

Requirement	Frinton on sea Primary school
Information on the kinds of special education provision made in the school.	<p>For children who have general learning difficulties: The delivery of the provision for children with learning difficulties can take place in the normal classroom setting through quality first teaching and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEND children.</p> <p>Our LSA's are employed to support a whole range of children's needs inc SEND and G&T in collaboraton with the SENCo and class teacher.</p> <p>Any children not making expected progress are given small group or individual support in Numeracy, Literacy, spellings and phonics interventions e.g. Early Literacy Support (ELS) and Fischer Family Trust (FFT), springboard maths activities, Numicon, or Booster groups may run for small numbers of pupils who need extra support.</p> <p>1:1 tuition session from Year 3 – Year 6 are held throughout the year according to need.</p> <p>Children who cannot access the work after differentiation may be supported on a 1:1 basis.</p> <p>Depending on the nature of the child's difficulties, he or she may also be taken out for specialised, in-school programmes e.g. speech and language, physiotherapy, occupational therapy.</p> <p>For children who have Social, emotional or mental health needs: Social groups may be set up to support interaction and communication skills and teach children to become more aware of their own emotions. The support may include; Social skills, games and stories and the creation of visual supports and incentives.</p> <p>The “Lego Therapy” programme is designed to support pupils on the Autistic Spectrum, It helps to encourage pupils to, listen and develops their communication strategies.</p> <p>The school runs a “Mentoring programme” with our community family liaison support workerto act as mentors for the support of children with social, emotional and mental health needs.</p> <p>For children who need additional mentoring,a qualified counsellor visits the school to speak to children who have family problems, social, emotional and mental health needs or those who have suffered a bereavement.</p> <p>Within the classroom sensory breaks and other specialised equipment is provided to support children with a variety of sensory needs.</p> <p>For children who have a diagnosis of Dyspraxia or have gross or fine motor control difficulties; attention and organisational difficulties, may follow an individual Occupational Therapy programme with an LSA. Some children who specifically lack fine motor control, participate in a small fine motor control group, involving finger exercises, handwriting practise and touch typing skills.</p>

	<p>For children who have Speech and Language difficulties, Speech and Language Therapists and support workers are used to help set up specialist programmes such as phonological awareness, Narrative therapy, and work from the “Black Sheep Press” Programmes.</p> <p>For children who have physical difficulties accompanied by a PNI diagnosis LSA’s carryout physiotherapy exercises with children who have a diagnosis related to physio-neurological impairment, on the advise of a physiotherapist.</p> <p>For children who have medical issues the school will liaise with the school doctor and nurses to complete Health Care Plans for children on medication including children with allergies.</p> <p>At present, provision is also characterised by the involvement of external support e.g. Specialist Teaching, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, audio, visual and other specific professionals, who may provide general advice, specialist assessments or advice on different strategies or materials.</p> <p>The SENCo makes a referral to the appropriate outside agencies to aid the child’s needs. E.g. completion of assessment forms for referral the relevant agencies.</p> <p>The SENCo liaises regularly with outside agencies e.g. Paediatricians, G.P’s, Specialist Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, Behaviour Support Team, School nurses, Home/School liaison, Health visitors.</p> <p>Specialist resources are used to aid learning across the school. E.g. a range of reading books e.g. reading games, maths resources e.g. Numicon, number lines, multi link, number squares, sand timers. Reward charts with stickers and incentives, visual timetables, traffic light indicators, left handed scissors, easy grip rulers, tri faceted pencils, pencil grips, a variety of coloured over lays and coloured Interactive whiteboard backgrounds for Dyslexic pupils, sit and move cushions, writing slopes and specialised computer programmes.</p> <p>There are also ramps at exits, disabled toilets, hoists and changing benches.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. E.g. laptops, specialist chairs, radio aids, hoists, slings, standing frame, pacer, switches: scan and select, Big Mac button, I can 2 communicate buttons, scissor block, range of CD ROMS, changing bench, swan chair.</p>
<p>Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not</p>	<p><u>CURRENT IDENTIFICATION FOR CHILDREN WHO REQUIRE SEN Support which is documented as a One Plan</u></p> <p>In line with the present Code of Practice 2014 Paragraph 6:15, a child may be identified for SEND support if a:</p> <ul style="list-style-type: none"> • Child is making little or no progress despite first quality teaching strategies • Child has difficulty developing literacy and/or numeracy skills resulting in poor attainment • Child has persistent emotional and/or behaviour difficulties, not improved by normal behaviour management

<p>pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</p>	<ul style="list-style-type: none"> • Child has sensory or physical problems and is making little or no progress despite specialist equipment • Child with communication/interaction difficulties, making little or no progress despite differentiated curriculum. • Child is still failing to make much progress in specific areas over a long period • Child has ongoing communication/interaction difficulties which are impeding social relationships and learning. • The child may have a difficulty which needs further investigation or assessment either through the school or external bodies. <p><u>CURRENT IDENTIFICATION FOR HCP</u></p> <p>In line with the Code of Practice 2014 Paragraph 9.3</p> <p><i>“A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15, and the factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56. The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider. In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, where its concerns may have led to a further diagnostic assessment or examination which shows the child or young person to have severe sensory impairment or other impairment which, without immediate specialist intervention beyond the capacity of the school or other provider, would lead to increased learning difficulties.”</i></p>
<p>Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>The SENCo completes paperwork sent by external professionals to gather information in support of a child’s learning difficulties.</p> <p>The SENCo works alongside the class teacher to establish levels in all SEND areas and calculates reading and spelling ages.</p> <p>The SENCo supports quality first teaching through classroom observations, peer coaching and moderation of planning.</p> <p>Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, team/house points, superstars, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes, individual learning achievement is regularly awarded, bronze, silver, gold and platinum challenge award for reading, awards for attendance including a trip for those who have 100% attendance across the year. House achievement scheme and spelling awards.</p> <p>The SENCo attends and runs intervention programmes then monitors the tracking and provision alongside the class teacher. Intervention groups with specific targets from the class teacher are supported by the SENCo.</p> <p>The SENCo and HLTS line manages LSA training and provision.</p> <p>Incident Reflection forms are completed, risk assessments and care plan provision is made for vulnerable children.</p>

LSA's provide SMART thinking / SMART training to ensure appropriate playground conduct. Our play leader scheme runs proactive, inclusive playground games. Our cross phase play policy initiated in friendship week is overseen by LSA's at lunchtimes.

Reporting logs for medical / behavioural issues are maintained by LSA's and the office staff.

The SENCo and LSA's use specific target forms to track the effectiveness of intervention programs.

Post mentoring and counselling forms completed before removal of children from these programmes.

Objective sheets are used to monitor progress of all SEND children on differentiated programmes and within the classroom. Short term targets are taken directly from the children's individual plans and monitored. Comments are recorded which give a clear daily analysis at the end of each week whether daily targets have been met or not.

The SENCo has regular monitoring opportunities for sampling of Weekly planning and identifies the progress made by pupils with SEND by sampling work and talking to the children.

Regular updating of pupil's individual targets after analysis of weekly objective sheets gives a clear indication of whether short-term targets are being achieved, changed or extended.

Termly meetings are arranged to update individual targets alongside the children. A meeting is then arranged with parents to discuss progress and future targets.

Multi-agency meetings are held to analyse progress made and determine the way forward for children who have involvement of multiple outside agencies.

Annual review meetings are held for children with statements/ EHCP to analyse old goals and set new targets and determine strategies to improve attainment.

In class observations for children with social, emotional and mental health difficulties.

Assessment 'checklists' related to specific diagnosis e.g. CAST, School situations questionnaire.

Analysis of the following data takes place regularly

- Target Tracker data
- Raise online data
- Individual assessments

	<p>In class assessments</p> <p>Reading and spelling ages</p> <p>QCA and SAT's assessments (optional and end of year Key Stage assessments and mocks).</p> <p>SEND assessments including EP and Specialist Teacher reports.</p> <p>Views are gathered in the form of pupils and parents completing their views on the relevant sections of the IEP paperwork and annual review paperwork. Regular parents meetings are held after reviewing individual targets to discuss progress of SEND children. Parents are also invited to E.P, Specialist Teacher meetings, multi-agency meetings and annual reviews. All parental views at these meetings are documented.</p> <p>Yearly performance management of LSA's working with whole class as well as specific SEND children takes place with feedback on their groups and teaching given.</p> <p>The SENCo meets with the SEND governor every term to discuss progress, attainment and provision with feedback given and report written.</p> <p>SENCo and teachers also have performance management with feedback by the head teacher.</p> <p>Analysis of CPD (Continuous Professional Development)</p> <p>Regular liaison between teachers and LSA's to evaluate strategies used for lesson planning and short-term targets on weekly objective sheets for SEND children ensuring continuity.</p>
<p>The name and contact details of the SEN co-ordinator.</p>	<p>The Special Needs Policy is published on the school's website and contains the contact details for the SEND coordinator. The SENCO is a qualified teacher and regularly attends courses. The school has all the relevant SEND documents (e.g. SEND Code of Practice, SENCO manuals)</p>
<p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>Two LSA's administer physiotherapy exercises with children who have physio-neurological impairment. Any children who have occupational therapists attached to them may follow an individual programme with their set LSA's.</p> <p>LSA's are employed and trained to support special needs children in all classes, and support during lunch and play times if needed.</p> <p>LSA's are used to run special programmes e.g. Motor control programme to support children with attention, organisation and motor control difficulties. Monitoring sheets with targets are completed and evaluated. Future targets are then set based on any needs identified.</p> <p>1:1 tutoring may be put in place for children who need to make accelerated progress or require additional support in a specific area.</p>

	<p>LSAs work with small focused groups for assistance with Numeracy and Literacy.</p> <p>Most staff have attended courses on Autism, Dyslexia, Essex Steps de-escalation training, and person centred planning.</p> <p>All training courses the SENCO, teachers and LSA's have attended are in CPD folders.</p> <p>Annual Performance Management of LSAs with feedback</p> <p>In school training is arranged for specific SEND topics and medical diagnosis for LSA's and teachers.</p> <p>Regular opportunity is given to LSA's and SENCO to attend courses on particular SEND topics and give feedback at LSA meetings run by SENCO.</p> <p>Monthly SENCO liaison meetings with all LSA's to discuss programmes, feedback on courses and SEND children and regular workshops to train up new or less experienced LSA's.</p> <p>SEND coffee mornings are arranged on a termly basis, covering a range of SEND topics to which governors, parents, LSA's and "After school Club" staff are also invited to attend.</p> <p>Termly SENCO cluster meetings are held to discuss provision and ideas within other schools, sharing ideas and successes.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>There is a full Accessibility plan in place as well as a SEND Action plan.</p> <p>Specialist resources are used to aid learning across the school. E.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, left handed scissors, easy grip rulers, tri faceted pencils, pencil grips, sit and move cushions, writing slopes and left write mats.</p> <p>There are also ramps at exits and a disabled toilet.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. E.g. laptops, specialist chairs, radio aids.</p> <p>All monies used for specialist equipment is utilised from the SEND budget, Statement allocated budget or from the pupil premium funds of SEND children.</p>
<p>The arrangements for consulting parents of pupils with special educational needs.</p>	<p>SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice.</p> <p>SENCO attends multi-agency meetings at the hospital with parents if invited by them.</p>

	<p>Parents of children who have a statement of need/ EHCP are invited to discuss their child’s progress at the annual review, those who are in year 5 will be invited to contribute to any amendments needed for their transfer to secondary school.</p> <p>Parents of children who are statemented are invited to discuss transitional provision with the potential secondary school at a Transitional Review</p> <p>SEND coffee mornings are arranged on a termly basis, covering a range of SEND topics to which the SEND governor, parents, LSA’s and “After school Club” staff are also invited to attend. The SEND governor can liaise directly with parents at these coffee mornings.</p>
<p>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>Children on any stage of the SEND register are made aware of the targets set on their One Plans and are informed about their progress on a regular basis. The One Plans are discussed with the child so he/she is aware of the strategies used to support them, pupils are then invited to make a contribution to the reviews so the process is fluid.</p> <p>Annual review meetings are held for children with an EHCP to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting.</p> <p>Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEND pupils have been represented on the school council.</p>
<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The procedure for complaints is highlighted in the School handbook and website.</p>
<p>How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>Relevant Policies: Code of Practice. Health and Social Care Act</p>
<p>The contact details of</p>	<p>The contact details of all support services are available within the SEND policy. Other specialist service contact details are given to</p>

<p>support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p>	<p>parents as and when needed.</p>
<p>School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE SCHOOL TO PRIMARY SCHOOL</u> All children who were on the SEND register remain on the SEND register at the primary School. All provision, programmes and outside agency support in place at the pre-school will continue until reviewed at the termly meeting.</p> <p>Meetings are arranged prior to the start of school with the SENCo, new class teacher, pre-school staff, parents and specialist teachers, either at the child’s home or at school, to discuss existing and future provision.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></p> <p>According to The Education Act 1996 s. 317 the SENCO ensures that where a pupil has special educational needs, those needs are made known to all who are likely to teach him.</p> <p>At the beginning of a new academic year, the current class teacher will inform the next teacher and their LSAs about the SEND children in the class and provide them with the summer term’s targets and any other medical information.Relevant courses will also be arranged.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL</u> Where children are transferring to Secondary School, the SENCO will liaise with the SENCO’s of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school or any other school the child may transfer to. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.</p> <p>Parents of children who are statemented are invited to discuss transitional provision with the potential secondary school at a Transitional Review</p> <p>Parents are invited to complete a form highlighting any difficulties they think may hinder their child’s progress at the secondary level.</p> <p>Pupils give their views on any worries they may have regards to secondary school. This is forwarded on to the secondary school.</p>
<p>Information on where the local authority’s local offer is published</p>	<p>SEN Policy SEN Provision Review School website and handbook</p>

