

Two Village C of E Primary School



Special Educational Needs and Disabilities Information Report



Two Village Church of England Primary School Special Educational Needs and Disabilities Information Report

Two Village C of E Primary Ethos and Overview

Two Village Church of England VC Primary School is a one form entry school. The school currently has 165 pupils aged 4 -11.

Visions and Values, for our whole school community:

Our Christian Vision

Sowing the Seeds for Success – With God All Things Are Possible (Matthew 19:26)

Our Christian values are:

Forgiveness, Respect, Perseverance, Stewardship, Compassion and Thankfulness

We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching for all pupils. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

There are other documents on our website (www.twovillage.essex.sch.uk) that you will find of interest.

Identifying children's additional needs

We work hard to include parents in their child's education. We believe that home and school need to work together in partnership and are happy to answer any questions or concerns. We welcome the involvement of parents in all aspects of school life.

How will the school know if a child has an additional need and how will it be addressed?

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by the child
- Concerns raised by the teacher
- Liaison with external agencies
- Health diagnosis through paediatrician



How will I raise concerns if I need to?

- Talk to us – firstly contact your child’s class teacher, as they are the person within school who will know your child best as a learner. Further contact will then be arranged with the SENDCo, if appropriate.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be open and honest with us.

How will school support my child?

What different kinds of support are available to children with SEND?

- Curriculum adaptations/differentiation
- Support for behaviour
- Support for health needs
- Grouping of pupils to provide support
- Specific individual support
- Research based intervention programmes
- Response to specialist outside agencies, including social care where necessary

Who will oversee, plan, work with my child and how often?

- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the class teacher. Planning includes differentiated learning for children identified as having special needs.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support begins.

Who will explain this to me?

- The class teacher will meet with you half termly to discuss your child’s needs, support and progress.
- For further information the SENDCo is available to discuss support in more detail.

How are the Governors involved and what are their responsibilities?

- The SENDCo reports to the Local Schools Board every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- An identified member of the Local Schools Board is responsible for SEND and meets regularly with the SENDCo. They also report to the Local Schools Board to keep them informed.
- The LSB agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.



How will the curriculum be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this will be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Personalised Curriculums are used, where needed, for children who are finding it difficult to access the already differentiated curriculum alongside their peers.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome to make an appointment after school to meet with the class teacher or, at any time on Tuesday, Wednesday and Thursday, to meet with the SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register, their additional learning needs will be identified and provided for on a Provision Map. A Learning Support Plan will then be written using a person-centred approach, involving you and your child.
- If your child has complex SEND they may have an Education, Health and Care Plan, which means that once a year, a formal review meeting will take place to discuss your child's progress and a report will be written, in addition to the more regular meetings as part of the one planning process.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods including National Curriculum standards and reading and spelling ages.
- In order to assess and review children's progress towards outcomes, we use: intervention records, pupil views, parent views, pupil progress meetings, observations, formal assessments and teacher reports.
- Further information is available in the SEN Policy.



What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- If your child has additional medical needs a member of the school office staff will arrange a meeting with parents and all other relevant professionals. If necessary, at this meeting a 'Health Care Plan' will be completed.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside the school Learning Mentor, or outside agencies such as Health and Social Services, and/or the School Inclusion Partner or Educational Psychologist.

How does the school manage the administration of medicines?

- The school are happy to administer prescribed medication on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis school staff oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Occasionally a child may visit outside clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a positive approach to all types of behaviour.
- We are a Trauma Perceptive Practice (TPP) trained school. This ideal is very much focused on viewing behaviour as a need and how the child is trying to meet this need through the behaviour they are exhibiting. It also has a key focus on restorative practice with logical consequences. The Head Teacher and SENDCo are both fully trained trainers for the TPP programme.
- If a child is presenting with challenging behaviours, a Consistent Management Plan (CMP) is written alongside the child, parents and teacher to identify the specific issues, put relevant support in place and set targets. STAR analysis grids and Anxiety mapping may also be used to support all those involved in further understanding the behaviours exhibited.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- A reduced timetable provision may also be implemented to enable the child to gradually build up the number of successful sessions in school, and reducing the risk of further fixed term exclusions.
- Attendance of every child is monitored on a daily basis by the Administrative Staff. Lateness and absences are recorded and reported to the Headteacher. Good attendance is actively encouraged throughout the school.



How will my child be able to contribute their views?

- As a school we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children identified as having SEN will have their own person centred 'One Page Profile' which will contain their likes, dislikes, what they enjoy, what they are good at and what they struggle with.
- If your child has an Education, Health and Care Plan their views will also be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

- Mrs Massey, our SENDCo, works part time. The SENDCo has regular meetings with senior staff, teachers, teaching assistants, families and outside professionals about the provision in place at school. She also regularly attends SEND cluster meetings, training and conferences to remain informed about latest practices and policies.
- As a school we have a range of programmes that we can implement to address both social, emotional and academic needs. We also have a dedicated Learning Mentor, Miss Lungley, who can work with children on a 1:1 basis or in a small group.
- As a school we work closely with external agencies that we feel are relevant to individual children's needs within our school including: - The school Inclusion Partner and Educational Psychologist and for Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services and educational psychologists.

How will my child be included in activities outside the classroom, including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Pupils with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis and may join the School Council. Access to lunchtime and after school clubs is also provided.

How accessible is the school environment?

- The school site is wheelchair accessible with three disabled toilets, large enough to accommodate changing. Two of these toilets have a shower and one has a full ceiling hoist and changing bench installed.
- The school is all on one level, with no steps leading into the building or rooms.
- There are two disabled parking bays within the staff car park and one in the neighbouring nursery car park.
- Corridors within the school are wide and many rooms have double doors.
- We liaise with EMAS (Ethnic minority Achievement Service) who assist us in supporting our families with English as an additional language.



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How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also request to visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits to aid transition.
- We liaise closely with Staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a review will be used as a transition meeting during which we will invite staff from both schools to attend.
- Towards the end of each academic year, pupils spend time in their new classrooms with their new teachers for two days to aid transition to the next stage of their school journey.

How are the school's resources allocated and matched to children's SEN needs?

- We ensure that all children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available.
- We have a team of teaching assistants who are partly funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a high needs TA.

How is the decision made about what type and how much support my child will receive?

- The class teacher, alongside the SENDCo, will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- Support will be arranged through on-going discussions with parents.

How do we know if it has had an impact?

- By reviewing children's targets on Learning Support Plans and ensuring they are being met.
- The child is making progress academically against national/age expected standards and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may be removed from the SEN register when they have 'caught up' or made sufficient progress.

Contacts at the school

- First point of contact would be your child's class teacher.
- You could also arrange to meet Mrs Massey our SENDCo.
01255 880268 (t)
01255 886325 (f)



Support and training for school staff

How are school staff trained and supported to work with children with SEND?

- We identify training needs for teachers and support staff and organise training opportunities to meet these needs. Our SENDCo, organises SEND training, calling on the services of specialist providers where necessary. We access specialist training from other providers.

Support and training for parents/carers

What support and training within the school is available to parents and carers?

- Parent information sessions are held on how we teach English, how we teach maths, how we teach phonics and preparing for KS2 SATs.
- Support is provided for some families from Bespoke Practitioners, a service that we buy into as a school.
- Information is sent out to all parents via email, regarding the EXTRA family support services and the MAZE project

Further information for families and practitioners

- SENCAN 03000031866
Essex County Council SEND service.
- Autism Anglia 01206 577678
Confidential support, a listening ear, practical advice to families affected with autism.
- Cruse Bereavement 08444779400
Support after the death of someone close.
- Extra 01255 475001
Free parenting workshops and courses for families. Plus help, support and advice.
- Families in Focus 01245 353575
Independent parent led registered charity providing holistic support to families of children with disabilities and special needs (0-19 years old) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis.
- Maze 01206 825195
Parenting programme for parents of children who have additional needs.
- Mind Support @the Junction 01255 479226
Support for 10-18 year olds having problems and who do not know which way to turn.
- One Support 03001231921



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Individual housing related support to people in the community, preventing homelessness, helping people maintain tenancies, increase life skills and live more independently.

- YES (Youth Enquiry Service) 01206 710711
Free counselling, support and information for 11-25 year olds.

Approved by Local Schools Board: 29th November 2022

Review: Annual

Next Review: Autumn Term 2023