

East Tilbury Primary School



SEND Information Report

2023-2024

The kinds of SEND that are provided for

At East Tilbury Primary School, we currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

At East Tilbury Primary, we are pro-active in assessing pupil needs before they attend our setting through conversations with parents/carers, previous educational settings and/or other professionals involved in the child's care. We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate, and class teachers carry out regular assessments of all pupils, identifying those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs or sensory needs.

Slow progress and low attainment will not automatically mean a pupil is recorded on our SEND register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents/carers

When a child presents with additional needs, we will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. They will then be informed if the child is to receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

Alongside regular assessments of a child's academic progress, each child receiving SEND support will have individual objectives and provisions which are assessed through a four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment, or behaviour
- The progress made in previous interventions
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, where relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, which are shared through their learning passports.

Supporting pupils moving between phases/schools

When contacted by pre-school settings regarding a pupil's identified needs, we are able to meet with nursery staff, the pupil and parents/carers to discuss the pupil's strengths and needs so appropriate provision can be arranged before the pupils starts at East Tilbury Primary School. The SENCo and Early Year's Lead also visit the local nurseries and, with agreement of parents/carers, can meet with pupils and observe them in the setting.

During the Summer term of year 6, we will support pupils with the transition to their chosen secondary school by sharing information, introducing new staff, discussing provision and organising additional visits for both the pupil and their parents/carers, where possible.

If a pupil is transferring to, or from, another school mid-year, we can liaise with the other school to discuss current provision and successes, arranging visits, where possible. Pupils can start at East Tilbury Primary on a gradual timetable so they can become accustomed to the changes; this is decided upon on a case by case basis. Welcome booklets are produced so pupils become familiar with staff and their new surroundings.

When transitioning between year groups, pupils are able to meet with their new class teacher and support staff a few weeks before the end of term, where possible. The current class teacher is able to share information with the new class teacher in relation to their progress, provisions and what makes them successful in different areas of school life so support can remain consistent.

Our approach to teaching pupils with SEN

Class teachers are responsible and accountable for the progress and development of all pupils in their classes.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils so they can access their learning through intervention within the classroom. However, we recognise that some pupils require additional targeted intervention that

require one-to-one or group work. These are often provided by the Learning Support Assistants (LSAs) or Higher Level Teaching Assistants (HLTAs). Here are the interventions we offer:

Dyslexia: Toe by Toe, Stareway to Spelling, Strideahead, Turnabout

Literacy: Phonics, Support for Spelling, Precision Teaching, Colourful Semantics

Maths: Dyscalculia intervention, basic number work

Cognition: Memory games/activities, Blank's Questioning

Social and Emotional: Social Use of Language Programme, Social Stories, social skills groups, Drawing and Talking

Speech, Language and Communication: Speech and Language Link, sessions with private therapist, staff deliver specific intervention based on training from the NHS/private therapy service, Intensive Interaction, Autism Attention, Lego Therapy

Sensory/physical: Social Stories, Sensory Circuits, Outdoor Learning, gross motor, fine motor

Adaptations to the curriculum and learning environment

We understand that pupils learn in different ways and with different approaches. It is vital for staff to fully understand the needs of pupils so that the learning environment can be adapted and the pupils can access a broad and balanced curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiation of the curriculum to ensure all pupils are able to access it ie linking learning to 'real life' situations and interests, groupings, varying learning styles, providing practical experiences
- Providing appropriate resources and modelling how to access ie phonic word mats, colourful semantics grids, recording devices
- Scaffolding of tasks
- Using recommended aids, such as laptops, coloured overlays, visual timetables/planners, enlarged font, time planners, PECS
- Differentiating our teaching - providing longer processing times, pre-teaching of key vocabulary, chunking instructions

Additional support and intervention

Our support staff are trained to deliver specific interventions across the school by the SENCo and a number of other professionals who support the school in helping pupils with SEND. Training on Autism, Pivotal Behaviour Management, Nurture and Mental Health have recently been delivered to all staff. Other training is offered based on the needs of individual pupils such as Precision Teaching, working memory strategies, phonics, Turnabout. Staff act as peer mentors so those learning more about an intervention can observe those with experience working directly with pupils.

We work with the following agencies and can make appropriate referrals if a pupil requires additional support:

- NHS speech and Language Therapy or Speech and Language Specialist Teacher
- Occupational Therapy

- Physiotherapy
- The Visual Impairment and Hearing Impairment Specialist Teachers at St Cleres
- Specialist Health Visitors
- ADHD Nurse
- Community Pediatrician
- Clinical Psychologist
- Early Years Services
- Treetops Outreach Service
- Educational Psychologist
- Emotional Wellbeing and Mental Health Service (EWMHS)
- St Luke's Bereavement Services
- Young Carers
- Mental Health Support Team
- Children with Disabilities Team
- Charities including Open Door and ADD Up
- The Local Authority SEND Team
- Play therapist commissioned by school
- Forest Schools trained practitioner
- Nurture trained practitioner

Expertise and training of staff

Children with SEND are supported by all staff across the school including class teachers, LSAs, pastoral staff, midday assistants and the leadership team. When key areas of need are identified within school, whole school training is offered ie Autism training via the Autism Education Trust. Other training is offered during weekly teacher training sessions, Trust days, peer mentoring approaches and external agency support.

Before a child joins our school with a Special Education Need, the SENCo will liaise with all relevant professionals to ensure that adequate training and staffing is in place to meet the child's needs. The members of staff working directly with the child will receive more detailed training and this can be shared with other members of staff who may need to be part of the child's SEND plan.

Evaluating the effectiveness of SEN provision

The school regularly evaluates the effectiveness of the provision for pupils with SEN, equipment and facilities to support pupils.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their objectives each term through learning passports

- Reviewing the impact of interventions half-termly/termly through pupil progress meetings, listening to the pupil's voice and discussion with facilitators
- Team Around the Child meetings which focus on a pupil's specific needs
- Termly pupil progress meetings with class teachers
- Discussions with individual pupils about what helps them
- Observations by the SENCO
- Using provision maps to measure progress
- Termly SEND reviews offered to parents
- Holding annual reviews for pupils with EHC plans
- Discussions with parents during SEND reviews and pupil consultations

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At East Tilbury Primary School, it is important that all pupils have opportunity to access different activities, including after-school clubs, residential trips, sports day and school visits.

All pupils are encouraged to attempt activities and no pupil is ever excluded from taking part in these activities because of their SEN or disability.

To support pupils with disabilities, we ensure:

- Adequate training is offered by medical professionals
- The pupil's voice is taken into account
- The pupil's need/views are shared with all supporting staff
- Pupils can access all areas of the school building and the outdoor areas
- Personal care needs can be through our disabled toilet/shower facilities with available hoist
- Adequate risk assessments are in place
- Access to the sensory room
- Access to sheltered areas outside

Support for improving emotional and social development

East Tilbury Primary School follow a nurture approach and all staff are trained in this approach with the emotional wellbeing of our pupils being a top priority. The school offers a large pastoral team, which includes a behavioural, a pupil counsellor and nurture leads. Every pupil in school has their emotional needs assessed through a Boxall profile. This highlights pupils who may need additional support with their social and emotional needs. These pupils are then supported through class support, small group or one-to-one interventions, which address their individual needs.

Pupils who demonstrate a behavioural need are supported through a Behaviour Improvement Plan which is created in collaboration with the parents and pupils and focuses on positive outcomes.

Complaints about SEN provision

Complaints about SEND provision in our school should initially be made to the class teacher or SENCo. They will then be referred to the Trust's complaints policy if necessary. The school will work

alongside parents to resolve any potential issues and will refer to the SEND Code of Practice 2014 if further action is required.

Other services available by the Local Authority

Thurrock's local offer is published here:

<https://www.askthurrock.org.uk/kb5/thurrock/fis/home.page>

Who can I contact if I require further information about SEND?

Please contact the school's SENCo:

Mrs Rachel Mylam

01375 846181

If your child already attends the school, please speak to their class teacher to raise any concerns in the first instance.