

Essex have produced a Local Offer setting out what provision must be made to support SEND pupils, which is available here: <http://www.essexlocaloffer.org.uk/>

Throughout Essex all schools have created an SEN Information Report in line with the County's Local Offer. Fingringhoe's SEN Information Report looks like this:

Fingringhoe C of E Primary School  
**SEN Information Report**



**Our Ethos for SEND**

Under the current 'Special Educational Needs Code of Practice' our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point, for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Fingringhoe Primary School is committed to being a caring, inclusive school where children are fully supported and challenged to reach their full potential. We work hard to know all children and their families enabling us to personalise learning opportunities where required.

**Summary of Special Educational Needs**

Here at Fingringhoe Primary School, we strive to meet the needs of children with a range of special educational needs. These include but are not limited to:

Communication and Interaction	Autism Spectrum Conditions Speech and Language difficulties
Cognition and Learning	Moderate learning difficulties Specific learning difficulties-dyslexia, dyspraxia, dyscalculia, ADHD etc.
Sensory and / or Physical Needs	Hypermobility Visual impairment Hearing impairment Gross / fine motor coordination Physical disability or illness
Social, Emotional and Mental Health Difficulties	Anxiety / Depression Challenging behaviour Self-harming Eating disorders

**Throughout this document you will see reference to the following terms:**

One Page Pupil Profiles	These are documents that personalised learning targets for your children created by the class teacher and shared with you each term.
One Plan	This is a more detailed account of the strengths and difficulties that your child might have as well as a targeted support plan to ensure progress.
EHCP	Stands for an Education, Health and Care Plan. This is a legally binding document created by the Local Authority that highlights the needs of children with high needs. When a child has significant medical and/or learning needs it may be appropriate in order to obtain an EHCP.

**1. How do we consult parents of pupils with special educational needs?**

The class teacher is the first point of contact should a parent have any concerns about their child's development, and we will ensure that parents can make an appointment at a mutually convenient time.

The SENDCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to speak to the SENDCo at a mutually convenient time if they have an educational concern.

The SENDCo attends multi agency meetings with parents if invited.

Parents of children who have an EHCP are invited to discuss their child's progress at the annual review. Children with high needs, may be in receipt of a 'One Plan' which is a comprehensive document that highlights the needs and provides information about provision for which is reviewed termly.

The SENDCo ensures a smooth transition through to Secondary school with essential SEN provision in place for the new academic year.

**2. How do we ensure that children are consulted and involved in their education?**

Children identified as having additional needs (referred to in the code of practice as 'SEN support') will have a one page profile which is created in partnership with the pupil, parents and school. This is created at the beginning of term and reviewed termly.

Children with SEND are made aware of the targets set and are informed about their progress on a regular basis.

If a child is in receipt of a 'One Plan' they are discussed with the child so he/she is aware of targets set and any interventions involved to achieve them.

Annual review meetings are held for children with an EHCP to analyse progress and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork.

Pupils with additional needs are given equal opportunities to participate in all school activities and roles of responsibility.

**3. Who oversees SEND provision in the school?**

The Special Educational Needs Co-Ordinator (SENDCo) is a qualified teacher, who holds appropriate SENDCo accreditation and regularly attends courses to keep her knowledge of SEND current.

	<p>Our School's SENDCo is:  <b>Miss Rhiann Staines</b>  Contactable on the main school phone number, or via email on <a href="mailto:admin@fingringhoe.essex.sch.uk">admin@fingringhoe.essex.sch.uk</a> . At present, her working days are <b>Mondays</b>.</p> <p>In addition to the SENDCo, the school had a designated SEND governor who monitors SEND procedures and practice through termly meetings with the SENDCo.</p>
<p><b>4. How does the school identify and monitor children with SEND?</b></p>	<p><b>Under current legislation children identified as having SEND are defined within two categories: SEN support, which at Montgomery we refer to as additional needs, and those with an EHCP. This is how the school identifies the children who fall within these categories:</b></p> <p>Initial concerns about a child's progress or development will be made in class by the class teacher through observation or assessment results.</p> <p>Following classroom intervention and support, if a teacher feels that the child would benefit from SENDCo support or advice, then teachers will contact the SENDCo. Once this has been received by the SENDCo, observations will be arranged to observe the child in class or on the playground.</p> <p>During this process, if there is confirmation of an SEND need, parents will be notified that additional needs have been identified and of the actions that are being taken to support the child.</p> <p>If a child is deemed to fall into the category of 'additional needs' the SEND team will be informed and the child will be placed on the SEND register as having additional needs. At this point ,a One Page Profile will be created through collaboration with children, parents, and teaching staff. This document will state how best to support the child and replaces the old system of Individual Education Plans (IEPs).</p> <p>Once children have been identified as having additional needs support will be provided through a combination of in-class strategies, quality first teaching and targeted interventions.</p> <p>If sustained interventions are failing to have an impact the child may require a One Plan to co-ordinate information specific to their individual needs. This information will be gathered in collaboration with children, parents and any other agencies involved and may later form the basis for a referral to statutory assessment.</p>

<p><b>5. How do we support children with SEND?</b></p>	<p>Children identified with SEND will participate in targeted intervention groups which are suited to their specific needs. Intervention sessions usually run between 6-12 weeks dependent on which one the children will be accessing.</p> <p>Children who are in receipt of an EHCP will have personalised provision which is specific to their needs which is outline in their plan and in consultation with a range of professionals.</p> <p>Children's progress will be regularly monitored and reviewed to ensure their provision is suitable and their progression is maximised.</p> <p>If a parent feels that their child may have a neurological need such as ADHD/Autism, we are able to refer to Colchester Paediatrics Department at Colchester General Hospital however please note that it can only be accessed if difficulties are being displayed both at home and at school. Our SENCO is very experienced at determining if this is an appropriate route for support.</p> <p>Children with SEND may have the opportunity to access external agencies as appropriate to their specific needs. The school will attempt implement the recommendations made by external agencies in line with current staffing and budget allocation.</p>
<p><b>6. What expertise do we have in school to support children with SEND?</b></p>	<p>The SENDCo holds the appropriate SENDCo accreditation and a master's degree in Autism (Children) from the University of Birmingham and is a fully qualified teacher with experience of teaching a range of classes from Year 1-6. She attends regular cluster and update meetings to ensure the school is kept up to date with current legislation and guidance.</p> <p>Specialist staff are employed to support emotional needs through nurture based interventions.</p> <p>Staff are employed and trained to support children with SEND throughout the school day.</p> <p>Staff are regularly updated in various aspects of SEND depending on the needs of cohort.</p> <p>All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of the children.</p>
<p><b>7. How is the SEND provision in school monitored and evaluated to ensure that children's needs are being met?</b></p>	<p>In class, teachers plan and differentiate the curriculum appropriately for each child.</p> <p>The SENDCo assesses children for Specific Learning Difficulties when concerns are highlighted by teachers.</p> <p>The SENDCo reviews assessment data every half term and creates group for further intervention support. Children with One Plans in place will have short term targets in place, that all relevant staff are aware of, and that are monitored and reviewed termly.</p> <p>Annual review meetings are held for children with EHCPs to review progress, set new targets and determine strategies to improve attainment. Parental/child views are shared and documented. Appropriate placement and provision can also be discussed at these meetings, based on evidence collected.</p> <p>Multi agency meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies.</p>

	<p>The main source of Montgomery Junior School's progress data comes from Target Tracker. The SENDCo regularly analyses the data given by Target Tracker, which is based upon academic progress assessed by class teachers, and uses this information to ensure we are supporting the children's specific areas of need appropriately.</p>
<p><b>8. How do pupils with SEND access the school site and equipment?</b></p>	<p>Our site may provide difficulties for wheelchair users due to the design of the building.</p> <p>Specialist resources are used to aid learning across the school.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and as recommended by outside agencies, such as specialist teachers or occupational therapists.</p>
<p><b>9. How would parents of pupils with special educational needs access contact details of support services?</b></p>	<p>The contact details of all support services are available within the Local Offer website</p> <p><a href="http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/">http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/</a></p> <p>Other specialist service contact details are given to parents as and when needed.</p>
<p><b>10. How does the school prepare children for transitions to other schools?</b></p>	<p><b>Transition plan arrangements for transfer to another school or Secondary school</b></p> <p>All children on the SEND register will remain on the register as they transfer to another school or secondary school. All paperwork collected from our school will be transferred following successful transition in line with GDPR.</p> <p>Children with SEND may make visits to the secondary school to familiarise themselves with the staff and school structure.</p> <p>The SENDCo may visit the new school prior to transition- usually attending a meeting of transition with the SENDCo and head of year. If not, a telephone consultation will ensure all information is transferred correctly.</p> <p>All information regarding the children's specific needs is passed to the new school or secondary school to ensure that the appropriate staff are aware of all recommendations from outside agencies involved, to prepare them to fully understand the child and what strategies have been the most effective.</p> <p>If a child moves school at any other time of the year, then the SENDCo may contact the new school and discuss the specific needs with the SENDCo.</p>
<p><b>11. Compliments, complaints and concerns?</b></p>	<p>The procedure for complaints is highlighted is available via the school website.</p>

Date: January 2022

Review Date: January 2023

Signed:

A handwritten signature in black ink, appearing to read "R. Blain". The signature is written in a cursive style with a small square mark above the letter "i".

SENCO