think they can be supported. For children with SEND this document is extended to include parent and teacher views and give a more detailed explanation of how goals may be reached. In Essex, this is called One Planning however the process is generally referring to a Person Centred Planning. Assuming your child remains on the SEN register for the year, you should expect to see their class teacher 4 times throughout the year to discuss their individual targets and successes.

Provision, Assessment and Review

A range of provision and intervention is available for all of our children. The basis of provision is quality teaching in the classroom, differentiated for the range of abilities within that specific class and is applicable to **all** children. This is the responsibility of class teachers. All children are entitled to high quality teaching from their class teacher. Within this teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning needs. Our teachers are skilled at adjusting their teaching to suit differences in learning.

Where, despite high quality teaching, children are still struggling to meet their next step goals, they may be included in additional intervention groups or differences made to what is provided for them day-to-day. Intervention typically happens in a 1:1 or small group situation. It could be an evidence-based programme or a series of flexible sessions specifically created to meet your child's individual needs. For most children, well-chosen interventions can fill their gaps in skills and knowledge however, for some this is still not successful and a more individual, intensive response is required. This would likely include a frequent (maybe even daily), evidence-based intervention delivered by a teacher or trained teaching assistant in a 1:1 or very small group situation. Steps to success would be small to ensure that they are achievable and do not move too quickly to ensure your child is able to concrete the skills they are learning. All intervention is designed to start to close the gaps between the child and their peers and the same intervention should not continue indefinitely. If your child's teacher is concerned about their progress, you will be informed of this and it may be suitable for a 'targeted plan' to be created to support this process. This forms one way that we aim to identify possible special educational needs.

Being on the Special Educational Needs and Disabilities (SEND) register

At the point of your child being placed on the SEN register, your child's class teacher together with you and your child will discuss aspirations, outcomes and how these outcomes will be achieved.

Through engaging in the One Planning process it is anticipated that most children's needs should be met however the SENCo may recommend that an 'Education, Health and Care Plan' (EHCP) is applied for. This is a legal document detailing your child's needs and the requirements for adaptations to the curriculum to ensure the best possible progress for your child.

It is always important to remember that every child and their needs are very specific and so each situation requires detailed discussion between school and home to agree the best possible provision and resourcing.

Levels of SEND

There are 2 levels of SEND provision. The categories of support are SEN support and having an Education, Health and Care Plan (EHCP). Therefore anyone not in receipt of an EHCP is described as receiving provision under 'SEN support'.

Emotional and social development

Emotional and social development is a very high priority at GTPS. We have an interesting and engaging Life Skills curriculum which encourages children to be resilient, responsible and independent. Children are taught the skills to identify bullying and how to deal with it, including who to talk to. Bullying, of any nature, is dealt with quickly and with appropriate measures once the school is made aware of the issues a child is having. The anti-bullying policy is available on the school website or on request from the school office.

Some children, and their families, benefit from additional pastoral support. This could be for a variety of reasons. We have a dedicated Family Support Team which tailors support, for example, helping a family to deal with bereavement, offering a weekly listening ear to a child experiencing friendship issues or providing a support group for children who find social situations challenging. Our remit is wide and we are happy to discuss any situation with you.

Transition

In addition to normal transition arrangements, provided for all children, children with SEND may require additional measures. This is again developed on an individual level however may include extra visits or attending a support group. The GTPS SENCo will provide detailed information to the SENCo of the new school and personnel from the new school will be invited to attend suitable review meetings.

Useful signposts

Essex Local Offer - www.essexlocaloffer.org.uk

Parent help sheets – available on our school website

NSPCC - www.nspcc.org.uk

Childline - www.childline.org.uk

Complaints

Complaints related to SEND provision will be dealt with in accordance with the whole school policy. Please see the Complaints Policy for more information (available on the school website or on request from the school office).

Essex Local Authority Local Offer

The Local Offer is the local authority's published information detailing what provision is available within the county for children with SEND. The Local Offer for Essex is available for anyone to access online at <http://www.essexlocaloffer.org.uk/>. The GTPS SEND information report provides the local authority, parents and young people with details of the SEND provision available at GTPS.

Contacts

Please contact us if you have any questions or would like more information.	Contact	Possible reasons for contact (not exhaustive)
Role	Name	01621 891091
SENCo (Special Educational Needs Coordinator) and Family Support Team Member	Mrs Liz Lawrence mrs.lawrence@greattotham.essex.sch.uk	SEND needs Family Support (especially when centred around SEN or diagnosed medical conditions)
Deputy Head teacher and Family Support Team Lead	Miss Lisa Cleghorn deputy@greattotham.essex.sch.uk	Family Support
Family Support Worker (part of family Support Team)	Mrs Amanda Wilson a.wilson@greattotham.essex.sch.uk	Family support Medical condition support
Head teacher	Miss Sarah Vass head@greattotham.essex.sch.uk	Complaints