



Special Educational Needs and Disability School Offer

How does the school know if children need extra help?

What should I do if I think my child may have special educational needs?

What should I do if the school and I disagree?

At East Tilbury Primary School children's learning is monitored daily, through observation and outcomes. On a half termly basis, teachers attend a Pupil Progress Meeting with the Leadership Team to discuss the progress of individual children and the impact of any interventions. Teachers submit data on a termly basis, which ensures that the children's progress is monitored consistently by the Leadership team, who are then able to discuss pupils with the class teachers and raise concerns about pupils who may be displaying difficulties and how best to meet their needs.

Teachers welcome parent/carers' views and will meet with parent/carers should they have concerns about their child. If you feel your child has a special educational need and, or a disability, then the school has an Inclusion Lead and Assistant SENCo who will be able to discuss the needs of your child and how their needs will be met within school as well as engaging the support of external agencies.

If you do not agree with the school's support at any stage, then you will be able to discuss your concerns further with the Local Authority SEND team, who will be able to support and advise you appropriately. As well as the Local Authority, there are other charitable services such as PATT and SCOPE who can guide and support parent/carers of children with SEND.

How will I know how the school supports my child/and how is this communicated?

At East Tilbury Primary School, building the relationship between school and home is key. If your child has an Educational Health Care Plan or has additional school support, you will meet with the Inclusion Lead or Assistant SENCo on a termly basis to review the support in place for your child, this is an opportunity to discuss its effectiveness and whether any further provision needs to be made. In addition to these meetings, you will also meet with the class teacher in the Autumn and Spring terms to discuss your child's progress and review their targets. Other means of maintaining more regular communication between home and school may be used in addition, where necessary.

How will the curriculum be matched to my child's individual/specific needs?

Teachers are advised by the Inclusion Lead or Assistant SENCo about individual pupil needs and how to adapt the learning to ensure that pupils can access the curriculum. Work is differentiated by lesson according to needs and requirements. Every child on the SEND register has a Passport to Learning; this ensures that whoever is teaching your child knows what the areas of difficulty are and the provisions needed to achieve their targets. In addition to this, it gives the staff the opportunity to share successes with your child and others. East Tilbury Primary school also have Nurture Groups both for Key stage 1 and Key stage 2, as well as a specialist Nurture Provision for children with significant learning needs. Nurture Groups are for pupils who need an adapted curriculum to ensure that they can access their core skills such as Phonics, English and Maths as well as developing their social and emotional needs. These spaces are set up as classrooms with a homely feel and have additional outdoor learning lessons with the Forest School practitioner.

How often will you meet with me to discuss my child's progress?

As previously mentioned, the Inclusion Lead and/or Assistant SENCo will meet with you on a half termly basis if your child has an Educational Health and Care Plan (EHCP) or other significant need, if your child is on school support, we will endeavour to meet with you termly, however this doesn't mean that you are unable to meet at any other time. The school staff will be happy to meet with you at any time should you have any concerns or information that you need to share. It is imperative to your child's success in school that open communication is maintained.

How does the school address my child's emotional, social and behavioural needs?

Social, emotional and behavioural aspects of your child's needs must be addressed to enable your child to have an effective and successful academic career. These areas are addressed in a variety of ways - initially within the classroom through support from the class teacher, Learning Support Assistants and within the Social Emotional Aspects of Learning programme, known as SEAL. In addition to this, the school has a pastoral team who support children through 1:1 session, Why Try, SEAL and through the Nurture Groups. Furthermore, the Pastoral Coordinator runs parent/carers groups, which supports parents/carers in managing different behaviours at home. Behaviour is key to learning and the school follows an established behaviour policy in line with the Cooperative values.

What specialist services and expertise are available at or accessed by the school?

The school have staff who are trained in a variety of interventions and areas to support a range of needs. The school also has access to a variety of teams and resources externally. These include:

Medical

Diabetic trained
Epipen trained
Paediatric First Aiders
First Aid
Hoist trained
Gastronomy feed trained.
Manual handling training

Specific Needs

Autistic awareness trained staff
Basic BSL skills supported by St Clere's school
Braille trained member of staff supported by St Clere's visually impaired team
Support from Hearing impaired team at St Clere's
Outreach support from Treetops specialist school
Access to resources from Beacon Hill specialist provision
Dyslexia screening trained staff
Turnabout trained staff (intervention for Dyslexic pupils)
Toe by Toe trained staff (Intervention for Dyslexic pupils)
15 minute a day reading intervention trained staff
Counselling
Play Therapist commissioned by the school
Wave 3 maths trained staff to support pupils who have difficulties with maths.

Speech and Language therapist commissioned by the school
Narrative Therapy trained staff
Speech therapy team through the NHS
Occupational Therapy team through the NHS
Physiotherapy team through the NHS
Educational Psychologist through the Local Authority
Emotional First Aid
Forest Schools practitioner
Nurture trained practitioner
EAL trained staff
SAFE Trained staff across the school

What training have the staff supporting children and young people with SEND had or are having?

Training for all staff is ongoing and regular training sessions for staff are held both within school and externally. If there is a need for specific training, it is seen as a priority and those staff identified are provided with training internally and externally both by the Local Authority and by other training providers. This training is then disseminated to the rest of the school staff where necessary.

How does the school ensure the inclusion of my child in activities outside the classroom including school trips/residential trips?

All pupils are fully included in all school activities and are encouraged to participate to the best of their ability. Risk assessments are carried out both by class teachers and by the Health and Safety officer. For external school visits, risk assessments are checked by the Local Authority. The school will work with parent/carers to ensure that they are happy with arrangements that have been put in place and, when appropriate, parent/carers are at times asked to attend trips or school events.

How accessible is the school environment for mobility behavioural, sensory, health and other issues?

East Tilbury Primary School is all on one level and has no access via stairs. All access points have wheelchair ramps to ensure full access for all disabilities. Corridors are kept clear and can be accessed by a wheel chair. There are disabled toilets throughout the school with two of them being fitted with shower facilities and a hoist. The outdoor areas are spacious and have both green areas and concreted playground areas. There are sheltered spaces in the outdoor areas to ensure that pupils are protected from the sun when needed.

The school works closely with the Hearing Impaired and Visually Impaired Team at St Clare's to ensure that the school environment is multi-sensory and accessible.

There is an Aspire Base, which supports pupils who may find the class environment challenging at times. This allows them to work in a quiet, calm environment supported by the pastoral team. A sensory room is also available as a space for child to calm down or explore their sensory needs.

There are four nurture rooms, a SEND Nurture and three other Nurture provisions; these are based on a stage not age approach, to ensure that the individual child's needs are met at an appropriate level.

How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?

On joining East Tilbury Primary, the school encourages parent/carers and the pupil to visit during the school day to enable them to get a feel for the school whilst teaching is happening. During this visit we will discuss how best to induct your child, dependent on their needs. There are times when the arrangements may need to change, if for example your child needs longer to settle, or they settle more quickly than anticipated. If your child is coming from another setting, we often speak with their current school and a transition programme is set up to make sure that your child is eased into their class environment. Transition from one year to the next can also be a difficult time for both you and your child. We have a transition programme in place to make sure that your child becomes familiar with their surroundings and new teaching staff. Through the Summer break, some children find it beneficial to have a book with photos of their new class and teachers, to share with their family.

How are the school's resources allocated and matched to children's special educational needs?

At East Tilbury Primary, we feel that it is essential that your child has the necessary resources for them to successfully access the curriculum. We work with all necessary external agencies to ensure that any necessary equipment is provided. East Tilbury Primary will ensure that if your child needs resources, they are provided as soon as possible.

How is the decision made about how much support my child will receive and who is involved in that decision?

Each child has different needs and will require different support. We will work with you and other professionals to ensure that the amount of support your child needs is identified as early as possible. Support can be provided through 1:1, small group and whole class. At East Tilbury Primary, our main aim is to ensure that your child is happy, successful and as independent as possible.

How will you ensure that my child and I are involved in discussions about, and planning for their education?

As previously mentioned, communication is the key to your child being successful, therefore it is imperative that you and your child are involved in any decision-making where possible, as described above.

Who can I contact for further information?

Inclusion Lead/ Assistant Head teacher
Assistant SENCo
Pastoral Co-ordinator
Admissions and attendance/ SEND admin
Thurrock local Authority SEND team
Alternatively, please see the Thurrock Local Offer - available on our website