

Welcome to our SEN information report: we hope you find this a useful starting point. Do please contact the school before your child starts with us to talk through your child's needs so that, right from the start, we can work together to make sure that these are met in the best possible way.

What is your school ethos regarding children with special educational needs?

At North Primary School and Nursery we are fully committed to providing all children with equal access to a broad, balanced curriculum. We recognise that each child has their own set of needs, and work to make sure that all children's needs are met through the way we teach and offer support. All staff work together to provide a caring environment, and we value the contributions of all pupils and parents. Staff maintain high expectations for all pupils and continuously provide opportunities for them to succeed and build their self-esteem. We provide additional support for children with difficulties in cognition and learning; communication and interaction difficulties, social, emotional and mental health needs and physical/sensory needs.

How do we work in partnership with parents and carers in supporting a child with special educational needs?

We believe that the best outcomes for children come by home and school working together. We know that you are the expert on your child and find it very helpful to listen to you and the outcomes you consider important. It's not about us telling you; it's about us working with you.

- The class teacher is regularly available every Thursday after school to discuss your child's progress or any concerns you may have. Together we share information about what is working well at home and school so that similar strategies can be used.
- The Special Educational Needs Co-ordinator (SENCo) is available to meet with you to discuss your child's progress and any worries or concerns you may have at a time convenient to you. Please make an appointment through the school office.
- Information from outside agencies and professionals is shared with you either in person or in a report. We are increasingly arranging opportunities for you to meet directly with professionals to go through reports and to access further support and advice on how to help your child at home.
- We meet termly to look at what is working, what needs to change, and then draw up an action plan to help support the outcomes and goals discussed. If your child has a Statement of Special Educational Needs (SSEN) or an Education, Health and Care Plan (EHCP) everyone involved with your child is invited to an annual review to discuss progress and ways forward.
- Homework is adjusted as needed to meet your child's individual needs.
- A home/school contact book is sometimes used to support communication with you, when it has been agreed that this is useful.
- When your child starts in Reception class or is moving onto Secondary School we work together on a 'moving' (sometimes called 'transition') programme, planning for success to ensure the best possible start for your child.

How is my child involved in her/his education?

- We have One Page profiles for all children on the Special Educational Needs (SEN) register, which is created in partnership with you and your child. Sometimes other agencies are involved in this. The profiles note your child's strengths, what is important to her/him and the ways s/he likes to be supported. They are regularly updated and are a very useful way of making sure that all adults working with your children know key information to help them meet their needs and work effectively with them.

	<ul style="list-style-type: none"> • Staff in your child's class have regular learning conversations with your child about their goals, what they feel is working and what needs to change. • Children are actively involved in preparing for or attending their termly One Plan meetings. • If your child has a Statement of Special Educational Needs (SSEN) or an Education, Health and Care Plan (EHCP), then your child is involved in the preparation for, and invited to, an annual review to discuss progress and ways forward.
<p>Who oversees this provision in the school?</p>	<ul style="list-style-type: none"> • The Special Educational Needs Co-ordinator (SENCo) oversees this provision and works closely with all staff. The SENCo is a qualified teacher and a member of the school leadership team. • The SENCO and SEN Governor can be contacted via the school office. The SENCO actively welcomes calls from parents and is happy to meet to listen and help (see section one).
<p>Where can I find out about local services?</p>	<ul style="list-style-type: none"> • Our school website has a link to the Essex Local Offer website. This is very comprehensive and useful. The SENCO can also signpost parents to helpful organisations.
<p>How does the school know if my child needs extra help?</p>	<ul style="list-style-type: none"> • We identify children with special educational needs in a variety of ways including teacher assessments, termly tracking of pupil progress, observations by teachers, feedback from Learning Support Assistants, advice and insights from outside professionals and by listening to parents, who are the experts in their own child. • We use a range of assessment tools and checklists to help identify pupils' needs further.
<p>How will my child be supported?</p>	<ul style="list-style-type: none"> • All teachers are teachers of children with special needs. In order to support our children with special needs, we find understanding, encouragement and well-trained staff using a range of teaching strategies are all essential. Learning Support Assistants work regularly within the classroom and are there primarily to support effective classroom teaching and encourage pupils to be confident, effective learners. • Our starting point is high quality classroom teaching that is adapted and differentiated to meet pupil needs. • Provision beyond this is discussed with you at One Plan meetings, with strategies and/or additional support identified on the Action Plan. This may include small group intervention, for example linked to literacy, numeracy, social and emotional skills and gross and fine motor skills. We also run some lunchtime groups to support students with special educational needs and vulnerable students. Additional provision may also include additional teacher support, one-to-one work or support through an outside agency. • We aim to offer a broad and balanced curriculum to all our students. Children with the most complex needs may have an individual programme that takes them out of the classroom on occasion to best meet their needs. Occasionally children with social, emotional and mental health needs or high levels of anxiety also benefit from some alternative curriculum provision on a planned, regular basis. • The school regularly reviews the progress of all its pupils, including termly meetings to review progress (using test data and teacher assessment based on work samples, classroom performance and pupil feedback). These meetings are also used to evaluate provision, including any additional interventions. Adjustments are regularly made according to what our results are telling us. Sometimes progress is not

	<p>just about academic progress, but also how a pupil is progressing in terms of other measures, such as confidence, independence or the ability to work and get on with others. The SENCO is also involved in looking at the impact of interventions.</p> <ul style="list-style-type: none"> • Specialist resources and equipment are used to aid learning where a need is identified or recommended. Sometimes this equipment is bought and, on occasion, hired or borrowed. • Much of our work to support children with special educational needs is funded from our main school budget. When there is a very high level of need, however, additional core funding is required and at this point this will be requested, usually through an assessment of Educational, Health and Care needs by the Local Authority, which may lead to an Education, Health and Care Plan. The school, your child and you will be fully involved in this process which should take no more than 20 weeks. • The needs of children who are looked after by the Local Authority and who have special educational needs are closely examined, with advice on best practice coming from the authority's Achievement Service, to ensure that we put into place effective provision. This varies according to the profile of each individual. Again, their progress is closely tracked to ensure that funding is being used well.
<p>What expertise is in school to support children with Special Educational Needs?</p>	<ul style="list-style-type: none"> • All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of our children. Training is provided every year as part of the School Development Plan, with the impact of this evaluated. • At North Primary School and Nursery, we strive to work in partnership with all outside agencies and professionals. Currently, we are supported by the Specialist Teacher Team; Educational Psychology Team; Emotional Well-being and Mental Health Service; the Community Paediatrician team; MIND; Speech and Language therapists; Occupational therapists and a Family Support Worker. These may change from time to time. • Advice given by professionals is discussed with staff and with you and we adapt and implement the recommendations as best we can within our environment to support your child. • We can arrange for you to have support from parent groups and/or outside professionals to help you to support your child's needs.
<p>How accessible is the school site?</p>	<p>We encourage visits from you prior to your child starting with us and this is an opportunity for you to look at our building and facilities. The building is largely accessible to children with physical disabilities and we will always try to make adaptations and to buy or borrow specific specialist equipment when this is recommended by outside agencies (subject to funding being available).</p>
<p>How does the school support children when they start and when they leave the school?</p>	<p>Starting at North Primary School and Nursery Support starts when parents/carers first make enquiries.</p> <ul style="list-style-type: none"> • The Head teacher meets with you and then directs you to the SENCo as needs be. • A further meeting with the SENCo provides an opportunity to discuss the needs of your child. • Agencies involved with your child are contacted. • Additional visits at suitable times are planned.

- Additional meetings can be arranged with the Foundation Stage Leader.
- A personalised photo book is provided for your family as an introduction to the school, class and staff.
- The school asks you to provide an 'All About Me' book about your child.
- A series of meetings is planned for the first half term to include you, outside agencies and school staff.

Moving on from North Primary School and Nursery

At the end of Y6 pupils move to Secondary School.

- The SENCo meets with the SENCo of each secondary school to provide information about your child.
- All SEN school records are passed on to the new school.
- Annual Review meetings for children with Statements/EHC Plans in both Year 5 and Year 6 are important times to plan transition to secondary school, and we invite the SENCO of the secondary school to come to the Year 6 review.
- Your child will be given the opportunity to discuss the move to secondary school in groups or individually.
- Your child is invited to present her/his views and may choose to have this forwarded to the SENCo of the secondary school.
- Additional visits are arranged for some children with special educational needs in the summer term prior to transition to secondary school.
- Ex-pupils are invited back to talk informally with Y6, where appropriate.
- During the first term of Year 7, staff from North Primary School and Nursery keep in touch with the SENCo at the secondary school.
- The SENCo at North Primary is available to you during the first term of your child's attendance at Secondary School.

Moving from Year Group to Year Group

- If required, your child will be part of making a personalised 'moving to year...' book at the end of each school year which you can share with her/him over the school holiday.
- Your child will make extra visits to their new class and new parts of the school they will be using.

What does the school do to support children with social, emotional and mental health needs?

The school sees all children's social and emotional wellbeing as crucial to their development and learning and Personal, Social and Health Education is a key part of our curriculum. Further opportunities are taken to build up children's social and emotional skills and understanding through assemblies and the pastoral care offered by all staff, as well as the school's focus on building children's learning power.

For children with additional needs in this area, we also offer arrange of provision, including:

	<ul style="list-style-type: none"> • tailor-made 1:1 or small group sessions; • additional support at lunchtimes; • access to staff and resources for those children coping with loss and bereavement; • peer support through programmes such as Play Leaders; • participation in the Summit Group programme, developed through our association with MIND. • referrals to MIND for play or art based therapy; • referral to EWMHS (Emotional, Well-Being and Mental Health Services); • referrals and signposting to other external support organisations. <p>Very often, the starting point is making time and space to listen to the child. From this we can start to look at how best to meet their needs, working with them and their families, with outside support where needed.</p>
<ul style="list-style-type: none"> • Compliments, Concerns and Complaints 	<ul style="list-style-type: none"> • We welcome feedback, verbally or in writing. • We encourage you to raise any questions or concerns with us at an early stage, so that problems can be resolved quickly and informally. • The school's complaints procedure can be found on this website or you can request a paper copy from the school office.