



Special Educational Needs Information Report

Approved by Governors on

12.11.24

As we work within a Church school, the staff and governors of Great Bromley Church of England Primary will seek to ensure that within all policies and procedures we incorporate opportunities for identifying, understanding and developing our core Christian values and vision.

Our Vision

Working together, learning for life.....
*With the **compassion** of Jesus, we treat others with kindness and patience*
*With the **courage** of St George, we stand up for what is right*
*With **respect** and **friendship** we build each other up*

Reviewed: Autumn 2024

The school's aim to provide the right support at the right time for every child

All children learn at different speeds and in different ways and your child's teacher works to ensure that all children in his or her class are set work with the right level of support and challenge for them to learn. However, a small number of children experience substantial barriers to learning or development linked to additional needs, which could mean they require support that is 'different from' or 'additional to' that required by other children of the same age in the local area.

Who should I talk to if I believe my child may have additional needs?

The first person to raise a concern with is your child's teacher. He/she is best placed to discuss children in their care and how your child is progressing academically, socially and emotionally in school.

- To make an appointment, ring the school office to arrange a mutually agreeable date and time for an initial discussion. At the meeting, the teacher may choose to complete an 'Initial Concerns Form', which includes actions which will be carried out by school and/or home, and those present will arrange a date and time to review the actions at a follow-up meeting.

The support that can be put in place will vary though for many children high quality teaching and provision, as outlined in the Essex County Council Ordinarily Available Framework, will help your child develop their confidence, overcome barriers or misconceptions, and provide the foundations to build upon without the need for regular support or additional help in the form of placement on the Special Educational Needs and Disabilities (SEND) register. This support can be delivered in various ways, including additional time, additional check-ins, personalised learning, resources and apparatus, scaffolding or inclusion in a small group support, where the children work together for a set period of time in order to achieve the same objective.

At the follow-up meeting, one of three actions will be taken:

- Cease actions, as these have had a positive impact on your child's social, emotional or academic progress.
- Continue with some or all actions, as a further period of support is required
- A decision is made to discuss your child with the SENCO, as concerns are ongoing and support that has been put in place does not seem to be meeting their needs. At this point, if not already completed, the teacher will complete an 'Initial Concern Form' which will be shared with the SENCO. The SENCO may be invited to attend the follow-up meeting.

What does the term 'Special Educational Needs and Disabilities' mean?

The school identifies children as having an additional need, or Special Educational Need or Disability (SEND), if they are experiencing barriers to learning and/or other areas under the Code of Practice 0 - 25 (2014), which calls for 'different from' or 'additional to' provision to be put in place to support some or all areas of their academic, social or emotional development, above and beyond the needs of their peer group.

In the case of some children with a disability or diagnosis they could be identified as having an additional need if they have any difficulty in accessing education and require special provision to be made for them, that is 'different from' or 'additional to' what is normally available in the schools in the area. Not all children with disabilities or diagnosis will be identified as having an additional need that requires support in the form of One Planning and placement on the SEND register.

What is the 'Special Educational Needs and Disabilities' register?

This is a record of children who have been identified as requiring 'different from' or 'additional to' support that follows the 'assess – plan – do – review' cycle that is known as One Planning. When considering placing a child on the school's Special Educational Needs and Disabilities register, the teacher and SENCO will refer to the Essex 'Ordinarily Available Framework'. These are two documents which set out expectations around the provision and practice that is expected in all mainstream schools in Essex for children with SEND. If staff have implemented all the recommendations found in '[Ordinarily Available: Inclusive Teaching Framework](#),' they will refer to [Ordinarily Available Targeted Support](#), which offers further guidance around the additional strategies and practices that are relevant for some pupils, which would align with a child having been placed on the school SEND register and One Planning being put in place.

What is 'One Planning'?

If the school identifies a child as requiring 'different from' or 'additional to' support to their peers, the teacher will arrange a meeting involving parents, pupil (either in person or collect their views from an informal discussion) and input from other members of staff or professionals supporting the child, known as a One Planning. The resulting One Planning paperwork will include key information about the child, including agreed long and short term outcomes and support/provision to be put in place. There will be a shorter document, known as a One Page Profile (OPP) which is written with the child and includes key information about the child and the best ways to support. This is shared with all key staff in the school. The One Planning will be monitored and reviewed termly, in order to ensure the identified child is accessing and benefitting from agreed interventions and/or support.

How does the school identify children who may need support?

The school is committed to early identification of children with additional needs.

On entry

Some children will have been identified as having additional needs prior to joining the school. This may be related to multiple factors including medical diagnosis and barriers experienced by the child at home or in a previous setting, such as a pre-school, nursery, kindergarten or childminder. When this is the

case, we work closely with the previous setting and yourself so that an appropriate level of support can be put in place when the child joins the school.

In school

All teachers regularly assess the progress of pupils in their class. Termly meetings are held to look at progress of all the children and how their attainment compares with that of their peers within the school and nationally.

Children progress at different rates and some are capable of higher achievement than others. The class teacher and Headteacher use their professional judgement to decide if work needs to be done to identify any issues in a child's learning and how they can best be addressed.

Assessment and monitoring

As part of the usual cycle of assessment and monitoring, the school uses the following:

Regular

- Teacher and LSA observation and marking
- Tracking progress of subject specific groups, such as RWInc groupings, and temporary small groups
- Termly data analysis
- Foundation year baseline assessment
- Read Write Inc assessments - termly
- End of term assessment papers in maths and reading
- Phonics screening – Year 1 (and Year 2 if the expected level has not be obtained)
- Times Tables screening – Year 4

Occasional

- Speech and language screening – Wellcomm
- YARC – York Assessment of Reading for Comprehension
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Assessments by other professionals

In some cases, a child may be referred to NHS health professionals, such as speech and language therapists, physiotherapists, occupational therapists and paediatricians who carry out and feedback on assessments they have used when working with a child.

How is support allocated to children?

The school follows a graduated approach (as outlined in the SEND policy) and refers to the Essex 'Ordinarily Available Framework' (September 2023). Staff will make reasonable endeavours to respond to the needs of each child on an individual basis, focusing on: expectations and values; relationships and behaviour; learning environment; speech, language and communication; pedagogy, memory and metacognition; assessment, planning and teaching; literacy and maths; adaptations, support and scaffolds; and motivation, recognition and feedback.

Teachers will differentiate the curriculum and work with all children to develop self-help and independence, in order for the children to become confident, life-long learners. It is essential that all children, including those on the SEND register, receive access to their teacher and class-based activities on a daily basis, with the majority of support being delivered within the classroom or for a short period in a suitable space that will reduce noise or distractions.

In the case of some children, including those on the SEND register, support is put in place to build skills and confidence to enable these children to fully access the curriculum and overcome any barriers to their learning. This can happen through focus group activities or individualised programmes of support. Again, these will happen as much as possible within the child's normal learning and socialising environments; though sometimes an alternative area may be required because of the format of an intervention, need of the child/children or to provide a suitable environment for support.

In the case of children with high needs, a more individualised programme of support based around building lifelong learning skills, self-help strategies and building from a child's interests and strengths may be more appropriate.

At our school we have decided to allocate elements of our budget to fund the following resources to support the needs of our children:

- Learning Support Assistants (LSAs)
- Staff training to meet specific needs
- ChildFirst which is a group of schools who combine to purchase support services for children and their families, including counselling, advice from an independent speech and language therapy team and termly meetings for the SENCOs

How will the school measure the progress and review provision for children on the SEND register?

There are termly pupil progress meetings where information and data about all the children in the school are discussed so that:

- Effectiveness of strategies and/or resources shared.
- Possible difficulties and strengths can be identified and monitored.
- Methods for baselining pupils and end of support assessments are identified
- Support methods are identified and put in place, including adults assigned to support groups or programmes.
- Decisions are made about effective ways to involve children and their parents in their education, working towards providing appropriate support.

Additionally, for children on the SEND register, including a very small percentage of children with an Education Health and Care Plan (EHCP), there will be a termly One Planning meeting where those present will follow the 'Assess-Plan-Do-Review' format (as identified in the Essex County Council Local Offer).

What is an EHCP and why do some children have these?

EHCP stands for Education, Health and Care Plan. A very small percentage of children have complex needs which mean that an EHCP is required, which is a legal document which state the long-term outcomes and provision recommended by external services, such as an educational psychologist. The school will set termly short-term outcomes based on the EHCP which are reviewed annually, at the Annual Review meeting. After this meeting, the school must send the completed Annual Review paperwork, along with any reports and supporting evidence to Essex County Council. This can be in place of one of the termly One Plan meetings.

What is the current percentage of children with Special Educational Needs and Disabilities in the school at present? How are they supported?

- We currently (Autumn term 2024) have 116 children on roll. 12.9% of the children on roll are identified as having special educational needs or disabilities. 3.4% of the children on roll have been granted Education, Health Care Plans (EHCP).
- The needs and support for each of the children on the SEND register are discussed at One Planning meetings and recorded in related paperwork including One Page Profiles (OPP), in line with our school SEND policy.

How will the school work with me as a parent in discussions about my child and their learning?

Informally, including day to day information

- Discussion at classroom door
- Communication books – Reading Records
- Parent mail
- Tapestry/Seesaw

Formally

- Phone calls
- Letter
- Email
- Pre-arranged meeting, which can be initiated by parents via the school office
- Parent consultation evenings – termly
- Annual Report to Parents

- Termly One Planning meetings
- ONLY FOR CHILDREN WITH AN EHCP: A yearly statutory Annual Review meeting is held which measures progress against the Education, Health and Care Plan (EHCP) outcomes. Paperwork from this meeting is submitted to Essex County Council and this meeting can replace one of the termly One Planning meetings.

How do we involve children on the SEND register in discussions about their education and support?

We believe it is essential that child feel up to date and involved in their own education if they are going to make good progress and feel successful. All children on the SEND register are invited to attend or provide input into their termly One Planning meeting; reviewing their targets, offering feedback on support, talking about what has and has not worked and making recommendations for the future.

In some cases, it is felt more appropriate for a member of staff to have an informal conversation - sometimes incorporating written work, pictures or visuals - with the child, prior to the meeting, so that their views can be obtained in advance.

How are adults in school prepared to work with children with SEND and what training do they have?

We are very fortunate to have skilled and compassionate teachers, LSAs and MDAs who work together to produce and support a varied and differentiated curriculum alongside other learning opportunities, both in the classroom, in areas around the school and using our outdoor areas. Staff respond to the needs of our children, through encouraging them to challenge themselves and use resources to support and progress their learning.

The school maintains a register of training and courses undertaken by staff. Training is provided through staff meetings, support staff meetings, whole school inset, peer training and external courses provided by Essex County Council or other providers. At times, some school staff may be offered specialist training to meet the specific needs of an individual child by health care or other outside agencies. For this reason, these staff members are most likely to support the related pupil as part of the training may relate to health and safety requirements.

Who can the school call upon to provide services to children with SEND?

We are able to request involvement from a range of outside agencies, with parental consent. We value the expertise and specialist knowledge and advice these groups (identified below) are able to offer and ensure we feedback on programmes of support produced for our children. Currently we can access support from:

- NHS Speech and Language Therapy (through a written referral)
- NHS Occupational Therapy (through a written referral)
- NHS Physiotherapist (through a written referral)

- NHS Continence Nurse (through a written referral, if the child has complex needs)
- Essex Child and Family Wellbeing Hub (phone triage system)
- Paediatrician (Two part referral from the school and home)
- Child and Adolescent Mental Health Service (through a self-referral or school referral)
- Independent Speech and Language Therapy (through ChildFirst written referral)
- Family Support Worker (through ChildFirst written referral)
- Child and Family Counsellor for a period of eight weeks (through ChildFirst written referral)
- Expert advice from the school Inclusion Partner and named Educational Psychologist

(Please note: A referral to any of these services does not guarantee acceptance for assessment or ongoing support)

How accessible is the school?

The school is a combination of Victorian and modern architecture. Inside the building all areas can be reached on the same level. Due to the school buildings being built on a slope the main building can be accessed via the main entrance or, at the start and end of the school day, a slopping pathway from the side gate on the left of the main building.

The playground, school field, an external building and forest school area can be reached by staircases from all classrooms, some corridors and the hall, by a slopping pathway or by accessing an outdoor lift located at the back of the building, between the Explorers and Pathfinders classrooms. Due to the location and size of doorways in the external building, access is limited, therefore other spaces in the main building have been prioritised for adults and children who require additional work spaces.

There are two accessibility toilets in the school. One is near the main entrance and includes a shower area. The other is located between the Explorers and Pathfinders classrooms, accessed from the corridor. The latter toilet contains a changing bench which is height adjustable.

How does the school support children with the transition to another school?

If a child from St George's C of E Primary School is moving to a new school during their primary education, and is on the SEND register, we recommended parents contact the receiving school to inform them that their child has been identified as having additional needs. As part of GDPR, the receiving school would only be able to request records for a child after the child is on roll. School paperwork relating to a child's additional needs would be forwarded alongside other records held by the school. If the receiving school requested a telephone conversation with staff at St George's C of E Primary School, we will find a mutually appropriate time to talk to the child's new teacher and/or SENCO.

If you are considering moving your child to our school and they have additional needs, particularly if they have an Education Health and Care Plan (EHCP), we recommend arranging a meeting with the headteacher, Mrs Keitch, or SENCO, Mrs Joyce, to discuss their child's current support and provision prior to applying to the school. When a child joins the school from another primary school, we will be

able to request the child's records when they are on our school roll. If the parents are happy for the previous school to discuss additional needs with our staff, we will seek consent and make contact.

In the case of children moving to the High School, the High School contacts the school with a list of pupils who have been assigned places. There will be a discussion between a member of staff from the receiving High School and the year 6 teacher. If appropriate, the SENCO will attend this meeting or arrange a time for sharing additional information about children on the SEND register. In the case of children with an EHCP, this legal document will be reviewed in their chronological Year 5, so that new long-term outcomes for the end of Key Stage 3 can be set and the preferred school can be consulted about their ability to meet needs. In the child's chronological Year 6, there will be a discussion between the SENCOs/Inclusion Leaders of both schools to ensure additional support and transition visits can be arranged, in line with the receiving school's protocols.

In the case of children with an EHCP, the application process is different and information can be found on the Local Offer, [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#), and the Essex County Council website, [School places for children with SEND | Essex County Council](#).

Where can parents of children on the SEND register find further support information?

You may wish to read the following school policies and documents linked to SEND

- SEND policy
- Relationships and Behaviour policy
- Equalities policy
- Medical conditions
- Safeguarding policy

Essex County Council have produced the Essex Local Offer which can be accessed from the following website:

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

Appendix 1

What support is available to children with SEND?

At St George's once a child's needs have been identified we work to provide children with the most suitable support to address an area of need. This enables us to act swiftly where possible rather than working with intervention groups.

Errorless teaching – This supports children to achieve fluency and accuracy through regular short sessions and repetitive practise of skills. Children work on a focus area - for example: phonics, times tables or spelling - using a range of techniques which work for them. In each session, the adult working with the child records their accuracy and this is plotted on a chart giving the child clear visual evidence of their progress.

Targeted one to one support – This includes tutoring, pre-tutoring, well-being and mentoring which works on specific topics, skills and methods as identified by the class teacher as needing particular focus. This can be from a teaching assistant, volunteer helper or a teacher.

Finger Gym – Small group or personalised programme of activities to develop fine motor skills.

Gym Trail - Small group or personalised programme of activities to develop gross motor skills.

Time to Talk – A teaching assistant works on social skills and language with a group of young children.

SMART Thinking- is a programme to help children learn to develop problem solving skills in the playground and in class.

Working with Lego – children learn to take turns and develop social skills by co-operatively building a Lego model.

Emotional Literacy Support Assistant (ELSA) – supports children on a one to one basis around emotional needs.

Social Stories – A social learning tool that supports the safe and meaningful exchange of information between parents/teachers/LSAs and children with social communication difficulties.

Comic Strip Conversations – A tool for allowing children to revisit events and look at what was being said and thought, so that they can learn and identify ways of dealing with situations as and when they arise.

Appendix 2

A glossary of terms

CAMHS	Child and Adolescent Mental Health Service
EHC plan	Education, Health and Care plan a statutory document detailing the provision for a child or young person from birth up to the age of 25
EP	Educational Psychologist
IP	Inclusion Partner
Ordinarily Available	The Ordinarily Available (OA) is a set of recommendations bringing together best practices from across Essex schools. It outlines what children and young people with SEND and their families can expect to be normally, or 'ordinarily', available to them without specialist support.
One Page Profile	A document that describes a child, their needs and how they can be supported
One Planning	The name of the plan detailing targets and provision for a child on the SEND register.
OT	Occupational therapist
Physio	Physiotherapist
SaLT	Speech and Language Therapist
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SEND Operations	Responsible for EHC assessments and EHC plans.
SEND Operations Assistant	Assistant to the SEND Operations Co-ordinator who may be an additional contact for parents, young adults, education professionals, health professionals and care professionals for child with an EHC plan.
SEND Operations Co-ordinator	Point of contact for parents, young adults, education professionals, health professionals and care professionals for child undergoing an education, health and care assessment or who have an EHC plan.