Ingatestone and Fryerning C of E Junior School
SEND (Special Educational Needs and Disabilities) Information Report

To develop ambassadors for the community we live in, and the world around us
Respect, Enjoyment, Aspiration, Cooperation, Honesty
We Live, To Learn, To Care, To Leave a Legacy
...Love thy neighbour as yourself ...Luke 10: 25-37

At our school, we foster an inclusive approach to education by ensuring that all pupils with SEND have access to a broad and balanced curriculum. There is a shared expectation that all pupils, regardless of their specific needs, will receive high quality teaching – which encompasses a mastery approach. This will enable them to fulfil their potential and leave them well prepared for the next stage of their education and beyond.

At Ingatestone and Fryerning our work is underpinned by our school values:

Respect, Enjoyment, Aspiration, Cooperation, Honesty – we can all **REACH** out to ourselves and each other

The children have opportunities to contribute and share their ideas as part of the school council and other leadership positions throughout the school. They learn about democracy, working as a team and supporting their peers and ultimately aim to reach our vision:

'To develop ambassadors for the community we live in, and the world around us'

We have a positive approach to managing behaviour with class reward systems, in daily worship and assembly including a school values and a celebration assembly every week to celebrate the academic, spiritual, sporting and social achievements of the children so that we fulfil our mission every day:

We Live, To Learn, To Care, To Leave a Legacy

"Only as high as I can reach can I grow, only as far as I seek can I go, only as deep as I look can I see, only as much as I dream can I be." Karen Ravn

This information report has followed national and local guidance which can be read below:

SEN_Information_Report_Best_Practice_G

SEND advice and guidance: SEND advice and guidance | Essex Schools Infolink

SEND strategy and frameworks | Essex Schools Infolink

Ordinarily Available: Inclusive Teaching Framework (all pupils) | Essex Local Offer

School ethos for SEND

At our school, we are committed to offering an equitable, diverse and inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Our aim is to ensure that a child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional, and physical education. We create a happy, caring community where all feel valued and

secure. We value the contributions made by all children, professionals, and parents to help enhance and maintain our inclusive school community.

We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender, or ability.

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education. We are a TPP School and use the Essex agreed Ordinarily Available document to support teaching and learning.

Trauma Perceptive Practice (TPP) for Essex Partners Introduction - Essex County Council

TPP Leafletv5-Accessible Jan 2023.pdf

https://secureschools.essex.gov.uk/displaydocument.aspx?docid=1851 – TPP journey flowchart

https://secureschools.essex.gov.uk/displaydocument.aspx?docid=1769 – values of TPP

https://secureschools.essex.gov.uk/displaydocument.aspx?docid=1768 – components of TPP

TPP values:

A shift in our mindset to a trauma perceptive description of vulnerable children and young people can create...

- Compassion and kindness instead of blame and shame
- Hope instead of hopelessness
- Connection and belonging rather than disconnection

We create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability as we strive to create and provide equity for all in everything we do.

- Ordinarily Available: Inclusive Teaching Framework (PDF, 6.18MB)
- Ordinarily Available Targeted Support (PDF, 1.49MB)

At Ingatestone and Fryerning Church of England Junior School, we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school community – the importance of children's social, emotional and moral and mental well-being is paramount.
- Providing a safe and supportive environment for pupils and adults to thrive in.
- Having access to a wide range of teaching and learning strategies to suit their needs.
- Preparing all children for their next stages of education.
- Promoting independence and resilience as a learner, without over-reliance on adult support.
- Identifying and addressing needs as quickly as possible.
- Communicating their needs appropriately throughout the school.
- Making effective use of all support services available to us wherever possible.
- Encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development for example, through attending meetings, Parent Teacher Consultation appointment, and following up on recommendations made with input at home.

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The school recognises that a child or young person has a special educational need if they:

- Have a significantly greater barrier in learning than the majority of others of the same age.
- Require provision different from or additional to (Additional School Intervention - ASI) that is normally available to pupils of the same age.
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.
- This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND code of practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

The relevant school policies which underpin this SEN Information Report and can be viewed on our website are:

- SEND and Inclusion Policy
- Trust Complaints Procedure
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection Policy

All policies can be found on our website Policies | Ingatestone And Fryerning Church of England Junior School to support how we identify, assess, plan and monitor pupils needs.

Early identification of SEN and early intervention are the key to ongoing success for our pupils. We place high importance on speech, language and communication needs and see these as fundamental skills for learning.

In Key Stage One and Two we assess children's progress against national and age-related expectations. We use Insight to track and monitor that all our pupils make progress in line with, and above, their starting points.

Where there is a concern, parents are notified and are invited to meet with the class teacher and/or the SENDCO.

Data (uploaded onto Insight) is reviewed on a termly basis during pupil progress meetings with the Executive Head Teacher and the class teacher. During these meeting children are identified and discussions such us 'What has worked?' 'What hasn't worked?' What is the next step/plan to support the child?'

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers and pupils
- Use assessment tools and materials
- Use observations
- Consult with relevant external agencies (if available)

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We aim to maximise the potential of every child by identifying their special need as soon as possible and offering support.

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of Assess, Plan, Do, Review. This means that we will:

- Assess a child's special educational needs. This would include assessment by the teachers supported by the SENDCO. This may include observations and assessments carried out by external agencies.
- Plan the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher with support from the SENDCO and external advice. Outcomes are discussed and agreed at one planning meetings with parents/carers and the child (where appropriate).
- Do what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- Review the support and progress. The impact of any strategies or interventions is reviewed with teachers, parents/carers and the child, looking at progress towards targets and next steps.

As part of this process every child with SEND will have a One Plan that describes the child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly. We encourage the children to take ownership of their outcomes and talk openly about what they want to achieve and how they want to achieve it.

A small percentage of children with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. An EHC assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.

Objectives

1. To identify as soon as possible children who are having difficulty accessing the curriculum.
2. To match the curriculum tasks to the child using High Quality Teaching (HQT), adapted teaching methods and differentiation.
3. To offer support for specific difficulties as resources allow.
4. To set attainable targets.
5. To monitor, review and evaluate progress.
6. To follow the statutory guidance from the Department for Education entitled 'Special educational needs and disability code of practice: 0 to 25 years.

Our SEND Information Report provides details about how we support children and young people with special educational needs and Disability (SEND) in our school and forms part of the Essex County Council local offer:

https://send.essex.gov.uk/

Persons responsible for SEND provision

The Executive Headteacher in conjunction with the SENDCO (Special Educational Needs and Disabilities Coordinator) and class teachers are responsible for the SEND provision and work closely together supporting pupils and families.

Mrs Leigh Johnson: Head of School and SENDCO

Regular staff liaison is available between 8.15am and 8.45am. The SENDCo is available to see parents after school or at prior arranged times. The SENDCO attends professional meetings, works closely with staff, children and families.

The SENDCO plans and delivers training for staff and workshops for families. The SEND policy and this information report is reviewed and adapted on a regular basis.

What kind of special education provision is made at our school?

Children with an Education, Health, and Care Plan (EHCP) are technically the responsibility of the Local Education Authority, although, of course, the school provides for their daily care, education, social and moral development and support. Advice may be sought from the SENDCO, Trust, Brentwood Collaborative Partnership (BCP), other external professionals or our Essex Inclusion Partner (Jo Fincher).

The school were part of a pilot project with the NHS Essex Partnerships for Inclusion of Neurodiversity in Schools (EPINS) which is a Partnership Project on behalf of the 3 NHS Integrated Care Boards. The EPINS project is pioneering a new model for supporting good outcomes in mainstream primary schools for neurodivergent students and strengthening partnerships between parents, carers, families and schools.

By focusing on improving knowledge, skills, and environments, the aim is to better meet the needs of neurodivergent children and enhance their educational experiences. HCRG Care Groups Essex Child and Family Wellbeing Services have been chosen to lead the project aimed at developing skills and the confidence of Essex mainstream primary schools to support inclusion.

The project has also been formulated to engage with parents and carers to gain insights and form an integral part of this coproduction partnership. The Essex Family Forum have been chosen to fulfil this role.
The approach for EPINS will be based around the key principles of the 'Autism in Schools Projects' that have been run in other LAs outside of Essex. The project aims to provide:

- good quality training for staff
- parents supporting parents' groups
- an understanding children's experience of school

The intention through EPINS will be to enable and facilitate a bespoke, school centred package of support and resources to:

- help shape whole school SEND provision
- provide early interventions at a school level
- upskill school staff
- support strengthening of partnerships between schools and parent/carers

EPINS will complement the existing support of Essex County Council for schools to access, if they need a bespoke training approach, additional to that on offer from ECC SEND teams.

Learning Barriers, Health Needs and Disabilities

The delivery of the provision for children with barriers to learning, health needs and disabilities can take place in the classroom setting and is the responsibility of the Class Teacher. Through 'High Quality Teaching', children's needs are assessed, planned, implemented and reviewed. Teacher planning includes a graduated approach for children with SEND and adaptations are made to enable all children to access a broad and balanced curriculum.

Learning Support Assistants (LSAs) and/or Higher-Level Teaching Assistants (HLTAs) are deployed to support all children as directed by the teacher. LSA's are also used to support children with special needs in a small group or 1:1 learning. Children who are finding some aspects of learning a challenge despite high level adapted learning may be supported in a small group, or on a 1:1 basis, usually within the classroom, or in targeted interventions for short periods of time to work towards achieving specific objectives.

Intervention groups may run for small numbers of children who need additional support both those on the SEND register and those requiring additional support to meet their potential.

Depending on the nature of the child's are of need, they may also receive short periods of intensive specialised teaching or support outside of the classroom. This will usually happen when:

- A child has an Education, Health and Care Plan (EHCP) or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence-based intervention programme due to identification of a need to accelerate learning or target key skills.

Additional LSA's are deployed to specifically work with the very few children with EHCPs or statements, under the direction of the SENCO and class teacher for example for identified medical or physical needs.

How we adapt the curriculum and learning environment for children and young people with SEN?

Most children at our school will have their special educational needs met through excellent classroom practice. This is called **High Quality Teaching (HQT)**. Teachers set high expectations for every pupil, whatever their prior attainment.

Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement (curriculum adaptations, resources, intervention strategies, individual and group support). Such planning will mean that most pupils with SEN and disabilities will be able to study the full National Curriculum.

Where the class teacher identifies that high quality teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCO. If required, the child is given **Additional School Intervention Support (ASI)** which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a one plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENDCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Staff at Ingatestone and Fryerning C of E Junior School have experience of supporting children and families with a wide range of specific learning barriers.

A child who, despite having extra provision is still failing to make significant progress, may be identified as having **Higher Needs**. Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stage's parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Specialist teacher visits (Inclusion Partner liaison)
- Speech and Language Therapist involvement
- Educational Psychologist involvement

- Occupational Therapist involvement
- Paediatrician involvement
- Specialist Community Health Visitor involvement
- Assessments and monitoring to ensure appropriate intervention and access to learning 1:1 Support

If a parent/carer wishes to appoint a therapist privately we encourage parents to share the specialist's findings with the school. It is not common practice for private agencies/therapists to pass on their reports directly to schools.

It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.

Specialist equipment and site adjustments

We are committed to ensuring that children and young people with SEN are enabled to engage with activities available with children in the school who do not have SEN. The school has a range of equipment to ensure access to both the curriculum and the school site. There are disabled toilets, ramps and writing aids. In accordance with the *Equality Act (2010)*, we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage. More information can be obtained by contacting the SENDCO.

Transition between phases of education

The school works closely with parents and other schools to ensure that transition meets the needs of the pupils in our care. A number of strategies are in place to enable pupils' effective transition into our school and on to secondary school.

A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September. Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENDCO meets with all new parents of pupils who are known to have SEN to allow concerns to be raised and perceived challenges to be anticipated prior to entry. If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

To support transition to Key Stage Three, secondary schools provide several opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the secondary school's websites. The annual review in the autumn term of year 6, for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.

Neurodiversity

Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits. The word neurodiversity refers to the diversity of all people, which we recognise as a school through our school values. In this section we break down some of these areas to support families further.

Neurodiversity and What It Means to Be Neurodiverse

Social, Emotional and Mental Health (SEMH)

As a whole school to support all pupils we adopted the 'Zones of Regulation' to support all pupils with managing and understanding their SEMH needs.

Zones of Regulation | Ingatestone And Fryerning Church Of England Junior School
Zones-of-Regulation.pdf from the NHS
Zones-of-Regulation-Parents-Guide.pdf
How it Works | The Zones of Regulation

Trauma Perceptive Practice (TPP) training | Essex Schools Infolink

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, visual timetables, reward charts, timers, clear routines and expectations, ear defenders and explicit instruction and adapted learning, etc in order to create an enabling classroom experience. A personalised approach to their learning may be required such as, exploring feelings, emotions, SMART Thinking. Some may also be on their own personalised care and management plan.

The school runs targeted emotional support and there are trained LSAs who are used to act as nurture mentors for the support of children with social, communication, interaction and emotional difficulties. Staff within the school are also trained as SEMH First Aiders.

For children who need additional mentoring, a qualified, external counsellor is employed by the school to work with children as guided by the SENCO and Class Teachers. These children may have experienced trauma, social and emotional difficulties, and communication and interaction needs. Our chosen provider is Kids Inspire who provide support for children and families. You can find out more about them by clicking on the link below:

A children's mental health charity offering trauma recovery services for the family

Autism and Social Communication (ASD)

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, visual timetables, visual organisation prompts, now and next boards, tasks broken down into manageable steps, clear and precise language used, a variety of options for recording work, work stations, sensory analysis, weighted cushions, fiddle objects, etc. Some may attend individual, paired or small group out-of-class sessions to develop their social communication skills.

Attention Deficit Disorder (ADD)

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, visual timetables, visual organisation prompts, now and next boards, tasks broken down into manageable steps, clear and precise language used, a variety of options for recording work, workstations, sensory analysis, weighted cushions, fiddle objects, etc. Some may attend individual, paired or small group out-of-class sessions to develop their social communication skills.

Attention Deficit Disorder - Lanc UK

Understanding the Difference Between ADD and ADHD

Speech, Language and Communication Provision

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may be pre-taught topic vocabulary, have tasks broken down into pictorial format, have word banks, use mind mapping techniques, etc. Some may attend group or individual out-of-class sessions to develop their speech, language and communication skills.

A speech and language therapist visits to assess and review cases when required.

Sensory, Physical and Neurological Provision

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may have increased opportunities to use ICT to record work, or use a scribe for some sessions. Time is allocated to children who have been assessed or supported by specialist services such as, Occupational Therapy and Physiotherapy, in order for advice to be implemented. The school would also put into place a programme of support as suggested by health.

The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

For children who have medical needs the school arranges meetings with the school nurse to complete Health Care Plans for children, including children with allergies, asthma, epilepsy and diabetes. On some occasions an LSA is employed to support the child in the management of their difficulties.

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting.

The provisions listed are in place at present, but due to the ever-changing needs of our children there may be additional support available that has not been covered in this document. If this is the case please contact the school office in the first instance.

Arrangements for pupils with SEN undertaking tests

Where a child can access the SATs tests a number of additional arrangements can be put in place to support them:

- Additional time
- Rest breaks
- A reader
- A scribe
- Adapted papers

How are SEND professionals from outside of the school (External Agencies) involved?

Some children with difficulties are supported by the involvement of external agencies e.g. Educational Psychologists, Inclusion partners, Emotional Well-being and Mental Health Services, Paediatricians, GPs, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, School Nurses, Hospitals, Optometrists and other specific professionals. All may provide specialist assessments or advice on different strategies or materials.

In discussion with the class teacher and family, the SENCO makes a referral to appropriate outside agencies. The SENCO liaises regularly with outside agencies as appropriate.

Are there any other Support Services that are readily available at our school?

The answer to this is yes, we offer the following to children who may require it:

Counselling

This service is commissioned through Kids Inspire and delivered in school so that there is minimum disruption to the education of the child or young person. Access to provision is by referral from the school.

Kids Inspire Counselling Service aims to support pupils to attend to their thoughts and feelings about past experiences and current relationships so they are not preoccupied with these when in school. They support children to develop alternative coping strategies that allow distress or difficult feelings to be shared, rather than acted out. They aim to engage parents/carers and school staff where they can and feedback any suggestions for supporting the child or young person at home or in class.

Counselling may be time limited (one term) or ongoing (usually a full academic year). The counsellor can advise school about the likely length of contract for each child but are asked to be mindful about the difference between time limited counselling (one term) and ongoing counselling (usually one academic year) and factor this into their expectations of the service and outcomes for children.

Before counselling can begin a parent or someone with parental responsibility needs to give consent. Usually the school obtains this; alternatively, it can be obtained by the counsellor if parents/carers attend the assessment session.

Nurture Mentoring and key adults

Our school has staff who work on a one-to-one basis with selected children on a weekly basis. The support given depends on the needs of the child but the main aim of the support is to help to improve emotional and mental wellbeing. The impact of the intervention is closely monitored.

SENCO Cluster and Essex SEND

A local schools' SENCO Cluster meets on a regular basis to offer support, guidance and advise in all aspects of the role and needs of the local schools.

Current assessment, identification and monitoring arrangements for children who potentially have SEND

We know that not all children will progress at the same rate and that not all children who are not keeping up in line with their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils.

Ongoing assessment and pupil progress are tracked each term using the Target Tracker programme. Pupil progress meetings with each class teacher each term. All pupils are discussed, including lower achieving children and any children who appear not to be making expected progress.

The SENDCO is informed of these discussions and will be involved in monitoring of some of the children who have been identified through assessments to provide support.

Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.

Expected progress includes progress which:

- is like that of peers starting from the same baseline.
- matches or betters the child's previous rate of progress.

- closes the attainment gap between the child and their peers.
- prevents the attainment gap growing wider.

Where pupils continue to make less progress, despite quality first teaching targeted at misconceptions in their learning, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at 'SEN Support'.

Identification and Assessment includes:

The use of high-quality formative assessment, for example observation, looking at work and data.

- Summative assessment materials, for example reading, writing and maths assessment. specialised assessments from external agencies and professionals.
- Working with families and other professionals in a collaborative and holistic approach to develop a strong partnership.

The identification process is as follows:

- A class teacher identifies a need with the SENDCO that a pupil is not making any measurable progress or meeting end-of-year-group expectations. It should be noted that teachers assess a pupil's learning and progress daily, and that 'test' results only provide additional evidence rather than being the main source of information.
- The parents of a child may also express concern, which would be followed up by collecting evidence, e.g., seeing if the child can read 20 words.
- Other professionals will contribute specific information when required, e.g. speech therapists, GPs, playgroup leaders and health professionals for example.
- Once identified, a pupil will be monitored and will possibly receive additional support from the class teacher and/or LSA.

A child would progress onto the SEND register once supporting evidence has been collected and if little progress has been made following the implementation of the additional support methods outlined in d).

Working below the end-of-year-group expectations would not, by itself, be a reason for inclusion on the SEND register.

School leaders and teaching staff, including the SENCO, will seek to identify any patterns in the identification of SEN both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Children on the SEND register are monitored through termly pupil progress meetings as well as ongoing teacher assessment and are observed to identify their 'gaps in learning'. We then use these observations, as well as discussions with pupils, parents and teaching staff, classroom monitoring/observations, performance data and 'book look' (triangulation monitoring) to plan a suitable programme to ensure progress.

Implementing the graduated approach

For all our pupils at Ingatestone and Fryerning C of E Junior School, we follow the 'Assess–Plan–Do–Review' model.

High Quality Teaching (HQT) is paramount for all children in our school. All class teachers plan for adapted teaching within class lessons (different work and expectations that reflect pupil ability and readiness) and liaise with the SENDCo for advice, either before or during provision.

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We have two types of approach for our SEND children:

1. HQT, which means that the child's needs can be met by the class teacher adapting lessons and outcomes specifically for the child in order to enable them to access the curriculum. The child's progress is monitored carefully by the class teacher, SENDCo and Head of School in termly pupil progress meetings.
2. If a pupil is making little progress (significantly below age-related expectations), the SENDCo will supervise the drafting of a 'One Plan', which is specifically for children identified with SEND. The school then implements 'different from and in addition to' regular interventions, as well as differentiated work that is above and beyond what is already taking place in class.

A One Plan outlines the views of the child (how they feel about their learning), and specific targets that are 'specific, measurable, achievable, relevant and time bound' (SMART) are set following discussions with the child and the class teacher/LSA. All views and targets are reviewed at least termly. The parents of children on the SEND register are invited to attend meetings to discuss and review their child's progress. These meetings can include the class teacher, SENDCo, LSA and child.

The staged approach laid down by Essex Local Education Authority consists of three stages:

1. Lesser need of SEND — HQT
2. Greater need of SEND — Targeted Interventions
3. High Need EHCP 0–25 years

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of **Assess, Plan, Do, Review**. This means that we will:

- **Assess** a child's special educational needs. This would include assessment by the teachers supported by the SENDCO. This may include observations and assessments carried out by external agencies.
- **Plan** the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher with support from the SENDCO and external advice. Outcomes are discussed and agreed at one planning meetings with parents/carers and the child (where appropriate).
- **Do** what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- **Review** the support and progress. The impact of any strategies or interventions is reviewed with teachers, parents/carers and the child, looking at progress towards targets and next steps.

Lesser need of SEND — High Quality Teaching (HQT)

Children are identified as having a lesser need of SEND when their day-to-day needs can be met by an adapted curriculum. For example, the child may be part of a specific early literacy intervention to secure their understanding of phonics, and this would not be deemed as being in addition to HQT.

Greater need of SEND — Targeted Interventions

The trigger for a child to be placed in the greater need of SEND category would be that despite receiving support and intervention through HQT, the child fails to make sufficient progress towards their targets and end-of-year expectations. In this event, the school would change the interventions and, if needed, increase the level of support. Support and advice from external services may also be sought.

These children would have a 'One Plan' written by the class teacher, LSA (where appropriate) and SENDCo, which would include specific targets and a detailed breakdown of how the child will achieve the targets. This would be discussed with the child and their parents.

EHCP (Education and Health Care Plan) 0–25 years

In close partnership with the child, their parents and the school, the Local Education Authority considers the need for an EHCP and, if necessary, issues an EHCP, arranges funding and reviews the provision. Children with an ECHP could be issued with an amount of money (using the Band system set by Essex County Council) and be given clear outcomes that need to be achieved using the provision. If an application for an EHCP is requested by either parents or the school, we ensure that parents and their child are fully involved in the process. More information on EHCPs can be obtained from the SENDCo, the Essex County Council website and Essex Local Offer.

Help for people with high support needs | Essex Local Offer
Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer

Social and emotional well-being (please refer to our Mental Health and Well-being policy)

If a child is dealing with social and/or emotional well-being issues, we will ensure that their need is catered for. If a parent has concerns about their child, they must notify the school to enable staff to support the family. If the school has concerns about a child, staff will involve parents/carers as soon as possible. Depending on the need, the individual child, and the situation, we will set up support that is specific for that child. For example, we would use a buddy system with a 'meet and greet' if a child was struggling to come into school each morning. We also offer other approaches within school, using our experienced staff to facilitate this support.

If a child's social and emotional need cannot be met by the school's day-to-day provision, we will seek external advice and, in close consultation with parents/carers, will refer the child to a counselling service such as Kids Inspire, CAHMS or our School Insurance Service.

Access to a balanced and broad curriculum

All children, regardless of ability or need, have access to our full, broad and balanced curriculum. Outcomes and inputs can be adapted to suit the needs of each child. Class tasks and expectations for learning outcomes vary according to ability and are matched to individuals, groups or the whole class.

To facilitate targeted individual or group teaching, pupils may be taken out of the classroom on occasion. At Ingatestone and Fryerning C of E Junior School, all members of staff are focused on meeting the needs of all children. This underpins everything we do.

Highly able children

We aim to identify and support pupils who show exceptional talent or abilities. All teachers differentiate and adapt the curriculum to cater for the needs of the children, which ensures they all make good progress. Highly able children, like all others, need to be engaged and challenged in all lessons. They may be given different tasks or be asked to work differently and will have appropriate expectations demanded of them.

Mastery within our curriculum means ensuring that pupils develop the skills they need to deepen and broaden their understanding.

English as an Additional Language (EAL)

At Ingatestone, we positively recognise our culturally diverse society. Thus, for all children with English as an additional language, we aim to:

- Develop language enrichment for all children (immersing children in language and vocabulary is the most recommended form of intervention for EAL pupils).
- Accept the importance of a child's mother tongue language.

- Support the child in the acquisition of the English language, both oral and written.

Inclusion — the bigger picture

"Building on best practice, the 0–25 SEND Code of Practice sets clear expectations on schools to deliver a whole school approach to SEND, with good quality teaching as a first response and a clear focus on outcomes. Teachers are the heart of the new SEND support system, supported by the strategic role of SENDCos, with strong leadership from head teachers and governors".

Edward Timpson – Parliamentary Under-Secretary of State for Children and Families

At Ingatestone and Fryerning C of E Junior School, we endeavour to achieve the aims set out above and these are further reinforced by our Equalities Act Statement (2012).

Criteria for evaluating the success of the policy

Alongside the School Development Plan, inclusion targets will be set annually as a focus and aim for the whole school. Individual pupil progress will be evaluated at regular intervals (at least termly). Parental satisfaction is discussed at a termly Governor focus visit, which monitors the SEND provision of the school. The Governing Body discusses SEND at every meeting.

Arrangements for considering complaints

If parents are concerned or unhappy with the SEND provision, they should:

1. Approach the class teacher.
2. Approach and meet with the phase leader (LKS2/UKS2).
3. Approach the SENDCO.
4. Approach the Deputy Head.
5. Approach the Executive Headteacher.
6. Approach the Governors.

The school will respond to such concerns once stage 3 or 4 has been reached as outlined in the Essex policy guidelines and, if necessary, will follow the school's Concerns and Complaints Procedure.

In-service training of staff

Whole-staff training is provided by the SENDCo, specialist teachers and other outside agencies, e.g. Special Needs and Parents (SNAP), Essex Local Offer and other private outside advisors/agencies. Specific training, where possible, is arranged for LSAs that work with all pupils. Through the Brentwood Collaborative Partnership (BCP) and Educare (our online training provider), regular LSA training is delivered that focuses on a wide range of topics.

What expertise and training do staff have in relation to children with SEND?

Teachers and LSAs

We have a team of teachers and LSAs who have varying degrees of experience and expertise. They all take part in:

- In-school training in relation to SEND.
- External training – identified through a needs-analysis, performance management procedures or area of need.
- Weekly Team meetings in school led by the Senior Leardership Team.
- Performance Management and Standards Meetings (termly).

- Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions.
- SENCo liaison meetings as necessary to discuss programmes, feedback on courses and SEN children.
- Workshops to train new or less experienced Teachers or LSAs.
- In school training is arranged for specific SEN topics and medical diagnosis, for LSA's, teachers and Mid-Day assistants. LSAs teach small, focused groups for assistance with Maths and English. One trained LSA is used to act as mentor for the support of children with social, communication, interaction and emotional difficulties.

SENCO

Our current SENCO:

- Holds the SEN National Award of Co-ordination regularly networking with other SENCOs.
- Attends SENCO cluster meetings, which are held for Secondary and Primary SENCOs from the South Essex Local Delivery Group, covering a range of SEN topics with speakers.
- Attends SENCO up-date meetings.

What equipment and facilities do Ingatestone and Fryerning C of E Junior School have for children with SEND?

Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts with stickers and rewards, visual timetables, play leaders, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, a wide variety of ICT resources. The school is fully accessible and has a disabled toilet.

Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

All monies used for specialist equipment is utilised from the SEND budget or EHC plan allocated budget or from the pupil premium funds of SEND children.

How Does Ingatestone and Fryerning C of E Junior School consult with parents of children with SEND?

Termly meetings are arranged to review and update One Planning and distributed to parents. Parents are invited to contribute to the review.

For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.

The SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents of children with an EHCP are invited to discuss their child's progress at the Annual Review. In Year 5 the amendment of the EHCP will be discussed ready for secondary school transition. Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

Parents are invited to discuss arrangements with the Class Teacher and/or SENCo throughout the year by making an appointment at the school office.

What are the arrangements for consulting children with SEND and involving them in their education?

Annual review meetings are held for children with an EHCP to analyse outcomes and determine strategies to improve attainment. Children are invited to discuss their achievements during the Annual Review meeting.

Rewards for achievement of targets and good conduct include stickers, Head teacher awards, house points, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes.

Children with SEND are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEND children have been represented on the school council and are involved in enrichment days.

How can parents get the contact details of support services?

Specialist service contact details are available on the "Essex Local Offer" website:

http://www.essexlocaloffer.org.uk

Support services outside school

Parents can privately consult external specialists, e.g. The Dyslexia Institute and speech therapists, and we liaise with these services with parents' permission wherever possible.

What are the school arrangements for supporting children transferring between infants to Ingatestone and Fryerning C of E Junior School or to secondary school?

TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM INFANTS TO THIS SCHOOL

Where children are transferring from other setting, visits will be made to Ingatestone and Fryerning C of E Junior School. Parents are invited to attend meetings at our school throughout the year before their child attends our school. During the second half of the summer term, prior to the children attending our school, they will be invited to visit the school in order to familiarize themselves with the layout, staff and children. A class change over morning will also be arranged for a morning. The SENCO will meet / liaise with the SENCO of the previous infant school.

TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS

At the beginning of a new academic year, the SENCO will inform teachers and their LSAs about the SEND children in their class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged.

TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM INGATESTONE AND FRYERNING C OF E JUNIOR SCHOOL TO SECONDARY SCHOOL

Where children are transferring to Secondary School, the SENCO will meet/liaise with SENCOs of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. Close links are in place with our local secondary school, The Anglo European School. A SEN morning is set up in the summer term, where children with significant SEND needs are able to meet with other children with SEND at the AES and the LSAs. In addition to this, the SENCO arranges additional visits for those children with SEND who require it.

Parents of children who have an EHCP/Statement are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

Special facilities for access

The school is fully accessible at ground floor level and a disabled toilet is available. There is no disabled access to classrooms on the first floor.

SEND Governor

The school has a named Link Governor for SEND, Karen Davey, who holds the SENDCO to account. The SENDCO and Link Governor meet on a termly basis to discuss SEND and to focus on different aspects of inclusion, e.g., class trips, mental health issues and anonymised pupil progress data. Based on the visit, the SEND Link Governor writes a termly report that is shared with the Local Governing Body at their regular meetings.

Ingatestone and Fryerning C of E Junior School
SEND (Special Educational Needs and Disabilities) Information Report

How we evaluate the effectiveness of SEN provision

We evaluate the effectiveness of SEN provision through monitoring impact and pupil progress. As a school we carry out 'Triangulation Monitoring' lesson observations, book looks and pupil perception. We also carry out pupil and parent surveys which cover the quality of teaching and learning and SEN provision. Feedback is used to inform future planning.

The SEND team contacts

SENDCO – Leigh Johnson

Works five days per week within the school. She is contactable in person by phone or email:

01277 353689 office@ifjs.co.uk

Leigh Johnson is a highly knowledgeable and experienced teacher of over 20 years. She achieved her Special Educational Needs Co-ordination Award with Cambridge University in 2011 and more recently her Advanced SENDCO Award. Leigh regularly meets with senior staff, teachers, LSAs, families, pupils, governors, and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions.

She is responsible for, with the Executive Headteacher and Governors, determining the strategic development of SEND policy and provision.

The Governing Body demonstrates good financial management; thus, the building and resources are fit for purpose and fully inclusive.

The Governing Body (GB) has a contingent of Parent Governors – the GB as a whole regularly communicates with and seeks views of parents and pupils. The SENDCO has termly focus visits with the Inclusion Governor and the discussions/findings are reported to the Full Governing Body three times a year.

The specific SEND Governors role is to regularly support and challenge the SENDCO about the provision for SEND pupils.

Parental and pupil views are sought via questionnaires and face-to-face at review meetings.

Brentwood Collaborative Partnership Ingatestone and Fryerning C of E Junior School is a member of the Brentwood Collaborative Partnership (BCP) whose purpose is to share experience and expertise of SEND across the membership schools. By pooling our resources, we are able to provide access to SEND experience as listed in our current directory. In addition to these services all schools within the BCP have access to the help and advice of the SEND team at the Endeavour School and Grove House (Special Schools). They are able to provide training and advice for staff and parents as an outreach service to our school.

Behaviour and Pastoral Group (BAP) – Within the Trust we have a primary representative for this local group of Secondary Brentwood schools, who meet half termly to discuss and share resources linked at safeguarding and behaviour.

Ingatestone and Fryerning C of E Junior School
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Working in Partnership with Families

Building relationships with parents is a key part of our working practice. Parents may access professionals in the school at any point through email, telephone conversations and arranged meetings. Parents can discuss issues with teachers informally after school, at two formal parents' evenings and an informal celebration evening.

Parents/carers of children and young people with SEN will have contact from the school at least once per term to ensure that their child's progress is understood and the ways to support their child are decided and clear. We encourage parents to contact the school at their earliest convenience if they have any questions or need some information.

Our pupils are at the heart of what we do and we ensure that their voice is paramount in what we do with and for them. We use a range of techniques to enable our students to tell us what their issues are and the best ways we can help and support them. Meetings with the SENDCO are based around person centred techniques, meaning that the child's views are listened to and valued.

The school is committed to working with parents to ensure the needs of our pupils are met.

There are many other agencies that parents can access for support, including:

Essex Local Offer New Essex Local Offer website | Essex County Council
SNAP www.snapcharity.org 01277 211300
Local GP Surgery
Local Library
Larchwood Gardens Family Hub 0300 247 0013
Brentwood Healthy Family Team 0300 247 0013
Families in Focus Families in Focus | Courses for Parents, Hertfordshire
Children's Integrated Therapies www.nelft.nhs.uk/services-essex-childrens-integrated-therapies 0300 300 1555
InterAct www.interact.org.uk/about/about-us 01245 608201
SENDIAS SENDIASS Home - Kids

We endeavour to ensure that our service to parents and pupils is the best we can provide. However, if you feel this is not the case we operate an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding. A parent's first port of call is to arrange a meeting with the class teacher. If necessary, they would then contact the SENDCO, after which, the matter would progress to the Head teacher. In the unlikely event that the matter is not concluded, the complaints procedure can be read on the school website, or a copy is available in the school office on request.

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The school will always tell parents when their child is receiving help for their SEND. Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education. Parents are involved on a regular

basis in school. If a child is on the SEND register, parents are invited in on a termly basis to meet with the SENDCO and/or class teacher to discuss the support their child is receiving, their progress

Advanced planning for pupils in Year 6 is essential to facilitate the transition process. The SENCO will liaise with the SENCOs of the infant & secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When a new pupil starts at Ingatestone and Fryerning C of E Junior School mid-year, we liaise closely with parents and the child's previous school and set up a transition timetable that is suitable for the individual child.

Physical concerns are addressed initially by the school nurse on their visits or a pupil's own GP can be consulted.

Attendance is checked and reviewed regularly.

What skills and training do our staff have?

Who?	What?
All Staff	Child Protection, Safeguarding and Keeping Children Safe in Education Equality, Diversity and Inclusion. The SEND Code of Practice, TPP and Ordinarily Available. All general school policies, including SEND, HQT, Curriculum, Behaviour and Relationships policy and procedures. Zones of Regulation.
LSAs	Speech, Language and Communication Programmes. Occupational Therapy Programmes. Phonics Interventions: Little Wandle. Mathematics Mastery Tuition. Zones of Regulation. Paediatric First Aid. Autism Classroom training.
SENDCO	National Award for SEN Coordination. Maths Mastery. Zones of Regulation. Autism Classroom training.
Teaching staff	Assessment for Learning. Phonics. Adaptive Teaching. Autism Classroom training.

Conclusion

We recognise that all children are individuals and, as a school, we aim to meet the needs of all children. We provide a broad and balanced curriculum and offer support where necessary throughout the school. We encourage all children to do their best and be proud of their achievements.

The importance of children's social, moral, and emotional well-being is paramount. Our SEND Information Report provides details about how we support children and young people with SEND in our school and forms part of the Essex County Council local offer.

Ingatestone and Fryerning C of E Junior School
SEND (Special Educational Needs and Disabilities) Information Report

Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer
My Life, My Rights - Essex Local Area SEND Strategy 2022-2027