



Ford End C of E Primary School Special Educational Needs and Disabilities (SEND) Information Report School Offer

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

SENDCo contact details:

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For children who have general learning difficulties

School Provision

As a school, we provide:

- A dedicated SENDCo who is undertaking the qualification for the National Award for SEND Coordination.
- A named governor who has responsibility for SEND.
- SEND training opportunities are delivered to all staff.
- Access to an Educational Psychologist from the Local Authority.
- Close liaisons with external Speech and language therapists.
- Liaisons 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 who are trained in reading, writing, phonics, numeracy, speech and language.
- Group and individual interventions such as; precision teaching, phonics, mathematics, literacy comprehension, handwriting, spelling, social skills and emotional regulation.

<p>Information about FordEnd Primary School's policies for the identification and provision for pupils with SEND.</p>	<p>As a school, we identify provision for pupils with SEND by:</p> <ul style="list-style-type: none"> • The SENDCo working with staff and parents to aid early identification. • Person centred planning used to create One Plans for children with SEND. • Reviewing One Plans or One Page Profiles termly with parents, teachers and pupils. • Clearly stating on One Plans or One Page Profiles clearly state the additional school intervention children with SEND receive, i.e. EHCP or SEND Support. • Working with a Wave system to identify the levels of support each individual child needs in the school and tailored provision targeted to each child with SEND.
<p>Information about how the school evaluates the effectiveness of the provision for such pupils.</p>	<p>As a school, we evaluate the effective of provision through:</p> <ul style="list-style-type: none"> • Making referrals, when necessary, to the appropriate services as soon as possible. • Observations carried out by Educational Psychologists where necessary. • Termly tracking of interventions to ensure effectiveness. • Closely monitoring the progress of children with SEND 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. • Regularly updating our SEND policy.

<p>Information about FordEnd 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.</p>	<p>As a school, our policies for making provision for pupils with SEND include:</p> <ul style="list-style-type: none"> • The SENDCo discussing data with the Head of School on a termly basis; this is to track children's progress. • Sharing progress data with staff. • Monitoring children's progress and arranging suitable interventions based on progress. • Class teachers and support staff working with individual children and groups of targeted children throughout the week. • Differentiating activities in the classroom to reflect the need and ability of the child. • Effective use of support staff 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..
<p>Information about the expertise and training of staff at FordEnd Primary School in relation to children with special educational needs.</p>	<p>As a school, we ensure:</p> <ul style="list-style-type: none"> • LSAs are employed and trained to support SEND. • The SENDCo attends regular training and update meetings. • Advice and resources are implemented from Educational Psychologist and professionals from specialist provision. • LSAs are trained in interventions that are relevant to their roles.
<p>Information about equipment and facilities to support children with SEND at FordEnd Primary School.</p>	<p>As a school, we provide:</p> <ul style="list-style-type: none"> • 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. • Range of reading material for all abilities.

	<ul style="list-style-type: none"> • 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.
<p>Arrangements for consulting parents of pupils with SEND at FordEnd Primary School</p>	<p>As a school, we ensure:</p> <ul style="list-style-type: none"> • The SENDCo is available by appointment. • We follow the Essex person centred one planning approach. • That where possible/necessary, SENDCo to liaise with preschools to meet child and parents in order to aid transition process. • We hold termly review meetings. • We follow Annual Review person centred meetings with parents, specialist teachers (where applicable) and other professionals. • We hold parent consultation evenings with the teacher and SENDCo if necessary. • That health care plans, speech and language plans, consistent management plans, 5 step plans and Educational Psychologist reports are all shared with parents. • That where effective, a home/school communication book is used.
<p>Arrangements for consulting young people with SEND about, and involving them in, their education.</p>	<p>As a school, we consult young people through:</p> <ul style="list-style-type: none"> • An inclusive school council. • Conducting pupil voice. • Following a person centred one planning approach. • Including children in annual reviews: my views section. • Including children in termly reviews: my views section. • Completing transition books. • Completing pupil surveys.

<p>What to do if you are not satisfied with a decision that has been made by the school.</p>	<p>As a school, we:</p> <ul style="list-style-type: none"> • Have an open-door policy. • Ensure the Head of School, Class Teacher, SEND Assistant and SENDCo are available to parents to discuss concerns. • Have a governor who has a responsibility for SEND.
<p>The contact details of support for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.</p>	<p>As a school, we provide contact details for support through:</p> <ul style="list-style-type: none"> • Being signposted by the SENDCo. • Being signposted to the School Nurse/Health providers. • Being signposted to counselling services. • Being signposted to YMCA family support. • Being signposted to Emotional Wellbeing Mental Health Services Educational Psychologist Parent Helplines.
<p>Arrangements for supporting pupils transferring between preschool to FordEnd Primary School or on to secondary school.</p>	<p>As a school, we have the following arrangements for transitions:</p> <ul style="list-style-type: none"> • When transferring from pre-school, all children who have SEND and a one plan will transfer with this to FordEnd 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. • Holding liaison meetings between SENDCos and class teachers to transfer information. • With transition to secondary school, detailed discussions are held with the secondary school SENDCo and SEND information transferred. • Close links are in place with our local secondary schools. • Holding transitional reviews are held for children who have an EHCP. • Holding extra visits for pupils with SEND supported by familiar staff to their allocated secondary school to visit Learning Support.

	<ul style="list-style-type: none"> • Preparing transition books for children with SEND.
<p>Information on where the local authority's local offer is published.</p>	<p>You can find information on the local offer through the following:</p> <ul style="list-style-type: none"> • Our SEND Policy • The school website https://FordEndschool.co.uk/ • The local offer is available via https://send.essex.gov.uk/
<p>Arrangements for the admission of disabled persons as pupils.</p>	<p>We adhere to the Local Authority admission arrangements for FordEnd 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.</p>
<p>The steps taken to prevent disabled pupils from being treated less favourably than other pupils.</p>	<p>Our commitment to the fair treatment of all pupils are underpinned in the following documents:</p> <ul style="list-style-type: none"> • The Teacher Standards 2012. • FordEnd C of E Primary School Staff Code of Conduct. • Teaching and Learning Policy. • Behaviour for Learning Policy. • Safeguarding Policy. • Accessibility Plan .
<p>Facilities provided to assist access to the school by disabled pupils</p>	<p>Please see the Accessibility Plan, which is located under Key Info / Policies section of the website.</p>

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.