



## **Special Educational Needs and Disabilities (SEND) Information Report**

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).

Our Special Educational Needs Co-ordinator (SENCo) is Liz Lawrence. She holds the National Award for SENCo co-ordination and a Masters in Education and Leadership.

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### **Admissions of pupils with special educational needs and/or disabilities**

Parents of children with agreed EHCPs (Education, Health and Care Plans) must name a preferred school for their child and the school is consulted as to whether the child's needs can be met. If the school is named by the Local Authority, the child will be admitted regardless of their place in the school's priority order. This process happens outside of the normal admissions process.

Parents of children undergoing an EHCP needs assessment *but who do not yet have one agreed* **MUST** apply through normal admissions procedures (see admissions policy). All other children with special educational needs and/or disabilities must also apply in this way. Having a diagnosed special educational need does not change the priority order of your child's admission.

It is always advisable to discuss your child's needs with the school SENCo before applying so that you are able to make an informed decision about what is best for your child.

### **Accessibility**

Due to the nature of our site, we strongly advise parents of children who use wheelchairs, have mobility difficulties or significant visual impairment to visit us before applying.

We make reasonable adjustments to support individual needs. There are some situations where accessibility to what is typically available will not be possible – suitable alternatives will be discussed, in full consultation with individual families.

### **Looked After Children**

For children who are (or have been previously) looked after by the local authority, where this information report refers to or implies 'parent', the person(s) with parental responsibility, or the child's assigned social worker, would be consulted.

### **Medical Needs**

Some children's medical needs significantly impact their school life e.g. diabetes, epilepsy, anaphylaxis. These children, with or without SEND, require a full healthcare plan. Some children have prescribed medication in school without a full healthcare plan e.g. asthma inhalers, eczema creams. Please either contact the SENCo or Family Support Worker to discuss your child's needs.

### **What kinds of SEND can we provide for?**

As a mainstream primary school, we provide additional support for many Special Educational Needs and Disabilities which typically includes speech and communication difficulties, hearing impairment, autistic spectrum conditions, attention and listening needs, severe and persistent literacy or maths difficulties and those with social and/or emotional needs.

### **What will we do to support your child?**

#### **1. Physical adaptations**

Support may mean physical adaptations to the environment or resources (within budgetary limitations). For example, specially painted signs or enlarged resources for children with visual impairment or adapted steps for swimming pool access.

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 made to ensure children with SEND can participate in all of these. In the event that an activity is unsuitable or inaccessible, other arrangements will be made in full consultation with parents and child.

#### **2. Emotional and social development**

Emotional and social development is very important to us. Our Life Skills curriculum encourages children to be resilient, responsible and independent. Core learning includes emotional regulation strategies and an age-appropriate understanding of brain development. Children are taught to identify bullying and how to deal with it. Bullying, of any nature, is dealt with quickly and in line with Trauma Perceptive Practice. The anti-bullying policy is available on the school website.

We have a dedicated Family Support Team which tailors provision for those children needing extra intervention for example, helping a family to deal with bereavement, weekly talk-time for a child experiencing friendship issues or providing a support group for children who find social situations challenging.

### 3. Curriculum Provision

We are flexible and adaptable to children's needs. Most children's special educational needs are met in the classroom, under the direction of their class teacher. Some children may require additional support. If there is a concern with your child's progress or additional support is required (i.e. targeted support), you would be informed of this by their class teacher.

All children are treated as individuals (even when they have the same diagnosis) and useful strategies *for them* are used, which are likely to change over time and environment. These are agreed in consultation with parents, child and with consideration of recommendations received from other professionals.

Our normal classroom practice employs many everyday strategies which benefit **all** pupils, including those with neurodiverse needs (e.g. ADHD, ASD, Developmental Coordination Disorder, severe and persistent literacy difficulties/dyslexia). These strategies are considered 'critical for some, useful to most but harmful to none'. The table below gives examples of the type of provision at each level.

### 4. Assessment and review

Identification of needs happens through observation, response to the curriculum and any support in place. The effectiveness of provision may be assessed through measurable outcomes e.g. words per minute reading assessment or through observable outcomes such as being more engaged in a particular lesson. Where necessary, specific assessment tools can be used.

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

If your child requires extended periods of targeted provision, your child's teacher and/or the SENCo will explain the One Planning process and therefore being on the SEND register. One Planning details the *Assess, Plan, Do, Review* cycle. We see what your child **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 ongoing and is reviewed regularly.

Most needs will be met within the One Planning process. However, in a very few cases, the SENCo may recommend an EHCP is applied for. This is a legal document detailing your child's needs and the provision recommended for them.

There are only 2 levels of SEND provision. The categories of support are SEN Support and having an EHCP.

Some children with diagnosed need are well-supported under universal provision. These children have a SEND notification. This allows for the clear communication of strategies and resources needed to support your child at points of transition.

#### Specialist support

The SENCo liaises with colleagues within the Local Authority, charities and other external agencies when required. This could include Essex County Council Educational Psychologists and Inclusion Partners, NHS speech and language therapy and occupational therapy services, CAMHS (Child and Adolescent Mental Health Service). Equipment or resources recommended by specific services may be provided by health or education services. *N.B. In Essex, schools are offered support from Local Authority Educational Psychologists at a strategic level. Where individual advice is needed, a consultation approach is usually taken, rather than direct work with a child.*

#### Transition

In-house transition includes detailed professional conversations between colleagues, meetings with parents and additional strategies for children, where required.

For transition to different schools, children with SEND may require additional measures. This is on an individual level and 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.

#### Complaints

Complaints related to SEND provision will be dealt with in accordance with the Complaints Policy (available on the school website or on request from the school office).

#### Parent Support

SEND IASS <https://www.essexsendiass.co.uk/>

Families in Focus [Home - Families InFocus Essex](#)

Essex Local Authority Local Offer <https://send.essex.gov.uk/>

The Local Offer is the local authority's published information detailing what provision is available for children with SEND. The GTPS SEND information report contributes to the local offer.

### Universal approach at GTPS

- A Trauma Perceptive Practice (TPP) approach at all times – Compassion, Hope and Connection
- High expectations of **all** pupils with 'gentle pressure' (appropriate to the individual) to achieve next step goals
- Support reading development through validated phonics scheme with morphological approach to spelling
- Plan a spelling curriculum that includes aspects of morphology and etymology
- Develop respect for themselves, other people and property
- High expectations for punctuality and attendance
- Regularly review classroom layout and seating plans
- Use visual and auditory teaching input, wherever possible
- Teach age-appropriate emotional regulation skills and brain development (a parent pack is available, on request)
- Praise effort and positive choices – class, group and individual
- Apply consistent, explainable boundaries
- Plan for predictable routines (including the use of visual timetables) and give warnings of change wherever possible
- Teach in 'spirals', where learning is regularly and purposefully revisited

### 'Ordinarily Available' in GTPS classrooms for classes, groups or individuals

Appropriate to their presenting needs, your child *may* be offered:

- Small group provision for specific subjects/topics
- Time with a teacher or teaching assistant to support social and emotional needs
- Additional time/reduced expectations on output for classroom-based tasks
- Specific resources e.g. wobble cushion, fidget resource, headphones
- Sensory / wiggle breaks – whole class, group and individual opportunities
- Talk-time for a specific need
- Use of sand timers or clocks to understand expectations
- Tasks broken into smaller chunks/ instructions given in steps
- Word banks (specific to individual needs/next step targets)
- Use of voice recording devices
- Use of typing to record own writing
- Use of a distributed practice approach (a 'little and often' approach to learning)
- Different writing tools e.g. specialist pens and pencils
- Coloured writing paper and/or overlays for those with specialist assessments
- Use of high interest, low reading age books
- Reference resources for letter and number formation

### Targeted Support (potential support/provision, not exhaustive) – *likely* to have a One Plan at SEN support

Appropriate to their presenting needs, your child *may* be offered:

- Consistent, targeted small group provision which is focused on distributed practice/cumulative learning
- Ongoing talk-time with specific focus/learning intentions
- Use of a now/next approach
- Use of adult scribe to record own ideas

### High Needs (potential support/provision, not exhaustive) – *likely* to have an EHCP, working **significantly** below typically developing peers

Appropriate to their presenting needs, your child *may* be offered:

- Personalised curriculum with specific targets which are likely to be focused on attention, engagement, social and emotional needs/skills
- Assessment by educational psychologist
- Opportunities to engage in group and class activities, where appropriate
- Personalised workstation approach (ongoing - promoting predictability and ownership of learning space)