

Margaretting Primary School SEND Information Report:

Ethos:

Margaretting Primary School exists to empower children with the knowledge, skills and personal characteristics needed to live successful and fulfilling lives. This ethos is adhered to for all our children with Special Educational Needs, creating a fully inclusive school. Our purpose is to build great learning communities where children flourish. Everyone in the LIFE family shares and demonstrates our values: Courageous optimism, Boundless Creativity and Heartfelt compassion.

We are a multi-ethnic primary school providing high quality education to all students, regardless of their abilities and circumstances. We work closely with external agencies within the area and with surrounding schools, in particular Secondary schools, to ensure smooth transitions for our students leaving Year 6 and Nursery/Pre-schools, to ensure a smooth transition into our Early Years provision.

In addition to the general provision of quality first teaching, adapted teaching and in-class support, we offer Personalised Learning Support and small group work. Children may find that they benefit more from extra individual support within a small group setting for:

- Literacy, spelling, reading and phonics
- Numeracy and maths skills
- Speech and Language development
- Memory work
- Social and communication skills
- Handwriting
- Behaviour support
- EAL support
- Social, Emotional and Mental Wellbeing support

We take a whole school inclusive approach to children with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities.

Detailed information is provided in our SEND and Inclusion Policy, which follows the Assess, Plan, Do, Review process. The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice 0-25 (2014). The approach is essential to successful work with children with special educational needs or possible special needs at all stages of the SEND process from raising concerns to EHCP.

IDENTIFYING CHILDREN'S ADDITIONAL NEEDS

How will the school know if my child needs additional help and how will the school share information with me?

The school uses end of KS1 and KS2 assessments: Age Related Expectations results, as well as other information shared at termly Pupil Progress Meetings. If members of staff alert us that a child is not making the expected progress in certain subjects despite interventions, the SEND team we will also carry out top-up SEND assessments to identify the gaps within their learning. These include:

- YARC Reading
- Vernon spelling
- Sandwell maths
- GLS – Specific Literacy Difficulties
- Phonic Screening

Using the information gathered from these assessments, small group interventions are put in place to support the children with their learning.

The SEND Team ensures teachers are aware of any difficulties or certain needs and offers advice regarding strategies which will enable students to have maximum access to the curriculum.

Parents will know that special educational needs and provision can be considered in four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

The school will work closely with the young person and their parents/carers to identify why support is needed, what the barriers to learning are and to understand why a child may not be making progress.

The school works alongside a number of specialist external agencies including the Educational Psychology Service, the School Improvement Partners Team, Education Welfare/ Attendance Officers, Social Services and the Child and Adolescent Mental Health Services (CAMHS). Advice is also sought from a variety of other specialist providers where necessary.

CONTACTS AT THE SCHOOL

Who should I contact if I have any questions or concerns about my child?

The main route for parents/carers to raise questions or concerns regarding any difficulties they feel their child may be experiencing is usually to raise it with the class teacher.

For specific concerns regarding children with a Special Educational Need (SEND) and children who have English as a Foreign Language (EAL) parents can raise their concerns with the school SEND Team:

| | | |
|------------------|--------|---------------------------------|
| Mrs Hannah Smith | SENDCo | admin@margaretting.essex.sch.uk |
|------------------|--------|---------------------------------|

In order to raise general concerns, you have at home/in school with regard to his/her safeguarding and wellbeing please contact:

| | | |
|----------------|----------------|---------------------------------|
| Mrs Sarah Kirk | Head of School | admin@margaretting.essex.sch.uk |
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INVOLVING STUDENTS AND PARENTS/CARERS IN PLANNING SUPPORT

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

There are several ways in which we will involve parents/carers in meeting the needs of their children:

- Discussions between teachers and individual students
- Statutory meetings and reviews
- Planning and review meetings involving teachers, students, parents/carers and external agencies as appropriate
- Regular contact between home and school, e.g. emails, letters and phone calls
- Parents' Evenings

RANGE OF SUPPORT AVAILABLE TO MY CHILD

What different kinds of support are available to children with SEND?

- Curriculum adaptations and differentiation
- Specific teaching interventions
- Adult support within the classroom or small group interventions
- Support for health needs with the support of the school nursing team
- Support for emotional and social well-being
- Referrals being made to involve external agencies when appropriate

MEASURING PROGRESS

How will the school know how well my child is doing and how will they inform me about this?

The school is committed to ensuring that all teaching is good or outstanding. High quality teaching is that which is differentiated, adapted and personalised to meet the needs of all students. We aim to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum
- Members of staff understand that they are all teachers of children with special educational needs
- All children, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs

- Every child is provided with opportunities to make progress in every aspect of their development, enabling them to be the best that they can be.
- The school places great importance on informing parents/carers about the progress of their child and any additional intervention provided. Progress is closely tracked as part of the whole school assessment cycle and review meetings are held. Progress will be measured three times a year.
- SEND One Plans and One Page Profiles are updated regularly with parents and staff.
- One Plans and One Page Profiles are updated with relevant information provided by the child to give the child a voice about their likes, dislikes, strengths and weaknesses.
- One Plans and One Page Profiles are shared with staff so they know exactly what the child feels they should be aware of when teaching them and how best to support their individual needs in the classroom.

SUPPORT AND TRAINING FOR STAFF

Have any staff received specialist training in SEND?

All staff have been trained in Trauma Perceptive Practice and the Zones of Regulation. All staff have received training on Positive Handling. Staff have received training on Understanding Behaviour in children. Staff receive termly training from the SENDCo based on need and this covers a range of SEND topics from selfregulation to specific literacy difficulties.

SUPPORT AND TRAINING FOR PARENTS/CARERS

What support and training within the school is available for parents and carers?

At all times parents/carers are encouraged to contact the SENDCo, or teachers, to seek advice regarding clarification of any issues regarding SEND. They are welcome to write, telephone or e-mail. Where questions are raised which cannot be fully answered, advice will be sought from external professionals. Parents/carers will be directed to specialist services where relevant.

ACCESSIBILITY

How is the school accessible to children with SEND?

As a school we provide:

- A wide variety of specialist resources are used to aid learning across the school, this including: visual timetables, sand timers, reward charts, play leaders, peer tutors, individual whiteboards, sound/vocabulary mats, talk points, left handed scissors, pencil grips, sit and move cushions and ICT resources (including Clicker 7).
- We have access to a library, meeting room and SEND room for small group work.
- Gym trail and finger gym activities following physical plans for specific children.
- Range of reading material for all abilities.
- SEND games and resources kept centrally for whole school access.
- Interactive whiteboards and computers available for whole school use.
- We have additional adults that support children in class where and when required.
- Resources from speech and language therapists, SEND Inclusion Partner and Educational Psychologist

- The Essex person centred one planning approach.
- When necessary, a SENDCo who will liaise with preschools to meet child and parents in order to aid transition process.
- Health care plans, speech and language plans, consistent management plans, 5 step plans and Educational Psychologist reports that are all shared with parents.
- Where effective, a home/school communication book is used.

INCLUSION

How will the school ensure that my child will be included in all activities at school, extra-curricular clubs and on school trips?

Margaretting Primary is an inclusive school and will seek to ensure that all children are always offered maximum possible access to the curriculum. The school offers a vast range of enrichment opportunities which are embedded into the curriculum. There is support available for any trips or visits that our students with SEND may be required to undertake. These are staffed according to the needs of those attending and additional support is offered as required. The school always consults parents/carers regarding any requirements their child may have and, where possible, the school will manage these.

STARTING OR CHANGING SCHOOLS

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Margaretting Primary seeks to support children at all stages of transition. Relevant information from outside agencies is sought for any child who has difficulties during a transition period. Some of the ways in which we seek to ensure smooth transition are:

- Early Years 'stay and play' sessions
- Transition meetings between new Early Years children, parents/carers, Early Years Lead and the child's current Nursery/Pre-school
- Parents' Evenings
- Transition meetings between Year 6 children, parents/carers, SENDCO and the receiving Secondary School SENDCo
- Additional school visits and tours as requested

CONCERNS/COMPLAINTS

Please refer to the school's Complaints Policy which is published on our website for more information.

Within school, the procedure has three stages, which must begin with the informal stage. Parents/carers are encouraged to discuss any problems or grievances with the school. Any problems should be referred to the SENDCO in the first instance.

FURTHER INFORMATION FOR FAMILIES AND PRACTITIONERS

Further advice is available on the Margareting Primary School website or via the following links:

- Essex will publish their provision on their website (Local Offer) under <https://send.essex.gov.uk/>
- For help and advice for parents please go to: SEND Information and Advice Support Service (SENDIASS) <https://www.essexsendiass.co.uk/>

The SENDIASS helpline is open on Monday and Thursday 9.30am – 3pm – 01245 204338

SENDIASS offer a free, impartial, confidential information, advice and support service offering support to young people (16-25) with SEND and parents of children with SEND.

- The Maze Group – <https://www.themazegroup.co.uk/>

Support families of children with additional needs They provide free monthly drop in sessions, specialist weekly programme and additional workshops to guide, advise and support.

- SNAP is an Essex charity for families with children and young people who have additional needs or disability.
SNAP can be contacted: info@snapcharity.org

This document should be read in conjunction with the school's Accessibility Policy and the SEND and Inclusion Policy (available from the School and on the website).