



# Special Educational Needs Information Report



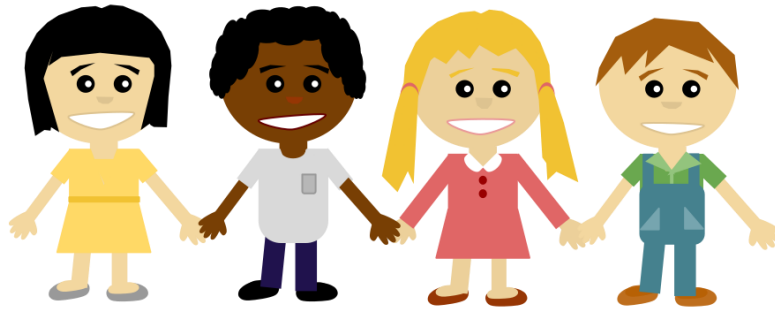
Welcome to our Special Educational Needs and Disability (SEND) Information report which is part of the Essex Local Offer for learners with SEND. The Essex Local Offer is published at <http://www.essexlocaloffer.org.uk/>

Last updated: September 2022

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# Every Child Matters to Us



## Our School Ethos

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.

At Ingatstone Infant School we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school community
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their needs
- 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
- 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 appointments, and following up on recommendations made with input at home.
- Making effective use of all support services available to us wherever possible.

## What kinds of SEN are provided for

At Ingatestone Infant School we have experience of providing for a range of needs and we ensure learning is accessible for all pupils. Examples of needs include:

- Speech, Language and Communication needs
- Cognition and Learning needs (including dyslexia)
- Social, emotional and mental health difficulties (including attention deficit hyperactive disorder or attachment disorder)
- Sensory and Physical needs

## Admissions

All school admissions are dealt with by Essex County Council rather than the school. Parents will receive a 'Common Application Form' which must be completed and returned to Essex County Council by the closing date.

If your child is due to start primary school and has an Education Health Care (EHC) plan, they will be allocated a school place by the Statutory Assessment Service. Visit Essex Local Offer for more information about the service. If your child is being assessed for an EHC plan, you should still apply through the normal round of admissions.

All children take part in a comprehensive induction programme in the summer term before they start. This includes workshops for parents which provides an opportunity for parents to discuss any special needs with the Headteacher or SENCo.

Our admissions policy can be found on our school website or by clicking this [link](#).

## What SEND provision looks like for children at our school



The people who will work with you and your child and the roles they will take are as follows:

### Class Teachers

Your child's class teacher is responsible for:

- Ensuring that all children have access to high quality teaching and that the teaching and curriculum is adapted to meet your child's individual needs.

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this may include targeted work, additional support or adapting resources) and discussing any amendments with the Special Educational Needs Coordinator (SENCo) as necessary.
- Writing One Plans with the SENCo and sharing and reviewing these with parents/carers at least once a term and planning for the next term's targets.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work for your child. This may involve the use of additional adults such as learning support assistants, outside specialist help and specially planned work or resources.
- Communicating progress with parents/carers. This is done informally throughout the school year as well as in a more formal meeting, once a term, called a One Plan Meeting. We encourage families to be involved in the children's provision.

You can contact your child's class teacher by talking to them at the end of the day or by making an appointment to meet them via the school office or by telephone.

### **Special Educational Needs Co-ordinator (SENCo)**

Jane Kain is the SENCo at Ingatestone Infant School. She can be contacted via the school office, by telephone (01277 352803) or email ([senco@ingatestone.essex.sch.uk](mailto:senco@ingatestone.essex.sch.uk)). Jane Kain has gained the qualification 'National Award for Special Educational Needs Co-ordination'.

The SENCo is responsible for:

- Coordinating all the support for children with Special Educational Needs (SEN) and/or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents/carers you play an active role in; supporting your child's learning at home and at school, reviewing your child's progress and planning processes for their future
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. School Inclusion Partner, Speech and Language Therapists, Educational Psychologists etc.
- Updating the school's SEND register - a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known, understood, met and monitored effectively.
- Providing specialist support for teachers and support staff in the school so that they can help all children with SEND to achieve their potential.
- Supporting the class teacher with One Planning and identifying specific targets for your child to work towards.
- Organising training for staff so that they are aware and confident about how to meet the needs of your child and others within the school.

- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **Teaching Assistants/ Learning Support Assistants**

A Learning Support Assistant (LSA) may be allocated to support pupils with significant special educational needs and/or disabilities. Whilst they take a very valuable role in your child's education, if you have specific queries about your child's progress, your questions or concerns should be directed to your child's class teacher/SENCo. Of course, as a school we welcome dialogue between parents and actively encourage feedback.

### **Governing Body**

Stacy Wootten is Ingatestone Infant School's SEND Governor. The SEND Governor visits the school regularly and reports back to the Governing Body.

The SEND Governor is responsible for:

- Ensuring the school has an up to date SEND policy.
- Ensuring the school has appropriate provision and has made effective adaptations to meet the needs of all children in the school.
- Ensuring that the necessary support is provided for any child who attends the school who has SEN and/or disabilities.
- Monitoring/evaluating the support given to children with SEND at the school and being part of the process to ensure all children achieve their potential in school.

The Governing Body has a contingent of Parent Governors and the Governing Body as a whole regularly communicates with, and seeks views of parents and pupils. The SENCo reports to the Governing Body three times a year.

## **How are children who may have additional needs identified and supported?**

We use on-going assessment to identify specific needs and aim to address these through adjustments of 'quality first teaching', teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, and individual and group support.

The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation.

Our school aims to make the teaching and the curriculum inclusive for all children by ensuring:

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will endeavour to ensure that your child's needs are met.
- Support staff can adapt the teachers planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

At Ingatestone Infant School we assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

For further information on how we ensure equality for all pupils, please refer to the Single Equality Plan. This can be found on our school website or by clicking this [link](#).

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) extra teaching or other rigorous interventions designed to secure better progress, where required will be implemented. The pupil's response to such support can help identify their particular needs.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

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. Wider support may be needed to best support the child and this could involve support from external professionals or agencies. Parents would always be consulted before any referrals are made.

Pupils with SEND who are entitled to the Pupil Premium Grant (PPG) will receive interventions that meet their needs, in line with the PPG statement.

### **Intervention Groups**

We use intervention groups to pre-teach and consolidate children's learning and understanding depending on what is being taught.

Any child who has been identified as having specific gaps in their understanding of English, Maths or in their social and emotional development may receive support through specific small group work or 1:1 work. This group may be delivered in the classroom or another area of the school. It may be delivered by the teacher, TA (Teaching Assistant) or an LSA (Learning Support Assistant) who has been trained to deliver these groups.

Your child's teacher will have carefully checked your child's progress and will have decided that your child has a gap in their understanding/learning and that they need some extra support to close the gap between your child and their peers.

The professional delivering small group support will do this using the teacher's plans, or a recommended programme.

### **Speech and Language Support**

We work in partnership with speech and language therapists to plan and deliver support for children with specific speech and/or language needs/difficulties.

### **How progress is monitored of our pupils on the SEND register**

Once a child is identified as having a special educational need, their progress and support is monitored using a four part cycle: Assess – Plan – Do – Review:

- Assess – the child's needs are assessed at least termly by the class teacher in consultation with the SENCo.
- Plan – the teacher and the SENCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are kept fully aware of the planned support and interventions and, where appropriate, seek parental involvement to reinforce or contribute to progress at home.
- Do - the class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. They work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



- Review – the impact and quality of the support and interventions is evaluated, along with the views of the child and their parents. This feeds back into the analysis of the child's needs. The class teacher, working with the SENCo, revises the support in light of the child's progress and development, and decides on any changes to the support and outcomes in consultation with the parent and child. Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

### **Children with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.**

If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school to enable your child to make progress.

Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to discuss your child with or refer your child to a specialist professional e.g. Specialist Teacher or Inclusion Partner. This will help the school and yourself understand your child's particular needs better.

### **Education Health Care Plans (EHCPs)**

The school can request that the Local Authority carry out a Statutory Assessment of your child's needs.

Information will be collected by the SENCo, other agencies and parents and an application sent to the Local Authority. They will decide whether the child's needs seem complex enough to require an assessment.

After the reports have been sent in, the Local Authority will decide if your child requires a Needs Assessment. A Needs Assessment meeting will take place with you, the school, the Local Authority and any specialist professionals who have been involved to support your child. The information provided will form a report which will be sent to the Local Authority and looked at by a team of professionals known as 'The Panel'. The Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case then an Education Health Care Plan will be produced for your child. This is a statutory document which will remain with your child until they are 25 years of age unless decided that it no longer remains appropriate. This document is reviewed annually by the child's educational placement.

### **What additional provision do we offer?**

We currently have access to local authority specialist teachers who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual impairment. There is no guarantee that the local authority will continue to have people in these positions. We

currently have limited access to an Educational Psychologist who may make observations and meet with parents.

We have contact with pre-school early support specialists who currently continue to work with specific children during their transition to, and in their first term at Ingatestone Infant School

We work with the local occupational therapy team who are able to undertake an assessment regarding equipment, furniture or access to the building. The SENCo and Headteacher will meet with parents to discuss particular needs and requirements for individual pupils.

Currently, the Local Authority provides some specialist equipment – some items are purchased by the School. The occupational therapists periodically check and maintain equipment they have provided. Examples of specialist equipment include adapted keyboards, supportive seating, sensory aids and adapted PE and playground equipment.

We also work with a local charity called Kids Inspire who help to support pupils with their social, emotional and mental health needs.

## **Expertise of staff at Ingatestone Infant School**

Teachers, TAs and LSAs receive updates and training depending on needs.

Our staff are currently supporting pupils with:

- Autism (Autism Education Trust Training)
- Literacy Interventions (e.g. ELS)
- Maths Interventions
- Fine and Gross Motor Skills (e.g. Gym Trail)
- Speech and Language Interventions (e.g. Wellcomm)
- Emotional support (e.g. social groups)

Expertise is also secured through extended services provision and the Brentwood Collaborative Partnership. (Details below)

The school SENCo regularly attends training and keeps updated with current documentation and initiatives.

TAs are currently deployed on a needs basis to classes and LSAs provide individual support to pupils where required.

Staff members are encouraged to attend courses to develop their skills. Current training initiatives include:

- Nuffield Early Language Intervention (NELI) for pupils with speech and language needs.
- Trauma Perspective Practice for pupils with emotional difficulties.

Interventions are reviewed every half term to monitor impact on pupil progress and this determines the next cycle of interventions.



## **How do we consider the views of pupils with SEND?**

At Ingatestone Infant school we follow a person-centered approach which means that the pupils' views and needs are at the heart of everything we do. We aim to provide pupils with a curriculum suited to their educational needs, which is rich, varied and enjoyable using themes to promote a context for learning.

Where possible, pupils with SEND are invited to review meetings for the education plans and are encouraged to contribute their views. Pupils are made aware of their individual targets and have ownership of them. Depending on individual needs, targets may be set and celebrated in different ways, for example, reward charts, points cards.

Pupils can pass on views about the school via their class councillors who raise them at School Council Meetings. Children are encouraged to talk about their views and needs with the staff.

## **How do we work with parents of children with SEND?**

We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We have an 'open door' approach where parents are encouraged to maintain close communication links with the class teacher, SENCo, LSAs and Headteacher.

We welcome the involvement of parents supporting at home, in class and with specific events or trips.

For some pupils with SEND, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written school report in the summer – which may be discussed face-to-face with the teacher if necessary.

For pupils with complex needs or an Educational Health Care Plan (EHCP), meetings take place with the class teacher and the SENCo – to discuss pupil progress and targets. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil.

Parents may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Teachers etc. who are involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, etc. Social Care input is also available where needed. The Head Teacher/SENCo are able to signpost parents to various support services such as Optometrists, SNAP etc. should they require this.

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



## **How are children supported with transitions?**

Pre-school: The Early Years Specialist teacher team contact us to arrange a meeting, usually in the summer term before the child starts at the school. Parents and other professionals are invited to the meeting. SENCo and relevant staff visit pre-school settings of children with complex needs and liaise with key workers.

The Early Years Specialist Teacher continues to work with the child for the first term and organises a meeting to handover to the Primary Specialist Teacher.

EYFS teachers prepare for the transition of pupils to Year 1 of Key Stage 1 at an appropriate point towards the end of foundation stage.

Year 2 teachers and Learning Support Assistants support the transition of pupils going to the Junior School during the summer term.

SENcos and key staff from the Junior School visit Ingatestone Infant School to discuss pupil needs. Copies of essential paperwork is transferred to the Junior School in the summer term prior to the child leaving.

Information regarding the special educational needs of looked after children is reported to the placing local authority termly.

## **How is the SEND budget used?**

The SEND budget is used to partly fund the deployment of LSAs, equipment and resources, and training of LSAs. It is monitored by the Headteacher and Governing Body.

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

## **What to do if you have a concern or complaint**

The school has 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 for a meeting with the class teacher.

If necessary, they would then go to the SENCo, after which, the matter progresses to the Headteacher.

In the unlikely event that the matter is not concluded, the complaints procedure can be read on the school website or by clicking this [link](#). A paper copy can be requested from the school office.

## What other support is out there?

The Parent Partnership is a support service available to parents of children with Education Healthcare Plans. They are not linked to schools and offer a free advice service to parents. The Parent Partnership can be contacted on: 01245 436036 or [parentpartnership@essex.gov.uk](mailto:parentpartnership@essex.gov.uk)

### Other useful contacts:

**Local GP surgery**

**School Nurse** – contact via the School.

**Families in Focus (Essex)** – 01245 353575 [www.familiesinfocusessex.org.uk](http://www.familiesinfocusessex.org.uk)

**Larchwood Gardens Family Hub** - 0300 247 0013

**SEND Information, Advice and Support Service (SENDIASS)** - 01245 204338

[send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

**SNAP Charity** - An Essex charity for families with children and young people who have any special need or disability. Tel: 01277 211300 Email: [info@snapcharity.org](mailto:info@snapcharity.org)

**The Ark Centre** – The Ark Centre is a therapy centre for pre-school children with autism and/or social communication difficulties. [admin@thearkcentre.org](mailto:admin@thearkcentre.org)



## Legal Duties

The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.

The SEND Policy and Accessibility Plan are available on the school website – <http://www.ingatestone.essex.sch.uk> or by clicking the following links:

- [The SEND Policy](#)

- [Accessibility Plan](#)

Paper copies can be made available by enquiring at the School Office. Other policies such as our Safeguarding policy and Behaviour policy can also be viewed on our website.

We also follow guidelines from the following legal documents:

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Children and Families Act 2014 Chapter 6](#)

[The SEND Regulations 2014](#)

[Equality Act 2010](#)

[SEND Code of Practice 2015](#)

# Brentwood Collaborative Partnership



Ingatestone Infant School is a member of the Brentwood Collaborative Partnership (BCP) whose purpose is to share experience and expertise of SEND across the membership schools.

All schools within the BCP have access to the help and advice of the SEND team at the Endeavour School (Special School). They are able to provide training and advice for staff and parents at the Endeavour or as outreach in our school.