



Great Easton Primary School SEND Information Report

We pride ourselves on being a school where your child is nurtured in a safe, stimulating and vibrant environment. It's a place where children love learning and love life. Our understanding of each child is paramount to helping them become confident, secure and happy in themselves. This helps them to thrive and succeed, not just in school, but for the rest of their lives.

What kind of special needs are provided for at Great Easton?

At Great Easton, we strive to meet the needs of all of our pupils. This includes pupils with special educational needs or disabilities (SEND), falling within four broad categories; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Needs, and Sensory and Physical Needs.

What happens if I am worried about my child?

If you tell us that you think your child may have SEND, or need extra support, we will discuss this with you and investigate. We will share with you what we find and agree with you what we will do next and what you could do to help your child.

If you are worried about your child for any reason, please come and speak to us. You can always speak to your child's class teacher, or other adults in their classroom. You can also speak with our special needs coordinator, Kathryn Mayle, or with our Headteacher, Claire Jackman.

How do you identify children with special needs and how will I know if my child has SEND?

If our staff feel that your child may have additional needs, we will observe them closely, monitor their progress and meet with you to discuss our concerns. We will look together at their learning and achievement and discuss further support for your child, including possible interventions and future strategies.

If our shared concerns persist, we will work together to draw up a 'one plan' which will help us to monitor your child's progress against individual targets and involve you, and your child, in this process.

What happens if my child does have special needs?

We will follow a graduated approach to your child's learning using a cycle of assess, plan, do, review. This way we can make sure we are always meeting your child's needs.



Who is involved?

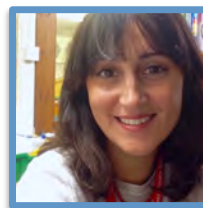
Miss Jackman, Headteacher



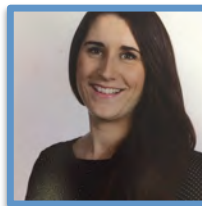
Mrs Mayle, SENCo



Olivia Smith, SEND Governor



Mrs Delaney (R/1)



Miss Miles (1/2 & AHT)



Miss Govey (3/4)



Mrs Lawrence (4/5)



Mr Curtis (5/6)



Teachers are responsible for monitoring and supporting your child's progress and identifying and planning any additional support. They ensure that the school's SEND policy is followed and write and update children's 'one page profiles'.

Kathryn Mayle, our Special Educational Needs Coordinator (SENCO) is responsible for the coordination of support for all pupils with SEND. She liaises with specialists, keeps our SEN support list up to date, provides support for staff, ensures that you are involved in your child's learning and monitors the impact and effectiveness of our provision. She can be contacted by phone on 01371 870219.

Claire Jackman, our Headteacher, is responsible for the day-to-day management of the school, including support for pupils with SEND. She also ensures that the Governing Body is up-to-date with any information relating to SEND.

Olivia Smith, SEND Governor, is responsible for ensuring support is in place for any pupils with SEND and monitoring the effectiveness of school provision.

How will teaching be adapted to meet the needs of my child?



All children at Great Easton receive class teacher input via good and outstanding classroom teaching:

- All teaching is based around building upon what your child already knows and understands
- Our teachers use different ways of teaching so that your child is involved in all aspects of learning and motivated to learn
- All lessons are differentiated to meet the needs of all pupils
- A variety of ability groupings, mixed groups and independent learning is used to support all pupils

How does SEN support work?

If your child is joining us with SEND, we will invite you for a visit so that you can have a look around. If there are already other professionals involved, we will try to arrange a meeting with everyone so that we can ensure the right support is in place when your child starts. We will work very hard to support a smooth transition.

For children with barriers to learning that cannot be overcome through whole class good and outstanding teaching and small group support, we might:

- Call a meeting to put together a 'one plan'
- Put in place further interventions
- Make a referral for specialist support
- Act on the advice of specialists to further adapt your child's learning experiences at school.

More specific interventions might include:

- Small group or individual literacy teaching
- Small group or individual maths teaching
- Gym trail
- Mentoring support
- Counselling
- Lego therapy
- Speech and language groups
- Horse riding
- More targeted LSA support in class

Specialist services we work with include:

- The Educational Psychology Service
- The Speech and Language Therapy Team
- The specialist teaching team at Essex local authority
- Medical professionals, for example, paediatricians and occupational therapy

What skills do staff have to help meet my child's needs?

- The SENCO's job is to support class teachers with planning for children with SEND
- The school has a development plan that identifies staff development need to improve teaching and learning, including for pupils with SEND
- We share best practice and expertise through weekly staff meetings
- Individual teachers and support staff attend training courses that are relevant to the needs of specific children within their class
- Our SENCO receives half-termly training updates and support through cluster meetings as part of our involvement in the Dunmow Excellence in Education Partnership.

How will you check how well my child is doing and how will I know?

At Great Easton, we are constantly reviewing children's progress. We do this in a variety of ways, including:

- Termly pupil progress meetings between class teachers, the Head and the SENCO
- Termly formal assessments
- Looking at their learning in their exercise books
- Monitoring their progress against their individual targets

Children with SEND may also:

- Have specific termly targets on their 'one plan'
- Have their progress monitored by any specialists involved in their learning
- Have their progress monitored by the SENCO using the school's intervention map and data tracker
- Children with an EHCP will also have an annual review meeting

We will keep you informed through meetings (both formal and informal), home-school communication books, parent's evenings and telephone calls/emails and letters.

What support do you offer for social and emotional development?

Our pupils' emotional well-being is incredibly important to us. We provide a variety of opportunities for our pupils to support and develop their emotional well-being, including:

- Mentoring
- Weekly staff discussions regarding vulnerable pupils
- Lunch time buddies and play leaders
- Counselling
- Social skills support



What extra-curricular activities can my child participate in?

We make sure that activities outside of the classroom and school trips are available to everyone.

Risk assessments are done for every trip and suitable numbers of adults are made available, including individual support where needed and adjustments will be made to clubs where this supports access for pupils with SEND.

How is my child involved in their learning?

At Great Easton, we strive to fully engage all children in their own learning. Children are encouraged to mark and respond to their own work, as well as their partner's. They take responsibility for their own targets, as well as their own SMART learning at home and outside of school (please see our SMART policy on our website). Children will achieve their best if they are self-motivated and excited to progress. They talk about their learning with their partner in all lessons and pupils with SEND are involved in target setting generally, and more formally as part of the 'one planning' process.

If you or the school feel that, despite a high level of support and intervention over a long period of time, your child needs additional help, we can request that the local authority consider the need for an Education, Health and Care Plan (EHCP). More information regarding this process can be found on the Essex local authority website: essexlocaloffer.org.uk

How will your school help my child to manage transitions?

If your child is moving to another school:

- We will contact their SENCO and ensure they know about the support your child needs
- We will make sure all records are passed on

When moving classes:

- All provision and intervention maps will be shared
- If helpful, the child will be given a transition book to take home over the summer
- Children have 2 days during the summer term where they spend time in lessons with their new teacher and class

If moving to Great Easton during an academic year:

- We will meet with you and your child to discuss their needs
- We will liaise with the previous school
- We will arrange a 'one planning' meeting, if appropriate, at the end of your child's first term with us

When moving to secondary school:

- We will support you to make decisions about the right school for your child
- Our staff can go with you to any transition days to help explain your child's needs to the new SENCO
- We will cover the key differences the children are to expect at secondary school through our lessons
- We will arrange additional visits for your child to their secondary school if helpful

How accessible is your school?

Great Easton is accessible to all individuals with disabilities. Our school building is physically accessible for those in wheelchairs. We have also acted upon advice from visual impairment specialists and used hazard tape to highlight edges and pillars.

We also adapt exercise books and resources, including our interactive whiteboards so that all pupils can access their learning.

How will my child manage assessments?

All children with SEND will have their test needs met by working out what arrangements best suit the needs of the child. This might include a different test room, additional time to complete the assessments, having someone to help them read the questions or some support to write their answers or the use of a computer.



Essex SEND department has a very helpful Information, advice and support service specifically for parents and carers: www.essex.gov.uk/SENDIASS, 0333 013 8913, send.iass@essex.gov.uk

Free advice and support is also available from Families in Focus:
www.familiesinfocusessex.org.uk

Further information regarding the support and services available to pupils with SEND is available on the Essex local offer website: <http://www.essexlocaloffer.org.uk>

If you are unhappy about anything please contact us. We want to build and maintain good relationships and to work alongside families to provide the best possible education.

From time to time situations may arise where parents feel they must state their concern more formally. The procedures set out in our complaints policy explain how we handle such cases. Please see our school website for further information.

Glossary of terms

Differentiation: How the child's educational experience is adapted to suit their needs and enable them to access learning opportunities.

Gym trail: A circuit of motor co-ordination activities carried out on a regular basis providing a structured approach to supporting pupils with movement and co-ordination difficulties.

Interventions: Additional teaching, resources or programmes that supplement the teaching your child is receiving in the classroom in order to support them to make further progress.

LSA: Learning Support Assistant.

Lego therapy: LEGO® therapy is a social development program which helps children and young people with autism spectrum disorders and related social communication difficulties. The program is based on the highly structured, systematic and predictable nature of LEGO play which makes it appealing to children with social communication difficulties who are particularly attracted to systems. Through LEGO therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.

One Page Profile: All children with SEND have a One page profile. This document provides a summary of your child's needs. This may include what is important to the child, what they are good at, what they would like to be better at and how they would like to be supported.

One plan: A 'One plan' is a document drawn up by everyone who works with your child. This would include any professionals that work outside of school, for example the speech and language therapist. This plan would represent the current priorities for your child and how we, as a team, will work together to support your child to achieve these outcomes.

Provision: The support and educational experiences, in all different forms, that we offer pupils at school.

SEND: Special Educational Needs

SMART learning: Spellings, maths and reading together. Our approach to home learning. For more information, please see our SMART learning policy on our website.

Transition books: Transition books are developed alongside children who are vulnerable during times of transition. They often include photos of any new spaces, such as a school foyer or new classroom and also of important adults, a new class teacher for example. This book can then be read / looked at by the child in preparation for any forthcoming changes.