



Shaw Primary Academy

Local Offer – SEND Information Report

Shaw Primary is an inclusive school where children aged 3-11 feel safe, happy and valued.

Our broad and balanced curriculum is innovative, creative and fun and is taught through exciting projects that support our love of learning and our respectful ethos.

Our intention is to create resilient motivated children who are bravely independent in their never ending learning journey. We want them to be curious, challenge themselves and have the ability to adapt and grow as their future education and employment becomes a reality.

Pupils build confidence, develop self-reliance, learn to make decisions and develop the ability to express feelings and ideas. It is important that children learn to build relationships with other children and adults and be sensitive to the needs of others.

In order to fulfil this, the school is organised to meet the needs of individual children and to provide experiences to enable each child to reach his/her full potential. We aim to create a warm, caring atmosphere where your child can feel safe, relaxed, accepted and valued. Our school motto is

Safe – **H**appy – **A**iming high – **W**orking together!

We recognise the need to develop each child's self-confidence and see this as necessary for children to make full use of the curriculum offered.

At Shaw every child matters and we treat every child as an individual; we are concerned not only about academic skills but linguistic, emotional, creative and physical development. With this in mind we view the child's pre-school experiences as important, and recognise the value of working closely with parents. This partnership should continue throughout your child's time in school.

All Thurrock Schools are committed to and adopt a similar approach to meeting the needs of all children including those with Special Educational Needs and Disability (SEND). There is a shared expectation that all children, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Shaw Primary Academy is an inclusive school and may offer the following range of provision to support children with any area of need including communication and interaction, cognition and learning difficulties, social, emotional and mental health problems or physical or sensory needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies as well as taking into account child and parental views. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

The information contained in this local offer is based on Chapter 6 – Schools – in the Special Educational Needs and Disability Code of Practice 0-25 years – statutory guidance for organisations which work with and support children and young people with special education needs and disability. A full copy of the Code of Practice (CoP) is available from the link below.

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## **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Shaw Primary Academy early identification is essential to ensure all pupils, but especially those identified as requiring additional support, achieve success. Close liaison with other schools, nurseries/Early Years' settings and any other professionals involved when children transfer, ensures that previous levels of provision and safeguarding can be maintained.

Please refer to Code of Practice (COP) 6.1, 6.14-6.27

The identification process takes into account one or as many as appropriate of the following areas:

- Liaison with pre-school/previous school or setting.
- Collation of contextual information about an individual.
- Evidence obtained by ongoing teacher observation and assessment.
- Analysis of data including whether a child is performing below age expected levels and if expected progress is being made.
- Termly Pupil Progress Meetings are held to review the progress of every pupil. At these meetings those pupils requiring different from and/or additional to provision to their peers are identified including children with possible SEND.
- Termly Inclusion Pupil Progress Meetings are held to review the progress of all SEND pupils and any pupils who have been identified as requiring different from and/or additional to provision to their peers. These meetings take place between the Special Educational Needs Co-ordinator (SENCo) and class teacher.
- Concerns raised by the child's teacher, or other staff involved with a child – including the SENCo (Special Educational Needs Co-ordinator) as appropriate, of issues which are significantly affecting performance and/or significantly contributing to a lack of progress.
- Close liaison with parents.
- Identification by and liaison with a range of outside agencies.
- Health diagnosis through paediatrician, occupational therapist, physiotherapy, speech and language therapy services etc.

The preceding areas will be taken into consideration in relation to the following:

- Cognitive development and learning difficulties.
- Short term memory concerns and/or retention of information.
- Poor concentration including features of ADHD, ADD.
- Communication difficulties (speech, receptive or expressive vocabulary maturity, etc).
- Hearing or visual difficulties.
- Medical needs identified, e.g., cystic fibrosis, heart conditions, cerebral palsy, etc.
- Physical difficulties as well as developmental delay of gross motor skills.
- Inappropriate or disruptive behaviour.
- Children who are severely withdrawn.
- Social or emotional difficulties.
- Any other relevant issue.

These can be identified under the following Broad Areas of Need (C.O.P 6.28-6.35)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identification via robust assessment will form part of the Graduated Response to children with SEND – COP 5.38-5.46 and COP 6.44-6.56

On entry to the school each child's attainment will be assessed using the Foundation Stage Profile. Standardised assessments will help to inform the school of a child's aptitudes, abilities and attainments and will be used to improve continuity in learning as pupils enter school and upon transfer into Key Stage 2. Similarly pupils transferring from another primary school will be assessed. Ongoing assessment for learning will enable ongoing monitoring of attainment and progress and also aid identification of any pupil requiring intervention at any level.

#### **WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS? HOW WILL I RAISE CONCERNS IF I NEED TO?**

- Talk to us!
- If you have concerns about your child's progress or think there may be an SEND issue you should speak to your child's class teacher initially.
- If your concerns continue and you believe that your child is still not making progress and that there still may be needs which need to be further assessed and actioned you should ask to speak with the SENCo – possibly in a joint capacity with the class teacher.
- If your concerns continue the SENCo will be able to advise you on further actions you can take and be able to inform you of other people or services you may want to contact.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- Should you have any continuing concerns or feel you need to make a complaint there are arrangements for handling complaints about the support the school provides from parents of children with SEND.
- In the first instance, please contact the SENCo to outline your complaint, you can also contact the Inclusion Manager if you feel this level of intervention is needed. If you still feel that your complaint has not been resolved satisfactorily then follow the school's main complaints policy. This can be done in conjunction with PATT (Parent Advisory Team Thurrock) who will support you and provide mediation between you and the school if necessary and appropriate.

See COP 1.7 and 6.27

#### **HOW WILL I KNOW THE SCHOOL SUPPORTS MY CHILD?**

If your child is identified as not consistently making expected progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Plan any additional support your child may receive including at what level and whether consideration is being given to any SEND issues/concerns.
- Discuss with you any referrals to outside professionals to support your child's learning.
- The school will liaise with you and inform you if a decision is made that they need to go on our school SEN register. A meeting will be held to discuss what it means for you and your child. Specific individual focuses for your child will be discussed and what support will be in place in school.

- Termly parent's evenings will keep you informed of and updated with the support your child is receiving in school - including if this is at a level where SEND provision would be in place – we will invite both you and your child to participate and give views etc. when planning for and reviewing need and provision.

### **WHO IS RESPONSIBLE FOR THE SUPPORT MY CHILD WILL GET?**

- Our Inclusion Manager and SENCo oversee 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.
- A member of the Inclusion team may also work with your child on an individual or group basis if their needs are identified as needing this provision.
- There may be a Learning Support Assistant (LSA) 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 starts.

See COP 6.23

### **WHO WILL EXPLAIN THE SUPPORT TO ME?**

- Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support (COP 6.36). The class teacher will therefore meet with parents at least on a termly basis (this could be as part of an extended parent's evening/consultation meeting) to discuss your child's needs, support and progress.
- The SENCo and/or Inclusion Manager may attend the meetings noted above and may also meet with parents in addition to the parent's evenings/review meetings to look at more detailed support and progress.
- The SENCo and/or Inclusion Manager is available by appointment should parents have concerns. See COP 6.39-6.40 and 6.64-6.71
- The Role of the SENCo can be found COP 6.84-6.94

### **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- Governors are reported to 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.
- One of the Governors is responsible for SEN/Inclusion and they liaise regularly with the SENCo and/or Inclusion Manager. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

See COP 6.3 and 6.84

### **THE ADMISSION OF PUPILS WITH SEND**

- The admissions system is designed to make sure that all children can exercise their right to education and that they all have the same opportunity to attend a good school that makes appropriate provision for them. The admissions requirements under the School Standards and Framework Act 1998; the special educational needs (SEN) requirements under the Children and Families Act 2014; and the disability requirements under the Equality Act 2010 all combine to provide a strong framework protecting children and young people's rights.

- As a school we welcome all children and young people; we are a school who think ahead and make adjustments for disabled pupils; a school who plan special educational provision to meet special educational needs; a school who involve parents and children and young people themselves in planning to achieve good outcomes.
- SEN and disability must not be used as a reason to refuse admission. Local authorities are required to provide impartial information, advice and support for children, young people and parents on SEN and disability issues, including admissions. Information about Information, Advice and Support Services (IASS), and other advice giving organisations, is provided at the end of this briefing. It is important that parents, children and young people are given information about these services so that they can benefit from the support provided.
- All children will be accepted in line with the admissions criteria and policy.

**HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**  
(COP 6.12)

- Shaw Primary School is an inclusive school that works very hard to remove barriers to learning and enable full participation within the school community for all pupils. This is an existing fundamental principle of the ethos of the school. Furthermore, the school operates a policy of equal opportunities, regardless of needs. All children are offered the same opportunity to access a broad and balanced curriculum, fully differentiated to meet his/her level of ability, also taking other areas of their lives into account, i.e., ethnic minority, social etc. Every effort is made to ensure all children are integrated fully into school life.
- Our SEN policy reinforces the need for teaching that is fully inclusive. That is teaching that;
  1. Sets suitable learning objectives.
  2. Varies in style to respond to pupils diverse needs.
  3. Makes access arrangements to overcome potential barriers to learning.
- The Governing Body will ensure that appropriate provision will be made for all pupils with additional needs/SEN.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there could be three or more different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- We follow the Read Write Inc/Fresh Start programme where children are grouped accordingly to meet their needs. For those with identified needs this programme may continue into and through KS2.
- In key stage 2 the SENCo joins english and maths lessons to support children who have specific identified difficulties within class which is differentiated to meet the individual needs of the identified children.
- In liaison with the class teacher and SENCo, if appropriate, support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources, provision, techniques and strategies will be used to support your child individually and in groups including those identified beyond the classroom by other relevant involved professionals.
- Planning and teaching will be adapted/differentiated on a daily basis if needed to meet your child's learning needs.

- Children may work within a whole class, small group, within a pair, 1-1 or on an independent basis depending on their needs.

See COP 6.45-6.56

### **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 to meet with either the class teacher and/or, if appropriate, the SENCo 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, teachers and where necessary other professionals, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- For children with more complex needs we can operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEN register they will have individual focuses based on their individual needs. This is discussed on a termly basis, with the pupil, parents, teachers and professionals – (with parental consent all involved will receive a copy of the focuses and any relevant plans).
- The focuses set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve them by the time they are reviewed.
- If your child has complex SEND they may have an Education, Health and Care plan (EHCP), which means that a formal meeting will take place at least once a year to discuss your child's progress and a report will be written. This will be called their Annual Review. This will take into consideration the views of you and your child plus all appropriate agencies/professionals and individuals involved with your child's educational needs and will review and, if necessary, recommend changes to the EHCP.

See COP 6.45-6.56

### **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 through to Year 6, using a variety of different methods.
- Children who are not making expected progress are also identified through progress meetings and inclusion pupil progress meetings with the SENCo (As noted previously). In these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's SMART focuses are reviewed comments are made against each target to show what progress the child has made. If the child has not met the success criteria, the reasons for this will be discussed, then the focus may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Progress will also be measured against any targets/objectives/focuses set by other professionals or agencies which have impact on your child's education – these may be in the form of SMART targets/focuses or be noted on plans or programmes devised by the relevant professional/agency.
- We understand that while some children are not making progress academically at the same rate as their peers, children with SEND will be making progress in a whole range of areas other than academic. This might be speech and language, social skills, emotional development, self-care, a

range of physical needs; the possibilities are limitless. At Shaw we look closely at each individual and the progress we expect them to make in all areas of their development.

- Outside agencies and professionals work in partnership with the school and home to review ongoing progress towards their advised targets and regularly liaise with school to ensure consistency in our approach and on-going progress.

See COP 6.14, 6.17, 6.48-6.56

#### **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

##### **WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- Shaw is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem, good social and emotional skills is crucial to a child's well-being. We have a caring, understanding team looking after our pupils.
- 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 SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care to provide multi-agency support.
- The school also has a Pastoral Support Worker (PSW), a Family and Parental Support Officer (FPSO), who all work under the direction of the Inclusion Manager/SENCo with vulnerable children and parents during the school day. This work can include the exploration of emotional functioning, conflict resolution and emotional management and using a whole family holistic approach to any issues that may have an impact on the child, their emotional well-being, attendance and learning.
- The school has a highly supportive approach to the behavioural, emotional and social needs of individual children and families, giving them the opportunity to discuss any issues that are important to them, offer support and, where appropriate, giving them the tools to address these to the best of their ability.
- The school has a School Assistance Dog in training and are affiliated with The Canine Assisted Learning Team as associate members. The Dog supports children through Canine Assisted Therapy work – which can support SEMH but also academically based needs. The dog supports through a range of interventions and activities on a 1-1, small group and whole class basis which can be targeted for an individual child and an individual need but also supports the wellbeing of all children within the school.
- Children who have a specific need in this area will be given specific targets and strategies to work on them – this can be in the form of a behaviour sticker chart, behaviour plan with specific targets, extended behaviour plan with specific targets and strategies or a Pastoral Support Plan. For those with real significant behaviour needs which could put them at risk of exclusion – these are always accompanied by rewards and consequences systems in line with the school's behaviour policy.
- See COP 6.28 and 6.35

#### **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school follows the statutory guidance for 'Supporting pupils at school with medical conditions' – April 2014
- The school has a policy regarding the administration and managing of medicines on the school site.
- Not all medication can be administered by school staff and this is reviewed on an individual basis.
- Parents need to contact the office or Inclusion Team if medication is recommended by Health Professionals to be taken during the school day.
- Parents will be asked to complete a request for Shaw Primary to support administration of medication and return this to the school office.

- All medication should be passed via the school office and will be checked by the Inclusion Team to ensure it has been prescribed by a health care professional and is that as listed on the request form.
- A member of staff may call the health care professional and/or seek advice from the school nursing/health visiting team with permission of the parent.
- In the case of emergency medication and/or process/procedure a more detailed health care plan will be published to support the care of individual children. This will be written in liaison with parents and the appropriate health care professionals involved e.g. school nursing, paediatrician, epilepsy nursing, diabetic nursery, cystic fibrosis nursing service, sickle cell nursing service etc. in liaison with the parent and school.
- Once drawn up the care plan will be discussed and agreed with all professionals and parents and signed. These will be reviewed at least yearly but can be reviewed if an amendment to any medication, process or procedure is advised.
- On a day to day basis trained designated staff oversee the administration of any medicines.
- Staff have regular training and updates of conditions and medication affecting individual children so that relevant staff understand the medical needs of identified individuals and are able to manage medical situations.
- Further information on 'Supporting Pupils at School with Medical Conditions' – statutory guidance for governing bodies of maintained schools and proprietors of academies in England can be found below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)

See COP 6:11

## **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE**

- As a school we have a very positive approach to all types of behaviour with a clear behaviour policy that is followed by all staff and pupils.
- If a child has behavioural difficulties a behaviour plan with specific targets or extended behaviour plan with specific targets and strategies is devised in partnership with the child and in liaison with the parent. This should identify the specific issues, put relevant support in place and set targets it may also include and reward and/or consequences agreement.
- A child who may be at risk of exclusion will have a more detailed Pastoral support plan (PSP) developed which sets out the child's background and records any other relevant information. It will list the behaviour, concerns and incidents which have led to the plan and set specific targets accompanied by strategies, techniques, resources needed to implement the plan, it will also state those responsible for carrying out and review arrangements for the plan. The PSP will clearly state any process or procedure needing to be implemented in the case of escalating behaviour and may set out the risks the behaviour may pose to the pupil, other people or property and how we plan to manage the risk.
- If there is continuing concern of risk of exclusion the child could be offered a short term placement at the Turnaround Centre or St Cleres pupil's base as a preventative to exclusion. This would be discussed with parents during a meeting with the Head Teacher and Inclusion Manager/SENCo.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, and in the case of an aggressive or physical incident we would expect the child to attend Smart thinking to complete a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour and also reflect on how their behaviour has affected other people. This can also be the basis of discussion for a child with a member of the senior leadership team. Children with specific behavioural issues can be referred to the Inclusion Team for intervention to reflect on their behaviour and make plans to avoid and manage their behaviour e.g. through anger management plans or specific interventions e.g. WHY TRY, Boxall, emotional literacy, Volcano in my Tummy etc. Children with emotional issues which are affecting their behaviour may also be referred to the Pastoral Support Worker (PSW) for appropriate therapeutic based intervention.



- A record of concerning behaviours and incidents may be kept for those children with significant behaviour needs e.g. a chronology of behaviour, ABC charts etc. These are regularly analysed to look for any trends or triggers in behaviours that can then be addressed.
- Attendance of every child is monitored on a daily basis by the FPSO. Lateness and absence are recorded and reported upon to the Head teacher.
- Families with attendance difficulties will be asked to an attendance review meeting in order to put strategies into place to help raise attendance. Initially this support will be provided in liaison with the FPSO and planned with consideration of the individual's needs e.g. sticker charts, daily contact, support in meetings, occasional pick up service etc. and may include a referral via the CAF system. If issues/concerns around attendance continue the school will follow the escalation process as laid out in our attendance policy.
- Support is given through an incentive scheme where good attendance is actively encouraged and rewarded throughout the school including an attendance devoted section to assembly, certificates for attendance related success and rewards for attendance milestones e.g. trip out to reward 100% attendance etc.
- Families who fulfil correct criteria including concerning levels of unauthorised absence can be consider for referral to Prevention and Support Service (PASS) using the Common Assessment Framework form for on-going support services for the family as a whole.
- Further information can be found in the 'Mental Health and Behaviour In Schools' – departmental advice for school staff link below:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069687/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)
- Further information can be found in 'Exclusion from maintained schools, Academies and pupil referral units in England' - A guide for those with legal responsibilities in relation to exclusion link below:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

See COP 6.21

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- Our school is recognised as highly inclusive and part of this is our respect for and valuing of the views of all, we value and celebrate each child being able to express their views on all aspects of school life. Examples of this practice can be seen in our School Council which has an open forum for any issues or viewpoints to be raised.
- Children are regularly interviewed in small groups by subject teachers and school leaders to ascertain their views on the curriculum and other areas.
- Children who have IEPs (Individual Education Plans), other Inclusion plans or behavioural related plans discuss and set their targets with their class teacher in liaison with parents and may also involve liaison with the inclusion team.
- Children feedback their own comments and self-assessment of themselves against their individual plans and targets and have the opportunity to formally share their views as part of the Graduated Response of Assess, Plan, Do, Review.
- Children are actively encouraged to talk to adults regarding any issues which occur and are supported in this process if needed.
- If your child has an Education Health Care Plan (EHCP) their views will be sought before any review meetings as their All About Me.
- We are currently extending the ways we use to ensure those children with communication difficulties can contribute their views so the voice of all children can be heard. The way in which children share their views and contribute to their plans and targets varies between child to child depending on their needs. Wherever possible, the children are involved in and play an active role, contributing however they can. This may mean views are gathered through the use of visual aids or specific communication systems such as Pragmatic Organisation Dynamic Display (PODD) communication books.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- The Inclusion team includes:
  - The Inclusion Manager and the SENCo who are fully qualified and experienced teachers, both have extensive related qualifications and experience in all areas related to the needs of children with SEND and other Inclusion based needs.
  - The Inclusion Health Assistant specialising in a range of health based support and intervention e.g. Speech and Language, Occupational Therapy, Physiotherapy etc.
  - Speech and language support workers
  - The Family and Parent Support Officer (FPSO)
  - The Pastoral Support Worker (PSW)
  - The EAL support Assistant – who works with children with a range of needs related to their development of spoken and written English skills.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -
  - Behaviour Intervention e.g. Emotional Wellbeing and Mental Health Service (EWMHS)
  - Mental health and wellbeing service
  - Health including GPs, school nurse, health visitors, clinical psychologist, paediatricians
  - Speech & language therapists both community and specialist and speech and language consultants
  - Hearing and visually impaired consultants
  - Occupational Therapists
  - Physiotherapy service
  - Outreach from local special schools including for behavior, developing communication, risk assessment for children with disabilities and ICT support for children with disabilities
  - Educational Psychology service
  - Children's Social services including - Locality Teams, Multi-agency team, PASS caseworkers /social workers, family support workers, the disability team.
- Specialist services, expertise and training are accessed on a need-by-need basis.

See COP 6.62, 6.58 and 6.84)

## **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- Our Inclusion Manager is a fully qualified and experienced teacher and has extensive related qualifications and experience in all areas related to the needs of children with SEND.
- Our SENCo is a fully qualified teacher with the National Award for SEN Coordination qualification and is a qualified and experienced teacher and has related qualifications and experience in all areas related to the needs of children with SEND.
- All teachers have received training on a variety of concerns e.g. – differentiation, behaviour management, EAL, writing SMART targets/focuses, a variety of needs and conditions etc.
- All LSAs receive training from SLT and other professionals on a regular basis.
- Speech and language – A number of staff have been trained to use the Speech and Language link programme for FS, KS1 and KS2. The Health Support worker has obtained accreditation in the Elklan language support system for 0-5 years and accreditation for Elklan for 5-11 years.
- There is on-going liaison with speech and language therapists who provide individualised training in programmes designed for specific children.
- Training from our outreach team in Treetops special school enables staff working with children with social communication concerns to obtain specific individualised training.
- Support and training from our outreach team in Beacon Hill enables staff working with children with a range of needs to obtain specifically individualized training in ICT Outreach, manual

handling risk assessment and advice, PE differentiation and also directly support some of our children with specifically identified needs.

- Specific LSAs working with identified children have received training on working with children with ASD/ADHD.
- Regular annual training is undertaken by relevant staff related to specific medical needs as noted.
- Medical needs – school organise training for any medical need identified within school – e.g. auto injection for anaphylaxis, diabetic support, managing sickle cell, CF training and awareness, liaison and training with specialist health teams e.g. Feeding and swallowing and tracheostomy team etc.
- Physical needs - All relevant staff receive manual handling support training and are also supported on an individual basis by Beacon Hill special school who carry out individual risk assessments and advise staff specifically related to the children they work with directly. They also receive on-going liaison with physiotherapists and occupational therapists who provide individualised training in programmes designed for specific children.
- A number of teachers and LSAs have received training in positive handling to support children with behavioural difficulties.
- All of our teachers and LSAs have had training in physical intervention in relation to our policy.
- All of our teachers and LSAs have had training in delivering reading and spelling/phonics programmes including the Read Write Inc programme.
- Regular training is undertaken by all staff related to Health and Safety and Child Protection concerns with specific staff receiving more detailed training for example our designated CP officers are safeguarding trained.
- The PSW has completed training related to the emotional and therapeutic needs of traumatised children.
- Specialist services, expertise and training are accessed on a need-by-need basis, full and appropriate training will be given to any or every member of staff to meet any child's need.

See COP 6.12, 6.58, 6.62 and 6.84)

## **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 health & safety will not be compromised where everyone is concerned. 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.
- We make all reasonable adjustments to ensure that all children can participate fully in the school curriculum, activities and life.

See COP 6.9

## **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school site is wheelchair accessible. The school is all on one level with ramps/slopes to all exits which would not otherwise be accessible.
- The Library Bus is not accessible for wheelchair access, but we ensure that all children have access to the library bus and can enjoy the environment regardless of any physical needs.
- The school contains two well-equipped disabled toilets – one in each building – these contain changing facilities with electronic changing tables, hoisting equipment and relevant equipment to make the toilets accessible to all including changeable toilet seats.
- We have also worked extensively in the past with our local EAL services to assist us in developing our support for and ensuring we make our school as accessible as possible to, those who have

English as an additional language or who are new to the English language. (Please see our EAL policy).

- We have a Language of the Month that is shared in assemblies with the children. Displays of key vocabulary are put up in each key stage building.
  - Children are encouraged to use different languages around the school e.g. when answering the register and saying hello/good morning in different languages.
  - Our website can be translated through select a language link located on the websites front page.
- See COP 6.24

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting when they will be met by relevant staff and be shown around the school. If appropriate and in discussion with parents, child and other agencies, children with SEND may be encouraged to take further visits to assist with the acclimatisation of the new surroundings and to ensure the school has prepared fully to fulfill the needs of the individual. Again if relevant we may also visit them in their current school and would have relevant discussions with the previous placement prior to and after transfer to Shaw.
- We may write social stories with children or take photographs and make a support scrap book if transition is potentially going to be difficult.
- Transition is also considered and planned for as part of the change from one year group to another.
- We may advise a part time or split timetable to support successful transition and acclimatisation to a new placement.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Harris Academy Ockendon, they run a programme specifically tailored to aid transition for the more vulnerable pupils but we regularly liaise with any and all schools our children are transitioning to, to ensure a smooth and successful start at new settings.
- As such 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 an EHCP annual review will be used as a transition meeting during which we will invite staff from both schools to attend. This can also be the case with children who have complex needs but do not have an EHCP and for those children who are looked after, the new placement would be invited to reviews included SEND reviews and PEP reviews.

See COP 6.57

## **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?**

- We ensure that the Special Educational Needs of all children are met to the best of the school's ability with the funds available.
- We have a team of staff including LSAs who are funded from the SEN budget and deliver provision designed to meet the needs of identified children including on a 1-1, small group and whole class basis.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA and specific resources and equipment.
- Additional funds given to the school to support children with EHC plans are allocated to support the specific needs as laid out in their statutory documents.

See COP 6.95-6.99

## **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The class teacher alongside the SENCo and sometimes other senior staff will discuss the child's needs and what support would be appropriate. These discussions may involve a range of professionals as relevant and their advice will be taken into consideration when planning for the needs of identified children.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels or the expectation for their individual needs.
- The type of and amount of support given will vary between each individual child and is decided on thorough careful identification and assessment of the child's individual needs.
- This will be through on-going discussions with the child themselves, the parents and other professionals if appropriate.

See COP 6.95-6.99

## **HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

- By reviewing children's focuses, targets, objectives etc. on IEPs and other plans and ensuring they are being met and adapting these if necessary.
- Discussing progress at termly Inclusion Pupil Progress Meetings.
- The child will be making progress academically against national/age expected levels and the gap may be narrowing – they could be making progress in line with expectation or making accelerated progress and so catching up to their peers or expected age levels.
- They will be making academic progress even if it is just small steps.
- They will be making progress in a range of different identified areas depending on their individual needs.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have made sufficient progress and closed gaps which could have been causing their special needs.
- See COP 6.72-6.77

## **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- As always – the first point of contact would be your child's class teacher to share your concerns.
- Please see the section above – **'WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS? HOW WILL I RAISE CONCERNS IF I NEED TO?'**
- Look at the Inclusion policy on our website.
- Contact the Local Authorities SEND department at Thurrock 01375 652555
- Contact Parent Advisory Team Thurrock 07702 127 252
- Ask Thurrock – [www.askthurrock.org.uk](http://www.askthurrock.org.uk)

## **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

- Contact the school Admin office to arrange to meet the Head teacher, Deputy Head teacher, Assistant Head Teacher and/or the Inclusion Manager or SENCo who will willingly discuss how the school could meet your child's needs.
- Tours of the school are encouraged – please contact our FPSO to arrange this – they will also be willing to discuss any needs or concerns you may have.
- Look on our school website where you will find lots of information on our school  
<https://www.shawprimaryacademy.co.uk/>