

Great Sampford Primary School SEN Information Report September 2022

Special Educational Needs and Disability (SEND)

All Essex maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) and are supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. The Local Authority have published their Local Offer for parents/carers who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

For information on the Essex Local Offer, please visit

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

What is the SEN information report?

Our SEN information report outlines how this school contributes to the Local Authority Offer by detailing the support and provision you can expect to receive at Great Sampford Primary School.

School Ethos and Values

At Great Sampford Primary School we aim to provide the very best care and education for all our children. We strive to promote a positive and supportive, fully inclusive environment, meeting individual needs. We have high expectations for all our children and our aim is 'Quality First Teaching' for all pupils.

Please see the questions below for more information about our school's provision.

1. How does Great Sampford School know if children need extra help?

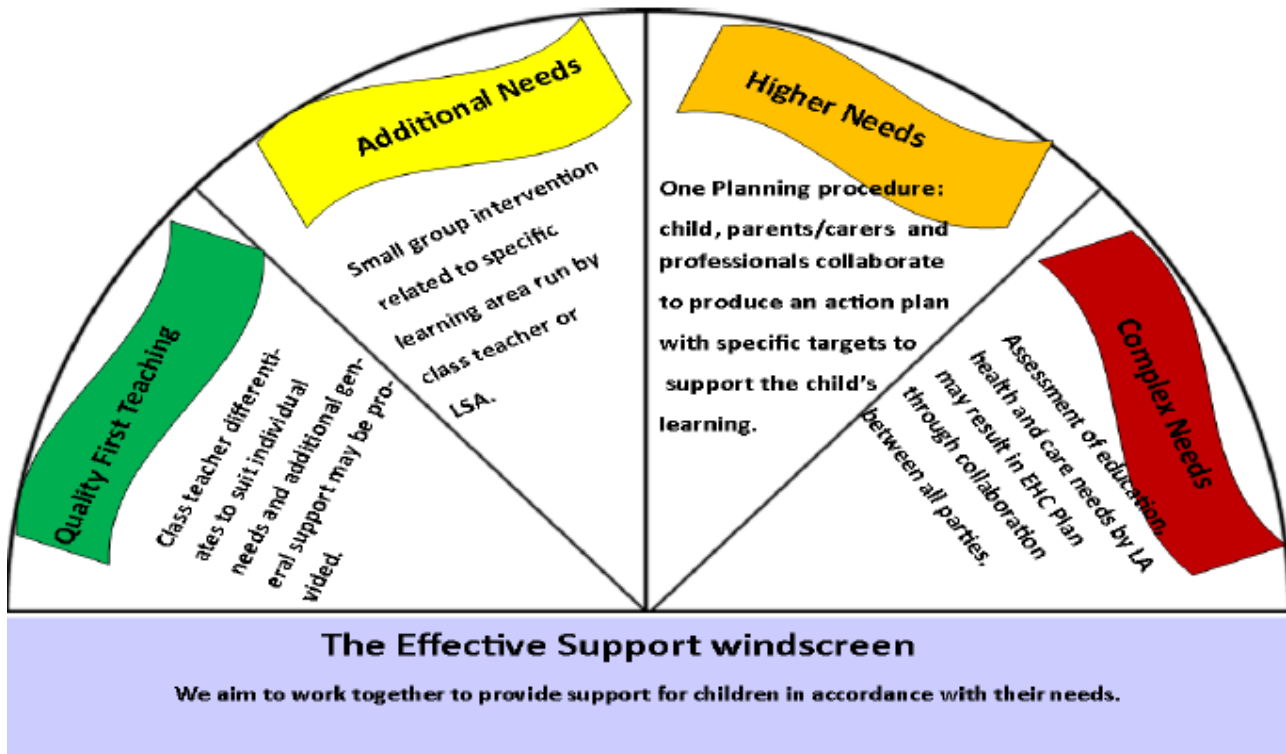
- If concerns are raised by parent/carers, teachers or the child
- When limited progress is being made in accordance with age related expectations
- If there is a change in the pupil's behaviour or rates of progress
- From liaison with external agencies e.g. school nurse, Educational Psychologist.
- If information is provided from the previous setting (e.g. pre-school)

2. Who are the best people to talk to if I think my child may have specific/additional learning needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- Where appropriate the concern will then be shared with the SENDCo. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

3. What is the process for identifying my child's needs?

The method of identification and provision follows a graduated approach:



Each pupil's education will be planned for by the class teacher as part of quality first teaching (the quality first teaching checklist used by teachers and support staff can be found in Appendix 1).

If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, numeracy/literacy skills or emotional and social well being then the pupil may be placed in a small focus group. This may be run by the teacher or teaching assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENDCo to establish the effectiveness of the provision and to inform future planning.

If a pupil has higher level needs this may result in the creation of a 'One Plan'. The 'one planning process' involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved.

When a pupil's needs are more complex an assessment of educational, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate other relevant professionals.

4. How will Great Sampford Primary School support my child and match the curriculum to my child's needs?

- High quality teaching - providing high quality education on a daily basis for all children which includes adapting and differentiating the curriculum accordingly
- Appropriate specialist equipment may be given to your child e.g. pencil grips, coloured overlays
- Small group or 1:1 support - (e.g. following specialist advice such as when a child is on a speech and language programme)

Interventions may include:

- Lego therapy
- MEMO
- Power of 2
- Toe by Toe
- Bug Club
- Numicon support
- Precision teaching
- Catch up reading programmes such as Project X and Code X
- Spelling support groups such as cued spelling
- Phonic support groups
- Speech and language support on an individual basis
- Visual timetables, checklists, table top resources and displays
- Behaviour support plans

As part of an inclusive community all pupils are actively encouraged to take part in all areas of school life including events and visits off site arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents and relevant school staff prior to the event.

5. How will my child and I be involved in making decisions about my child's education?

We believe in a child-centered approach. This means that when a child has additional needs the thoughts and feelings of the child and the parents together with the views of school staff and relevant professionals are taken into account when making decisions about his or her education (e.g. when writing a One Plan).

6. What training have the staff supporting children and young people with SEND had?

Different staff members have received training related to the following areas of SEND:

- How to support pupils on the autistic spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- How to support pupils with dyslexia
- How to support pupils with memory difficulties

The SENDCo attends regular SENCO updates and courses throughout the year in order to support the needs of our pupils. We also have two higher-level teaching assistants.

7. What specialist services and expertise can be accessed by the school?

- Speech and language therapists
- Educational psychologists
- Specialist teacher team
- MIND
- EWMHS (Emotional Wellbeing and Mental Health Service)
- School Nurse
- Social services

Parents may be able to access some of these services through their GP.

8. How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally. This may include:

- Through our open door policy which provides parents with the opportunity for discussions face to face or on the phone
- Class events
- Review meetings - to discuss progress towards specific targets
- Parents evenings
- Annual reports

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

- The class teacher may suggest ways of how you can support your child alongside set homework activities
- The SENDCo, may meet with you to discuss how to support your child with strategies to use specific to your child's needs
- If outside agencies or the Educational Psychologist have been involved specific resources or strategies will usually be suggested to be used at home
- Through workshops focusing on specific topics such as phonics

10. What support is available for my child's overall well being?

Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate parents will be invited in to school to discuss concerns and plan for further support.

Other provision may include:

- Quiet areas
- Lunchtime clubs
- Weekly celebration assemblies
- Special responsibilities
- Alternative arrangements for times of anxiety - such as playtime

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered.

11. How will my child's medical needs be met?

- Policy for the use of personal medication
- 'Individual Health Plans' are drawn up for children with significant medical needs and allergies
- Access to and support from school nurse (Provide) or other health professionals
- All teaching staff first aid trained and specified staff trained as Designated First Aider

- Provision of aids and equipment to support access and learning

12. How accessible is the school environment?

At present, facilities for pupils with SEND are catered for within the confines of the existing buildings. All elements of the building are accessible and there is an accessible toilet in the main building. However, should a pupil (in the future) require specific adaptations such changes will, if at all possible, be made.

13. How will the school prepare and support my child when joining Great Sampford Primary School or transferring to a new school?

Strategies are in place to enable your child's transition to be as smooth as possible. These many include:

- Transition meetings between settings
- Additional visits may also be arranged for children and parents/carers
- The SENDCo will liaise between settings and with the relevant staff
- Transition groups are available for children who may benefit

14. 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 is used to provide additional support or resources dependent on an individual's needs.

15. Who can I contact for further information?

Key contacts

Head Teacher/SENDCo - Mr Athanasiou/ Miss Reis - 01799 586280

Governor allocated to SEND - Mrs Rebecca Kinkaid - 01799 586280

16. Complaints procedure

If you have any concerns relating to the schools provision regarding the SEND provision for your child please speak to the Head Teacher/SENDCo. We aim to resolve any concerns parents have in person and work together to support your child. Please refer to our complaints procedure for further guidance which can be found on our school website.

Appendix 1

Quality First Teaching

Our teachers and support staff use the following quality first teaching checklist to ensure that all children are making the best possible progress in school.

Quality First Teaching Checklist	
Opportunities are provided for children to initiate their own learning and to use and apply the literacy skills they have been taught.	
Teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning.	
Children are challenged to think.	
The teacher or practitioner provides children with good support but requires independence as and when appropriate.	
The pitch and pace of the work is sensitive to the rate at which the children learn.	
Expectations are kept high.	
Progress is made by all children.	
The skills and knowledge that children are expected to learn are clearly defined and the teacher has mapped out within a teaching sequence how to lead the children to the intended learning.	
Children know that they can discuss and seek help and use resources as and when they need to.	
Children like to be challenged and enjoy the opportunities to practise and apply their learning.	
Children identify their attainment and recognise the progress they have made.	
Children support one another in group work and are happy to share their ideas and to explain their reasoning and methods.	
Children who need more support than others are identified quickly and receive early intervention to help them maintain their progress.	
A range of different teaching styles are adopted to appeal to every style of learner	
Leading children's learning requires a broad repertoire of teaching and organizational approaches. The teacher makes a careful choice of teaching approach to meet the learning purpose and ensures that there is variety and engagement. There are lessons when the emphasis is on technique and the teaching is quite directive; there are lessons where the directing is less evident and the children learn through carefully chosen activities and well-directed questioning.	
The strong interdependence between speaking, listening, reading and writing should underpin planning and provision for learning.	
The teaching sequence incorporates practical, visual and ICT resources that children can use to test and confirm their learning. Children have access to these resources and understand how to use them. There are models and images demonstrated and displayed to support methods, promote thinking and develop strategies.	
The teacher balances the need for precision with the flexibility to use alternative methods and strategies. There is good attention to mental and written work to ensure that both are developed, practised and applied.	