



Bennet Canfield, Little Canfield, Dunmow, Essex, CM6 1YE

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

Takeley Primary School is an inclusive school and seeks to work in collaboration with parents/carers. Discussion between parent/carer, the class teacher and Inclusion Manager and/or SENDCo means that we can develop and provide for our children in the best possible way.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

During our first induction meetings parents/carers have the opportunity to meet their child's class teacher and Inclusion Manager and/or SENDCo can be invited to discuss any additional needs their child may have. The class teacher continues to be the first port of call for parents, either informally at school drop-off or pick-up, via parents' consultation meetings, planned meetings, phone calls or emails. All children's progress is regularly monitored by the class teacher, senior leadership team and Inclusion Manager and/or SENDCo. Teachers get to know the children well and know which children may need extra help in certain areas. When a child is not making expected progress in a particular area of learning the school will quickly identify the need for extra provision. Any concerns will be shared with parents/carers and teachers will consult with the Inclusion Manager and/or SENDCo about the best form of additional support.

If at any time a parent/carer has any concerns about their child's progress they can make an appointment with the class teacher and/or the Inclusion Manager and/or SENDCo to discuss their concerns. The class teacher and Inclusion Manager and/or SENDCo will then liaise to establish the best way forward to secure the correct provision for the child.

2. How will school staff support my child?

The Head teacher will regularly meet with the class teacher and Inclusion Manager and/or SENDCo to ensure high quality provision for all children with SEND. School governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND. They will receive regular updates from the SEND governor who meets termly with the Inclusion Manager and/or SENDCo. The level of support is dependent on the individual needs of the child. It may be in the form of one of the following:

- Quality first teaching – where work is pitched at the correct level and the child is supported by both the class teacher and where appropriate, the Learning Support Assistant (LSA);
- Focussed small group/individual teaching;
- Specialist outside support;
- Specialist LSA support using a recognised intervention;
- Social skills groups, 1:1 or group mentoring

At any point in their schooling, a child may be identified to need additional support depending on their individual need. If a child is receiving additional support on a temporary basis (for example Smart Moves/Gym Trail or Mentoring etc), they may be listed on an additional needs register. They will come off this register when the support is no longer needed. If a child is having support on a long term basis and is likely to have involvement from outside agencies, they may be listed on the SEN register whereby a Support Plan or Education Health Care Plan (EHCP) will be written to monitor progress with personal targets more closely.

3. How will I know how my child is making progress?

We offer regular formal opportunities to meet with parents/carers, for example: induction meetings and sessions for both parents/carers and children before children start with us in Reception; parent consultation meetings for every year group. We have an 'open door' policy where we are always happy to discuss your child's progress; you will just need to make an appointment to meet the class teacher and/or Inclusion Manager and/or SENDCo at a mutually convenient time. We provide end of year reports for every year group. If your child has a Statement of Educational Need or an Education, Health and Care Plan (EHCP)* then this will be formally reviewed at an Annual Review meeting. If your child has a 'Support Plan' this will be reviewed once per term. In addition, children may have a Home/School diary or a communication book, which can be used as a quick way of informing you of progress and successes on a day-to-day basis. At the end of each academic year parents/carers receive a detailed report on their child's progress and achievement across all subject areas during that year.

**For further information about how the process for gaining an EHCP works, please refer to the*

4. How will the learning and development provision be matched to my child's needs?

Work for all children is carefully planned and differentiated to match the child's individual needs. Appropriate support resources are used and we have regard to the Essex Provision Guidance Toolkit. This can be viewed via the link to the Essex Local Offer at the end of this report. To ensure a cohesive approach, work is planned and reviewed with all relevant professionals as appropriate to the child: head teacher; class teacher; Inclusion Manager and/or SENDCo; school support staff; Educational Psychologist (EP); Specialist Teachers and NHS staff. The impact of work and resources is reviewed through regular assessments and progress is closely monitored and amended to match changing need.

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

The well-being of every child is our primary concern. Personal, Social, Health and Citizenship Education (PSHCE) is integral to our curriculum and each child's social and emotional development is always at the forefront of our minds. Children are encouraged to have an input into all areas of their learning. Various tools to allow Pupil Voice are used to ensure that our children feel safe and secure. Pupils can engage in a range of extra-curricular activities and clubs. We have interventions to develop children's self-esteem and social skills. Where appropriate we may seek the advice of outside agencies who may then offer further support. We are constantly working to establish positive relationships between parents/carers, school and children. There are many opportunities within the curriculum to develop pupils' social and emotional well-being through PSHCE activities. We also recognise the importance for some children to have a key adult in the school that they can talk to and we offer this support where needed via our learning mentors.

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

The SENDCo is a fully trained teacher and works closely with the Inclusion Manager to offer advice and expertise which is disseminated within the school. The school also works collaboratively with many outside agencies, e.g. EP; Specialist Teacher teams who cover all areas of difficulty and/or disability; Speech and Language Therapy services; Occupational Therapists etc. These services may provide a programme of work for individuals but the school may also use the advice with other pupils in the school who may benefit. The Inclusion Manager and/or SENDCo will co-ordinate a multi-agency approach where more than two specialists are involved. The school also provides reports to medical practitioners and will in turn be advised by them. In addition we are part of a small group of local primary schools who work together to share information, training and

7. What training have the staff had who support children and young people with SEND?

The school offers in-house training together with out-sourced training either from Essex Local Authority education specialists or other nationally recognised and accredited experts. This training is dependent on the needs of both the children and the adults. Specialists who work closely with the school (as listed above) also give advice and training based on more individual needs. Key staff also attend talks led by speakers who inform on special needs, for example autism, ADD, visual impairment, emotional difficulties etc. They then pass on newly-gained knowledge to the rest of the staff. The SENDCo also attends regular updates on legislative changes and requirements. In addition we are part of a small group of local primary schools who work together to share information, training and good practice.

8. How will the school help me to support my child's learning?

The school believes that we can make the most difference to a child's learning and development when we work in partnership with parents/carers. We offer support through our regular parent consultation evenings. When appropriate we will also offer parent workshops and information sessions about many of our programmes of work where parents are given activities which can support work at home. Information and ideas about how to support current work in the classroom are given in our school newsletters. The Inclusion Manager and/or SENDCo is/are also available to discuss progress or concerns at termly surgery sessions; this also provides an opportunity to give ideas for home support. Resources may be lent or suggested and advice sheets given. The home/school diary is another way of providing parents/carers with ideas of ways to support at home. Termly reviews of Support Plans and Annual Review meetings also provide additional opportunities for advice to be given.

9. How will I be involved in discussions about, and planning for, my child's education?

The school offers an open-door policy where parents are encouraged to discuss any concerns they may have with their child's teacher. Parent consultation evenings also offer this opportunity, as do termly Support Plan meetings and Annual Review meetings where appropriate. During Support Plan and Annual Review meeting parental views, opinions, hopes and aspirations will be sought and will be at the heart of the planning process. This process also involves the child in the compiling of a 'one-page profile'; this will set out the child's views, hopes and aspirations and will highlight their main areas of need and support. We also encourage parents to share home successes with us so that areas of support which are working well can be continued as appropriate. This can be done verbally with the class teacher and/or the Inclusion Manager and/or SENDCo or via the home/school diary.

Further details regarding the Support Plan and Annual Review systems are set out in school's SEND policy which is also available on the school's website.

10. How will my child be included in activities outside the classroom, including school trips off-site?

We are an inclusive school and we always endeavour to make reasonable adjustments, based on a child's needs and where health and safety considerations allow, to ensure that they can participate in the full range of activities on offer.

11. How accessible is the school environment?

We comply with the Equality Act 2010 and will make reasonable adjustments where necessary for children in our care. Wherever feasible, we will always make reasonable adjustments to improve the accessibility of our environment to meet individual needs, within the physical constraints of our site.

12. Who can I contact for further information?

We always encourage parents/carers to discuss concerns with us as soon as they arise so that we can find a resolution as soon as possible. If you have any concerns about your child then your first port of call would always be the class teacher. You may also like to speak to the Inclusion Manager and/or SENDCo, either at one of the termly surgery sessions or by contacting the school office. The Inclusion Manager and/or SENDCo will then contact you either by phone or by email to discuss your concerns with you and if necessary to agree a mutually convenient time to meet. The school may be able to pass on details of SEND support which is available via national or local websites/helplines or more local support groups or local courses for parents. More details of support can also be found in the Essex Local Offer, details of which are at the end of this report. The Head teacher and/or SEND Governor may also be contacted for more urgent enquiries, or in instances where a parent/carer does not feel that their concerns have been adequately addressed. For more details of the school's complaints procedures please refer to the separate Complaints Policy which is also available on the school's web-site. The school can also pass on details of the SEND Information, Advice and Support Service. This service can also be accessed via the Essex Local Offer.

13. How will the school prepare and support my child to join the school, transfer to a new school or to the next stage of education?

Induction meetings for parents/carers are held during the summer term before a child starts with us in September. During the first two weeks of term in September all families are offered a home visit by school staff to allow the child to become more familiar with staff in their own home setting, and for staff to find out a little more about them and their interests. For any child joining us mid-year we will arrange visits to school and induction as appropriate. Transition meetings are held between teachers to discuss their next class and any individual needs as they move through the school. When the time is appropriate we will offer a full programme of transition support for children who may benefit from further preparation when transferring to secondary school. Additional visits may be planned and our local secondary schools will visit the class during the summer term prior to transfer. Records are transferred (both paper and electronic data) to new schools and telephone calls or visits with colleagues are planned where needed.

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

The school budget for SEND is decided and allocated by the head teacher and Governors. Within budgetary constraints, resources are purchased and support is allocated according to the level of need across the whole school. Additional funding can be applied for via an EHCP and any funding granted via such a Plan is allocated to support the needs of the child named in the plan. For further information on the EHCP assessment process please refer to the school's SEND policy which is available to view on the school's website.

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

How support is structured for each child is based on many factors including: where their main areas of difficulty lie; whether the level of support can be provided from within the school's own resources (both financial and professional), or whether outside support is needed. We believe that children in our school should become independent learners who want to achieve because they have a positive attitude to learning. We are always mindful that it is not in a child's best interests to become over-reliant on adult support. Therefore, we plan the level of support needed in conjunction with parents/carers to offer the right support which will have the most impact. The Inclusion Manager and/or SENDCo oversee all additional support and regularly review this with the head teacher.

16. Where can I find information about the local authority's Local Offer of services and provision for children and young people with SEND?

The Essex Local Offer can be viewed at:

<http://www.essexlocaloffer.org.uk>

Reviewed: June 2019

Next review date: June 2020