



**Ford End CofE Primary School
Special Educational Needs and Disabilities (SEND)
Information Report
School Offer**

Information on the kinds of special education provision made in the school.

SENCO contact details:

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3. Information about Ford End Primary School's policies for the identification and provision for pupils with SEND and how the school evaluates

For children who have general learning difficulties

School Provision

- A dedicated SENCO who has qualified with the National Award for SEN Coordination.
 - A SEN Assistant who has a diploma in special educational needs
 - A named governor who has responsibility for SEN
 - SEN training opportunities are delivered to all staff.
 - Access to an Educational Psychologist.
 - We liaise closely with external Speech and language therapists.
 - Where required, we also liaise with Paediatricians, Occupational Therapists, Physiotherapists, Health Visitors, Optometrists and other specific professionals who may provide general advice, specialist assessment, strategies and materials.
 - Teaching Support Assistants are trained in reading, writing, phonics, numeracy, speech and language.
 - We provide group and individual interventions such as; precision teaching, phonics, mathematics, literacy comprehension, handwriting, spelling, social skills and emotional regulation.
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- SENCO works with staff and parents to aid early identification.
 - Person centred planning used to create One Plans for children with SEND.
 - One Plans are reviewed termly with parents, teachers and pupils.
 - One Plans clearly state the additional school intervention children with SEND receive, i.e. EHCP or SEN Support.
 - When necessary, referrals are made to the appropriate services as soon as possible.

the effectiveness of the provision for such pupils.

4. Information about Ford End Primary School's policies for making provision for pupils with SEND including: evaluation of effectiveness, assessment and reviewing progress, adaptation to the curriculum, additional support and wider support.

5. Information about the expertise and training of staff at Ford End Primary School in relation to children with special educational needs.

6. Information about equipment and facilities to support children with SEND at Ford End Primary School.

- Observations are carried out by Educational Psychologists where necessary.
 - Interventions are tracked termly to ensure effectiveness.
 - Progress of children with SEND are closely monitored at Pupil Progress Meetings every term.
 - Liaison meetings with pre-schools and secondary schools to aid smooth transition.
 - Liaison meetings with pre-schools and secondary schools to ascertain and provide information on SEND pupils current needs and interventions.
 - SEND policy is regularly updated.
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- SENCO discusses data with the Head of School on a termly basis; this is to track children's progress. Progress data is shared with staff.
 - Children's progress is monitored and suitable interventions are arranged based on progress.
 - Class teachers and support staff work with individual children and groups of targeted children throughout the week.
 - Activities are differentiated in the classroom to reflect the need and ability of the child.
 - Support staff are used effectively during teaching time.
 - Depending on the child's level of need, wider support, such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists and other support agencies such as the YMCA is available.
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- LSAs are employed and trained to support SEND.
 - SENCO attends regular training and update meetings.
 - Advice and resources implemented from Educational Psychologist and professionals from specialist provision.
 - LSAs are trained in interventions that are relevant to their roles.
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- A wide variety of specialist resources are used to aid learning across the school, this including: visual timetables, sand timers, reward charts, play leaders, peer tutors, individual whiteboards, sound/vocabulary mats, talk points, left handed scissors, pencil grips, sit and move cushions and ICT resources (including Clicker 7).
 - There is an Accessibility Plan.
 - We have access to a library, meeting room and SEND room for small group work.
 - Gym trail and finger gym activities following physical plans for specific children.

7. Arrangements for consulting parents of pupils with SEND at Ford End Primary School

- Range of reading material for all abilities.
- SEND games and resources kept centrally for whole school access.
- Interactive whiteboards and computers available for whole school use.
- We have additional adults that support children in class where and when required.
- Resources from speech and language therapists, SEND Inclusion Partner and Educational Psychologist

8. Arrangements for consulting young people with SEND about, and involving them in, their education.

- SENCO is available by appointment.
- Essex person centred one planning approach.
- Where possible/necessary, SENCO to liaise with preschools to meet child and parents in order to aid transition process.
- Termly review meetings
- Annual Review person centred meetings with parents, specialist teachers (where applicable) and other professionals.
- Parent consultation evenings with teacher and SENCO if necessary.
- Health care plans, speech and language plans, consistent management plans, 5 Step plans and Educational Psychologist reports are all shared with parents.
- Where effective, a home/school communication book is used.

9. What to do if you are not satisfied with a decision that has been made by the school.

- Inclusive school council.
- Pupil voice
- Person centred one planning approach
- Participation in annual reviews: my views section.
- Participation in termly reviews: my views section
- Transition books.
- Surveys.

- We have an open door policy. The Head of School, Class Teacher, SEN Assistant and SENCO are available to parents to discuss concerns.
- We have a governor, Mrs Regan, who has a responsibility for SEND.

10. The contact details of support for the parents of

- Signposted by the SENCO
- School Nurse/Health

pupils with SEND, including those for arrangements made in accordance with clause 32.

11. Arrangements for supporting pupils transferring between pre-school to Ford End Primary School or on to secondary school.

12. Information on where the local authority's local offer is published.

13. Arrangements for the admission of disabled persons as pupils.

14. The steps taken to prevent disabled pupils from being treated less

- Counselling services
 - YMCA family support
 - Emotional Wellbeing Mental Health Services
 - Educational Psychologist Parent Helpline
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- When transferring from pre-school, all children who have SEND and a one plan will transfer with this to Ford End C of E Primary School. All provision, programmes and outside agency support in place at pre-school will continue.
 - All children with SEND are invited to visit this school on several occasions to familiarise themselves with staff and the school structure, including location of the toilets, hall and playground.
 - A review of the pupil's needs will be made after an initial settling in period.
 - Liaison meetings between SENCOs and class teachers to transfer information
 - With transition to secondary school, detailed discussions are held with the secondary school SENCO and SEND information transferred.
 - Close links are in place with our local secondary schools: Chelmer Valley High School and Helena Romanes School.
 - Transitional reviews are held for children who have an EHCP
 - Extra visits for pupils with SEND supported by familiar staff to their allocated secondary school to visit Learning Support.
 - Transition books prepared for children with an SEND.
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- SEND Policy
 - School Website <https://fordendschool.com/>
 - The local offer is available via <http://www.essexlocaloffer.org.uk>
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- We adhere to the Local Authority admission arrangements for Ford End C of E Primary School. We would strongly encourage a preliminary visit and a subsequent meeting involving parents and all the relevant agencies involved with the pupil.
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- Our commitment to the fair treatment of all pupils are underpinned in the following documents:
 - The Teacher Standards 2012
 - Ford End C of E Primary School Staff Code of Conduct
 - Teaching and Learning Policy

favourably than other pupils.

- Behaviour for Learning Policy
- Safeguarding Policy
- Accessibility Plan

15. Facilities provided to assist access to the school by disabled pupils

- Please see the Accessibility Plan, which is located under Key Info / Policies section of the website.

16. The plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 (Accessibility plan)

- Please see the Accessibility Plan, which is located under Key Info / Policies section of the website.