

SEN Information Report 2023/24



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



What are special educational needs and how are they provided for at Great Easton?

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



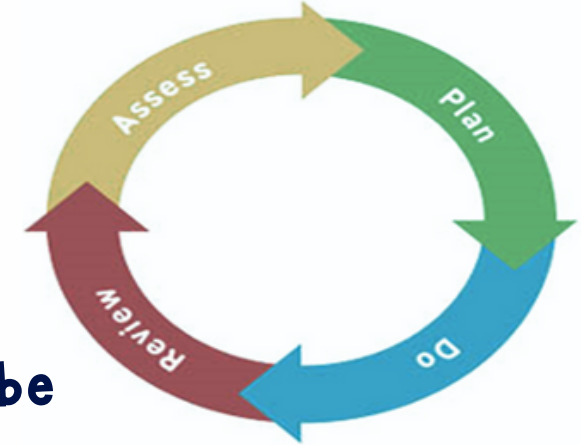
How do you identify children with special educational needs?

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

If our shared concerns persist, we may work together to draw up a 'One Plan'. One Planning collects the views of the children, parents and school and monitors progress termly against individual targets.

If you are worried about your child for any reason, please come and speak to us. You can always speak to your child's class teacher, or supporting adults in the classroom. You can also speak with our Special Educational Needs Coordinators, Kathryn Mayle (kmayle@greateaston.essex.sch.uk) and Stacey Lawrence (slawrence@greateaston.essex.sch.uk), or with our Headteacher, Claire Jackman (cjackman@greateaston.essex.sch.uk).

What happens if my child does have special needs?



Termly meetings will take place with families to look carefully at what is currently working well for the child and what could be even better.

Where external professionals are actively involved with your child's learning, we may invite you to attend a 'One Plan' meeting in order to ensure a coordinated approach. We will follow a graduated approach, using a cycle of assess, plan, do, review. The One Plan will outline strategies, support in place for the next term, and how and when this will take place.

My One Page Profile	Photo	Who are my trusted adults?	
		At home	At school
	What makes me great?		
	At home	At school	
What do I find difficult?		What support strategies work well for me?	
At home		At home	
At school		At school	
Important things to know about me			

Parents/carers, the child, and the staff team will also co-create a One Page Profile. A One Page Profile aims to capture the most important information about a child. This could include current likes/dislikes, important people at home and at school, medical information, support that's working well and accommodations and adjustments that are currently in place in school. This documents is shared with all adults in school as well as external club providers where relevant.

More information about One Planning and the graduated approach can be found below:
<https://www.essexsendiass.co.uk/parents-and-carers/sen-support/one-planning-and-the-graduated-approach/>

Who is involved at Great Easton Primary?



Miss Jackman
Headteacher



Miss Miles
Assist. Headteacher
Year 5/6 teacher



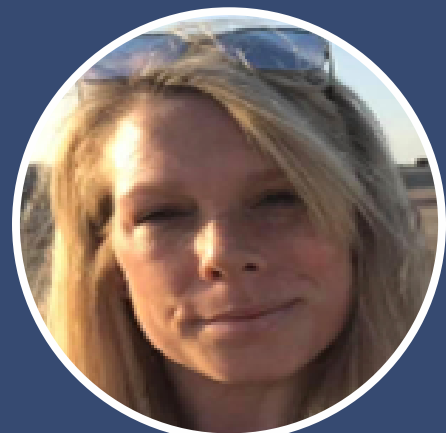
Kirsty Rose
SEND Governor



Mrs Mayle
SENCo



Mrs Lawrence
SENCo



Miss Govey
Year 4/5
teacher



Mrs Delaney
Year 3/4
teacher



Miss Wadforth
Year 1/2
teacher



Miss Wilson
Reception/1
teacher

Teachers are responsible for monitoring and supporting your child's progress and identifying and planning any additional support. They ensure that the school's SEND policy is followed and co-create and update children's one page profiles. Kathryn Mayle and Stacey Lawrence, our Special Educational Needs Coordinators (SENCo), are responsible for the coordination of support for all pupils with SEND. They liaise with specialists, keeps our SEND support register up to date, provide support for staff, ensure that you are involved in your child's learning and monitor the impact and effectiveness of provision.

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

Kirsty Rose, our SEND Governor, is responsible for ensuring support is in place for pupils with SEND and monitoring the effectiveness of school provision.

Depending on the complexity of need, children access a wide range of support structures through our tiered approach.

Universal

All children at GEPS receive universal high quality teaching.

- All teaching builds upon what children already understand
- Teaching is adaptive and responsive to the children
- A variety of groupings are used to support all pupils
- Children 'learn to learn' through metacognition strategies

Targeted

For children with barriers that cannot be overcome through universal support, we might:

- Put in place, short-term, targeted interventions
- Offer small group support
- Pre-teaching sessions
- Mentoring/peer support

If further guidance is needed, we can make a referral for specialist support

Specialist

For children with more complex needs, highly personalised and additional interventions may take place. We work closely with local services and specialists to plan, support and train staff to undertake these interventions. This may look like:

- Personalised curriculum planning
- Additional adult support
- Counselling
- Speech and Language/Occupational therapy programmes

Specialist:

Additional and highly personalised interventions

Targeted:

Additional interventions

Universal:

Inclusive, quality first teaching for all

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

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

- **Termly pupil progress meetings with class teachers, the Head teacher and the SENCo team**
- **Termly assessments**
- **Reviewing learning in exercise books**
- **Monitoring progress against their individual targets**

Children with SEND may also:

- **Have specific termly targets on their One Plan**
- **Have their progress monitored by specialists involved in their learning and well being**
- **Have their progress monitored by the SENCo**
- **Children with an EHCP will also have an annual review meeting to review outcomes and provision**

We will keep you informed in a range of ways such as Class Dojo, informal meetings, parent consultations, telephone calls and emails.

What support do you offer for social and emotional development?

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

- Mentoring
- Lunch time buddies and play leaders
- Counselling
- Social Skills support
- Our sensory cave
- Specialist nurture groups
- Weekly staff discussion regarding vulnerable pupils
- A whole school focus on developing a growth mindset
- Creation of a 'trusted 5' where children choose adults and peers in school they feel able to share with

How will my child manage assessments?

All children with SEND will have their assessment needs met by working out what arrangements best suit the needs of the child. This might include undertaking alternative assessments, taking tests in a quiet room, having additional time to complete assessments, having someone to help them read questions or support scribing their answers.

What extra-curricular activities can my child participate in?

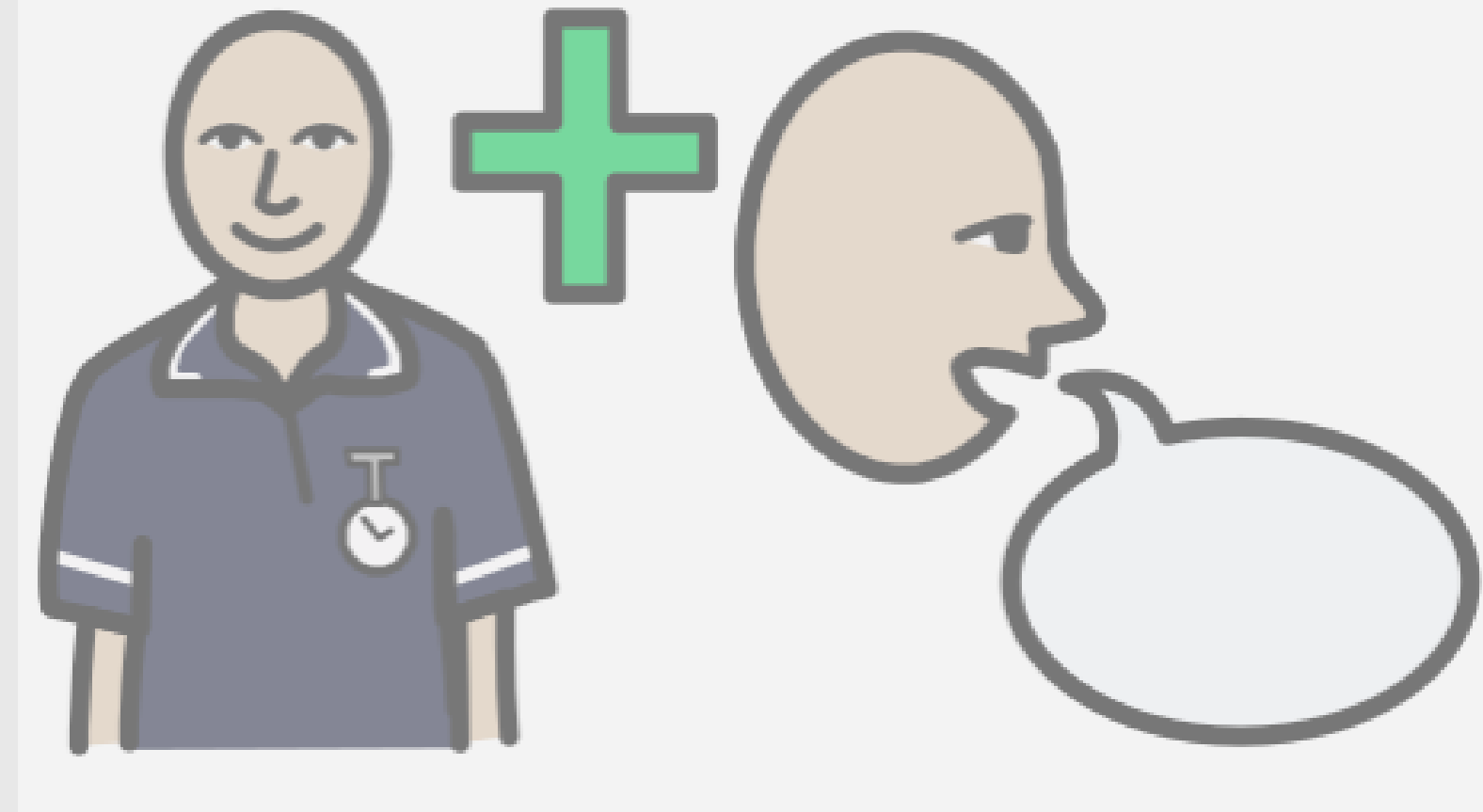
We endeavour to ensure that a wide range of extra-curricular activities are available to all children. If your child requires additional support during extra-curricular activities, or you would like further details about a club, please contact your class teacher or the SENCo team.

Specialists and services

The school liaises closely with many local services, working together to meet pupil's needs and supporting families. In Essex, the SEND Inclusion and Psychology Team has been created in order to support schools to be inclusive, accessing the provision and support to meet children and young people's needs.

The SEND Inclusion and Psychology team is made up of:

- Inclusion Partners
- Educational Psychologists



Specialist services we work with include:

- The Speech and Language Therapy team
- Occupational therapists
- Physiotherapists
- School Nurse
- ADHD specialist nurse
- and other medical professionals such as paediatricians

Education, Health and Care Plans (EHCPs)

Where there is evidence that, despite a high level of support and intervention over a period of time, a child is not making progress we can request that the Local Authority consider the need for an EHCP. 4% of children nationally require this level of support.

More information regarding this can be found on the Essex Local Authority website: essexlocaloffer.org.uk.

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

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

Further information regarding the support and services available to pupils with SEND is available on the Essex Local Offer website: www.essexlocaloffer.org.uk



Transitions

When starting Reception we offer a transition that best suits your child and family. Prior to starting, we offer tours, stay and play sessions and nursery visits. Children can have a flexible start in September, reviewed and altered to best meet their needs.

If your child has SEND and is joining our school, we will invite you for a visit. If there are already other professionals involved, we will try to arrange a meeting with everyone so that we can ensure the right support is in place when your child starts to support a smooth transition.

If your child is moving to another school:

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

When moving classes:

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

When moving to secondary school:

- We will support you to make decisions about the right school for your child
- Our staff can attend visits and handover meetings
- We will cover the key differences the children are to expect at secondary school
- We will arrange additional visits for you child where possible

What is ordinarily available at Great Easton Primary?

At Great Easton Primary we are always trying to find the best ways to support the needs of all our children and their families.

The 'Inbetweeners'

We invite our parents in each term for a coffee and a catch up with the Headteacher and SENCo team. It provides an opportunity for parents of children with SEND to offer each other support and advice and share their experiences. Inbetweeners parents are also invited to attend relevant training when speakers who specialise in SEND visit our school.

The Multi School Council

Children with SEND are invited to join the Multi School Council. Set up in 2012, its mission is to put children at the heart of conversations about SEND in schools, advocating for positive change. Half termly meetings and special events take place for children across Essex.

School dogs

At Great Easton we have dogs in school across the week. School dogs have been proven to help develop students' reading skills, improve behaviour, attendance and academic confidence. They also improve the well-being of children and lower anxiety, simply by making the environment happier.

What is ordinarily available at Great Easton Primary? Continued...

Classroom environment

All our classrooms offer children multiple flexible seating options including wobble stools and cushion, high stools, sofas, beanbags, cushions and clipboards. Visuals are used for daily timetables and around the classroom to support independence. Where needed quiet workspaces can be accessed.

Learning the importance of regulation

At Great Easton we know learning can only take place when the children are ready. Every class learns about the Zones of Regulation and spends time planning ways in which they can regulate, matching their energy to the task. Children are able to access appropriate sensory tools and strategies to support this as well as access to regulation breaks across the day. Children can also spend time in our sensory room, The Cave.

Our school grounds

We are lucky enough to have extensive school grounds giving plenty of space for all types of play. Our chicken area provides a safe space for quiet chicken cuddles, our den building area is primed for adventure, our new mindfulness pond creates a space to enjoy nature, and our playground, field and woodlands give all the space needed to play, climb and explore.

What is ordinarily available at Great Easton Primary? Continued...

SMART Learning

Great Easton was one of the first primary schools in England to scrap homework and replace it with SMART learning. Our reasoning was to give you an opportunity to work with your child at home on the things that really make a difference to their learning rather than completing worksheets. Children are encouraged to follow their passions and develop a love of learning.

Active wear

At Great Easton we believe that children who are comfortable and active will have better mental and emotional health. We wear active wear all year round.

Pupil Voice

The children are at the heart of everything we do. School parliament, School Improvement Ambassadors, Play Leaders and House Captains all give children the opportunity to stand up for what is right and evoke change in the world.

What is ordinarily available at Great Easton Primary? Continued...

We offer all year round Forest School across all classes. We warmly welcome parents and the wider family for these sessions. Parents, and family members, are very welcome to join their children for lunch.

The school has a high ratio of adult support in classes which continues over lunch times. We know lunch time can be busy and overwhelming for some children, so we also offer a quiet lunch space for those who may need it.

Kids clubs are available before and after school, run by learning support assistants who know the children well. Holiday camps, led by our sports coach and learning support assistants, are also available.

We offer a staff run walking bus services to and from school each day. Children share that walking through the fields before and after school each day helps them transition from one setting to another.

Accessibility

Great Easton is accessible to all individuals with disabilities. We are able to adapt exercise books and interactive whiteboards to support children to access learning. If you would like further information please contact us on 01371870219.

Sometimes things don't go as planned. We want to build and maintain good relationships and to work alongside families to provide the best possible education. If something isn't working, please contact us.

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

Glossary of terms
Differentiation: How the child’s educational experience is adapted to suit their needs and enable them to access learning opportunities.
Interventions: Additional teaching, resources or programmes that supplement the teaching your child is receiving in the classroom in order to support them to make further progress.
LSA: Learning Support Assistant.
Lego therapy: LEGO® therapy is a social development program which helps children and young people with autism spectrum disorders and related social communication difficulties. The program is based on the highly structured, systematic and predictable nature of LEGO play which makes it appealing to children with social communication difficulties who are particularly attracted to systems. Through LEGO therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.
One Page Profile: All children with SEND have a One page profile. This document provides a summary of your child’s needs. This may include what is important to the child, what they are good at, what they would like to be better at and how they would like to be supported.
One plan: A ‘One plan’ is a document drawn up by everyone who works with your child. This would include any professionals that work outside of school, for example the speech and language therapist. This plan would represent the current priorities for your child and how we, as a team, will work together to support your child to achieve these outcomes.
Provision: The support and educational experiences, in all different forms, that we offer pupils at school.
SEND: Special Educational Needs and Disabilities
SMART learning: Spellings, Maths And Reading Together - our approach to home learning. For more information, please see our SMART learning policy on our website.
Transition books: Transition books are developed alongside children who are vulnerable during times of transition. They often include photos of any new spaces, such as a school foyer or new classroom and also of important adults, a new class teacher for example. This book can then be read / looked at by the child in preparation for any forthcoming changes.

Useful links:

Essex Local Offer:

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

Ordinarily Available

<https://schools.essex.gov.uk/pupils/SEND/Pages/Ordinarily-Available.aspx>

SENDIASS

<https://www.essexsendiass.co.uk/>

Families in Focus

<https://www.familiesinfocusessex.org.uk/>

The Bridge Newsletter

<https://pages.news.essex.gov.uk/pages/the-bridge-send>