



Great Easton Primary School

SEND Information Report

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 kind of special needs are 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 or disabilities (SEND), falling within four broad categories: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Needs and Sensory and Physical Needs.

If you tell us that you think your child may have SEND, or need extra support, we will discuss this with you and investigate. We will share with you what we find and agree with you what we will do next and what you could do to help your child.

What happens if I am worried about my child?

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 other adults in their classroom. You can also speak with our special needs coordinator, Kathryn Mayle, or with our Headteacher, Claire Jackman.

How do you identify children with special needs and how will I know if my child has SEND?

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 our concerns. We will look together at their learning and achievements and discuss further support for your child, including possible interventions and future strategies.

If our shared concerns persist, we will work together to draw up a 'one plan' which will help us to monitor your child's progress against individual targets and involve you, and your child, in this process.

What happens if my child does have special needs?

We will follow a graduated approach to your child's learning using a cycle of assess, plan, do, review. This way we can make sure we are always meeting your child's needs.



Miss Jackman
Head Teacher



Mrs Mayle
SENCo



Miss Miles
Deputy Head
(4/5)



Natasha
Lawrence
SEND Governor



Mr Curtis
(5/6)

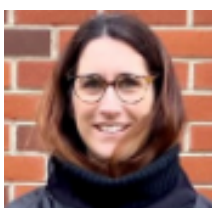


Miss Govey
(3/4)

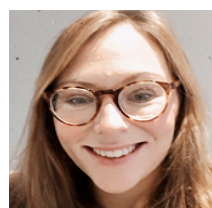
Who is involved?



Miss Wilson
(1/2)



Mrs Delaney
(R/1)



Mrs Lawrence
Assistant SENCo
(R/1)

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 write and update children's 'one-page profiles'.

Kathryn Mayle, our Special Educational Needs Coordinator (SENCo) is responsible for the coordination of support for all pupils with SEND. She liaises with specialists, keeps our SEND support list up to date, provides support for staff, ensures that you are involved in your child's learning and monitors the impact and effectiveness of our provision. She can be contacted by phone on 01371 870219.

Stacey Lawrence, our Assistant SENCo, supports the coordination of SEND across our school and offers advice and support to parents and staff, as well as working alongside Kathryn to ensure a holistic and well-planned approach to our 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.

Natasha Lawrence, SEND Governor, is responsible for ensuring support is in place for any pupils with SEND and monitoring the effectiveness of school provision.

How will teaching be adapted to meet the needs of my child?

All children at Great Easton receive class teacher input via good and outstanding classroom teaching:

- All teaching is based around building upon what your child knows and understands
- Our teachers use different ways of teaching so that your child is involved in all aspects of learning and motivated to learn
- All lessons are differentiated to meet the needs of all pupils
- A variety of ability groupings, mixed groups and independent learning is used to support all pupils



For children with barriers to learning that cannot be overcome through whole class good and outstanding teaching and small group support, we might:

- Call a meeting to put together a 'one plan'
- Put in place further interventions
- Make a referral for specialist support
- Act on the advice of specialists to further adapt your child's learning experiences at school

More specific interventions might include:

- Small group of individual literacy teaching
- Small group or individual maths teaching
- Mentoring support
- Counselling
- Lego therapy
- Speech and language groups
- Horse riding
- Targeted adult support in class

How does SEN support work?

If your child has SEND and is joining our school, we will invite you for a visit so that you can have a look around. 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. We will work very hard to support a smooth transition.

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 they need to meet children and young people's needs.

The SEND Inclusion and Psychology team is made up of:

- Senior Inclusion Partner
- Inclusion Partners
- Senior Educational Psychologists
- Educational Psychologists
- Assistant Educational Psychologists

Specialist services we work with include:

- The Speech and Language Therapy Team
- Medical professionals, for example, pediatricians and occupational therapists

What skills do staff have to help meet my child's needs?

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

- Termly pupil progress meetings between class teachers, the Head teacher and the SENCo
- Termly formal assessments
- Looking at their learning in their exercise books
- Monitoring their 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

- The SENCo's job is to support class teachers with planning for children with SEND
- The school has a development plan that identifies staff development needs to improve teaching and learning, including for pupils with SEND
- We share best practice and expertise through weekly staff meetings
- Individual teachers and support staff attend training courses that are relevant to the needs of specific children within their class
- Our SENCo receives half-termly training updates and support through cluster meetings as part of our involvement in the Dunmow Excellence in Education Partnership

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

- Have their progress monitored by the SENCo using the school's intervention map and data tracker
- Children with an EHCP will also have an annual review meeting

We will keep you informed through meetings (both formal and informal), home-school communication books or Class Dojo, parent's evenings and telephone calls/emails and letters.

What support do you offer for social and emotional development?

Our pupils' 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
- Weekly staff discussions regarding vulnerable pupils
- Lunch time buddies and play leaders
- Counselling
- Social skills support
- Our sensory cave

What extra-curricular activities can my child participate in?

We make sure that activities outside of the classroom and school trips are available to everyone.

Risk assessments are completed for every trip and a suitable number of adults are made available, including individual support where needed.

Adjustments will be made to clubs where this supports access for pupils with SEND.

How is my child involved in their learning?



At Great Easton, we strive to fully engage all children in their own learning. Children are encouraged to mark and respond to their own work, as well as their own work, as well as their partner's. They take responsibility for their own targets, as well as their own SMART learning at home and outside of school (please see our SMART policy on our website).

Children will achieve their best if they are self-motivated and excited to progress. They talk about their learning with their partner in all lessons and pupils with SEND are involved in target setting related to their learning, and more formally as part of the 'one planning' process.

If you or the school feel that, despite a high level of support and intervention over a long period of time, your child needs additional help, we can request that the local authority consider the need for an Education, Health and Care Plan (EHCP). More information regarding this can be found on the Essex local authority website: essexlocaloffer.org.uk

How will
your school
help my
child to
manage
transitions?



If your child is moving to another school:

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

When moving classes:

- All provision and intervention maps will be shared
- If helpful, the child will be given a transition book to take home over the summer
- Children have 2 days during the summer term where they spend time in lessons with their new teacher and class

If moving to Great Easton during the academic year:

- We will meet with you and your child to discuss their needs
- We will liaise with the previous school
- We will arrange a 'one planning' meeting, if appropriate, at the end of your child's first term with us

When moving to secondary school:

- We will support you to make decisions about the right school for your child
- Our staff can go with you to any transition days to help explain your child's needs to the new SENCo
- We will cover the key differences the children are to expect at secondary school through our lessons
- We will arrange additional visits for your child to their secondary school if helpful

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Great Easton is accessible to all individuals with disabilities. Our school building is physically accessible for those in wheelchairs. We have also acted upon advice from visual impairment specialists and used hazard tape to highlight edges and pillars.

We also adapt exercise books and resources, including our interactive whiteboards, so that all pupils can access learning.

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

How will my child manage assessments?



Essex's SEND department has a very helpful information, advice and support service specifically for parents and careers: 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: <http://www.essexlocaloffer.org.uk>

If you are unhappy about anything please contact us. We want to build and maintain good relationships and to work alongside families to provide the best possible education.

From time to time situations may arise where parents feels 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.