Ongar Primary School

Special Educational Needs and Disabilities (SEND) Information Report

Our School Offer

Ongar Primary School Offer - Ethos & Aims

This document summarises our SEND ethos and details what our school offers children with additional or special educational needs and disabilities (AEN/SEND).

- At Ongar Primary School all staff have high aspirations and expectations of children with SEND
- We will endeavour to identify a child's needs as quickly as possible and address these needs using a 'graduated approach' (see slide four)
- We will communicate with parents/carers at all stages of our involvement
- The opinions and aspirations of the child and their parents/carers will be sought and valued at all times

Meeting the needs of children with AEN/SEND

How do we identify that a child has additional or special educational needs?

Throughout the school year Class teachers complete a cycle of teaching and learning where they 'plan, teach, assess and review'. Both informal and formal assessments help to identify how well your child is progressing. These assessments, observations, the class teacher's knowledge of your child plus information from yourselves, will help determine if a child has any additional or special educational needs.

Who is responsible for meeting these needs?

Your child's Class teacher is responsible for meeting the needs of *all* children in their class.
The Special Educational Needs & Disabilities Co-ordinator (SENDCo) has overall responsibility for SEND within the school and supports and advises parents and staff as required. The SENDCo can access some support from external agencies and may be involved in meetings with parents/carers, children and class teachers.

How are these needs met?

Additional needs are met in a range of ways. For example, by providing work of a suitable ability level, teaching with an awareness of different learning styles and/or providing additional learning sessions.
Learning Support Assistants (LSAs), following the guidance of Class teachers and the school's SENCo, will be used effectively to support the progress of SEND children.
The class teacher will use their own, and their colleagues subject knowledge, plus refer to documents and reports from specialist staff, to identify how best to support your child's specific needs.

What is the Graduated Approach?

The graduated approach shows the different levels of support that can be provided for a child with additional needs. This will range from 'quality first teaching' within the classroom, to varying degrees of 1:1 support for some children with Education, Health and Care plans (EHCPs).

The following slides explain each stage in more detail.

Stages of the Graduated Approach

INITIAL CONCERN

When the academic, social and/or emotional progress of a pupil is causing some concern, the class teacher will gather information from a range of sources and make informed decisions about next steps. Some adaptions may be trialled and the situation monitored.

ADDITIONAL SUPPORT

If, following a period of monitoring, progress in key areas remains a concern, the class teacher will plan for a greater level of intervention.

In some cases a One Page Profile may be written. This simple document will identify what your child finds difficult, and how adults can best help them.

SEND SUPPORT (ONE PLAN)

If additional class support is proving not to be effective or it becomes clear that a higher level of intervention is needed, a personalised support plan – known as a One Plan - will be written by school staff. This will be with the full involvement of the child and parents/carers. Advice from external agencies may be sought.

Education, Health and Care Plan

Occasionally, a few children require a very specialist and high level of support in order to achieve to the best of their ability. Education, Health and Care plans (EHCPs) can help to address such needs. Applications for an assessment of need is made to Essex County Council and will need to be discussed with the SENDCo.

The Graduated Approach: further details

What does it mean if my child is receiving 'Additional Support'?

- The need may be short term or easily addressed through simple adjustments
- Support is likely to focus on specific areas
- Support can be of a physical, social and emotional nature as well as academic
- A One Page Profile may be written to identify your child's areas of difficulty and how adults can best support
- Your point of contact will be the class teacher

What does it mean if my child is receiving SEND Support?

- A deeper level of need has been identified and requires additional intervention if progress is to be made
- A One Plan will be written identifying desired outcomes and how these can be achieved. With your permission, your child will be placed on the school's SEN register.
- Support will be provided regularly and over a longer period of time
- Your point of contact will be the class teacher
- The school SENDCo will have some involvement with your child's support

What does it mean if my child has an Education, Health and Care Plan?

- Your child will have complex needs
- A high level of long term support is required
- The school may seek the involvement of a range of external support agencies such as Specialist Teachers and specialist Speech and Language Therapists (SALTs)
- Your point of contact will be the class teacher and also the school's SENDCo

How might my child be supported?

Support will vary depending on each child's individual needs. Listed below are some of the ways in which we may help your child:

In Class

- Differentiated teaching and learning
- Different approaches to supporting understanding and recording e.g. use of writing frames, bespoke toolkits, use of technology
- 1:1 and/or small group work to aid understanding and support recording, provide 'catch-up' opportunities, pre-teach or practise key skills
- Interventions that focus on specific skills such as spellings and times tables
- Social, emotional and general well-being support e.g. playground buddy, 'Zones of Regulation' work
- Be-spoke work spaces and learning arrangements e.g. a 'first/then' approach

Additional to class sessions

- Specific language based programs such as 'Language for Thinking'
- Speech & Language Therapy as directed by a qualified Speech & Language Therapist
- Activities that support listening and organisation skills such as 'Gym Trail'
- Activities that support physical/sensory needs like 'Finger Gym' & 'Sensory Circuits'
- Bespoke sessions such as 'Drawing and Talking' or social skills sessions

Transition

Where needed, special arrangements will be made to support children with SEND to transition between different year groups and schools.

Children with specific physical disabilities and/or medical needs

We will conform to the requirements and guidance detailed within the documents, Children and Families Act 2014, Equality Act 2010 and Supporting pupils at school with medical conditions 2014/15, when working towards meeting the needs of children with SEND.

We will adapt the environment and make reasonable adjustments whenever possible, for example installing additional hand rails to aid mobility.

We will ensure that a child with physical disabilities is able to access the school curriculum alongside their peers at all times; for example by adapting lessons and providing specialist resources.

We will ensure that relevant staff are trained to support children who have specific physical and/or medical needs.

A member of staff will be made available to administer specialist medication and care in line with the guidance on individual Medical Care Plans.

Both school and Trust policies can be found on Ongar Primary School's website.

Who else might support my child?

At Ongar Primary School we have access to the following external support:

- Inclusion Partners (IPs)
  IPs support groups of schools to provide optimum learning environments for children with physical, learning, communication, social and emotional difficulties and differences.

- Educational Psychologists (EPs) – when available, support in a similar way to IPs and sometimes complete bespoke assessments.

- Health Care Professionals e.g. School Nurse, Occupational Therapist, Speech and Language Therapists

- Outreach services e.g. those offering support to families of autistic children

- MIND in West Essex – a service based at our school that offers 1:1 sessions with parents/carers and class or group sessions to children with a mental health/behaviour focus.

The Class teacher, SENDCo or sometimes Headteacher, can discuss and support a possible referral for your child. Parents/carers can access some services directly.

Questions you may have

When do I, the parent/carer, become involved?

If you or a member of the school team believe that your child would benefit from additional support, a meeting will be arranged to discuss these concerns and how, together, we can work towards addressing your child's needs. Your involvement therefore is immediate. Children who are supported with their learning, social and/or emotional needs at home, make the greater progress as shared goals are very effective in achieving success.

How and when do you assess my child's progress?

The Class teacher continuously assesses your child's progress by talking to and working with your child, taking feedback from other practitioners who work with your child, marking their work and completing informal assessments. This process, known as 'Assessment for Learning (AfL), is on-going and provides the class teacher with information to plan next steps. We also complete formal assessments at least once a term which provide additional information.
One Plan targets are reviewed every half term and we meet with parents to share this information once a term.

How will I know if my child is making good progress?

At Ongar Primary School we encourage all parents/carers to become involved with their child's education from Reception class through to Year 6. To support this, staff are usually available after school for an informal catch up or an appointment can be made via the school office if you wish to discuss something in more detail. We will also meet with you at school open evenings in the autumn and spring terms and may also request additional meetings with you at other times to assess progress and update targets. Children with One Plans or EHCPs have reviews at least once a term. If your child is not progressing as hoped, we will discuss different strategies with you and possible next steps. Meetings are usually held in person but may also be conducted online or by telephone if this is preferred or dictated by external circumstances.

Will my child always need extra help?

Not necessarily. If early interventions are effective, additional support can (gradually) be withdrawn. We will always discuss your child's progress with you before making any changes

Where can I access additional information?

Please refer to Essex County Council's 'local offer' for comprehensive links to a range of resources for children and young people aged 0-25 with SEND. Type, 'Essex local offer' into any search engine.

Contact Details and Complaints Procedure

Who should I contact if I have any questions or concerns about my child's additional educational needs or disabilities?

Always speak to your child's class teacher first. Say what your concern is and ask if the class teacher can assist. In most situations the teacher will be able to help but in the event that they cannot, they will put you in contact with the SENDCo or another relevant member of staff.

If your concern is not a class-based matter, please speak to the SENDCo direct (see below).
Once you have reported your concern and actions have been agreed, you should continue to monitor the situation and return to the class teacher or SENDCo if you believe there to be no improvements. If you are not satisfied with the actions of the class teacher, please contact the school office to make an appointment with the SENDCo, Mrs S Beardsmore who oversees SEND provision within the school.

If, following meetings with both the class teacher and SENDCo, you are still dissatisfied, you may wish to contact either the Headteacher of the school, Mrs Debbie Attridge, or the Chair of Governors, Ms K Dale and Mrs B Hockley to discuss your concerns further. You may also wish to refer to our school complaints procedure.

SCHOOL TELEPHONE NUMBER: 01277 362354
SENCO: Mrs S Beardsmore, email: senco@ongar-pri.essex.sch.uk
SEND Governor: Mrs S Wigglesworth
HEADTEACHER: Mrs D Attridge
CHAIR OF GOVERNORS: Ms K Dale & Mrs B Hockley

Please refer to the Ongar Primary School website for further information and contact details