

Special Educational Needs Information Report

Messing Primary School



Consortium Statement

“As part of Tiptree and Stanway Consortium of 15 schools we have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools.”

This school information report has been written in line with the 2015 SEND Code of Practice.



At Messing

Messing Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Messing Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.



We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

How does Messing Primary School know if my child needs extra help?

The school regularly observes, assesses and records the progress of all children to identify those who are not progressing satisfactorily or who may have additional needs. This information is collected from:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress measured against pre-key stage standards and the engagement model
- Progress against age-related expectations
- Standardised screening and assessment tools
- Concerns raised by parents
- Observations of behavioural, emotional and social development
- An existing EHCP
- Assessments by a specialist service, such as educational psychology.
- Another educational setting or LA which has identified or has provided for additional needs



Who are the best people to talk to if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- Where appropriate the concern will then be shared with the SENCO – Mrs. Lewis, further discussions may then take place between all the relevant parties to determine the best way forward for your child.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

What is the process for identifying my child's needs?

There are four broad areas of SEND, these are:

Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.



At Messing Primary School, we follow a graduated support approach which is called “**Assess, Plan, Do, Review**”.

This means that we will:

Assess a child’s special educational needs

Plan the provision to meet your child’s aspirations and agreed outcomes

Do put the provision in place to meet those outcomes

Review the support and progress

Each pupil’s education will be planned for by the class teacher as part of high quality teaching. Learning will be adapted accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or learning support assistants in class.



If a pupil's needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. Interventions are planned out by class teachers on a class provision map. This intervention may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the Class Teacher and SENCO to ascertain the effectiveness of the provision and to inform future planning.

If a pupil has additional needs that requires ongoing support above that which is ordinarily available in class then this may result in the creation of a 'One Plan'.

The 'one planning process' involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved. These are reviewed termly.

When a pupil's needs are more complex an assessment of education, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate, other relevant professionals.

SEND Graduated Approach

High Quality Teaching

- Differentiation in class
- Next step marking and target setting
- Inclusive Curriculum
- Effective tracking of pupil data
- Engagement with Ordinarily Available – Inclusive Teaching Framework

Pupil Progress Meetings

- If progress is still slow despite 'High Quality Teaching,' concerns are raised at Pupil Progress Meetings with the Headteacher/SENCO.
- Use of Ordinarily Available – Inclusive Teaching Framework for strategies to implement
- Relevant assessments undertaken
- Actions identified

Interventions

- Record of concern form filled out by the class teacher, SENCO and Class teacher discuss actions, class teacher to implement.
- Concerns raised with parents
- Implement additional interventions and review
- Track progress
- Change intervention if impact is not being seen

Additional School
Intervention and support

- Additional Support plan devised using assessment results and person-centred planning
- One Plan will identify each area of need
- Assess, plan, do, review across all areas of need
- Specific achievable termly targets with longer terms outcomes.
- One plan shared with parents and reviewed termly

Referral to other
professionals

- If concerns remain consult with Inclusion Partner and Educational Psychologist
- Refer to other professionals, e.g. SALT , Specialist Teacher Team , EP , Community Pediatrics , MIND.

Outside agency
involvement

- Act on recommendations from outside professionals
- Build into support plan
- If diagnosis is given, review approaches accordingly, with continued reference to the "Ordinarily Available – Targeted Support"

High Needs



EHCP



- Outside agency involvement
- More detailed assessment and development of interventions
- More complex/enduring difficulties, progress is insufficient despite carefully planned interventions
- Termly one planning meetings with pupil, parents, teacher and SENCo

- Application for EHCP completed by the SENCo if:
- Clear evidence of limited progress despite clear and effective One Planning using appropriate interventions
- Impact of proposed additional support has been reviewed
- There is a clear plan via needs assessment form of the child's SEN needs



How will Messing Primary School support my child and match the curriculum to my child's needs?

The school is committed to 'High Quality Teaching' and ensuring that lessons meet the needs of and challenge all pupils. Our teachers are trained to differentiate lessons and break down barriers to learning that may be causing difficulties for the child. Teachers use a variety of different approaches including visual, aural, kinesthetic methods as well as 'peer to peer' collaboration and effective questioning. Lessons are rigorously planned to encourage all types of learners to participate and reach their expected outcomes. Teachers and teaching assistants work with children with SEND regularly each week, as well as encouraging all learners to work independently and take responsibility for their learning.

Pupil progress meetings are carried out at strategic points in the year to assess and review pupil progress and to ensure needs are being met effectively and strategies reviewed.

Appropriate specialist equipment may be given to your child e.g., writing slopes, pencil grips, coloured overlays.

Targeted intervention in small groups or 1:1 e.g., following specialist advice such as a child's speech and language programme.



Interventions may include:

- Working with Lego
- TEACCH
- Attention Autism
- Socially Speaking
- Gym Trail
- Talk Boost
- Sensory sessions and sensory diet
- Fine Motor skills groups
- Speech and Language support on an individual basis
- Transition and nurture groups
- Visual timetables and resource banks
- Use of our well-being room
- Catch up maths

All children are encouraged to take part in all areas of school life including events and visits off site arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents/carers and school staff prior to the event.



How will my child and I be involved in making decisions about my child's education?

We believe in a child centered approach whereby, when children have additional needs the thoughts and feelings of the child and their parents/carers together with the views of the school staff and relevant professionals are taken into account when making decisions about their education e.g., when writing one page profiles, one plans or at an annual review.

Other opportunities for involvement may be:

- Informal discussions with staff
- Teacher and Child Consultations
- Teacher and Parent Consultations
- Pupil surveys and feedback forms
- Review meetings including outside agencies where appropriate
- Parent surveys and feedback forms where appropriate



What training have staff supporting children and young people with SEND had?

Our SENCO Mrs. Lewis holds the qualification 'National Award for SEN Co-ordination' completed with the Eastern Partnership training scheme and the University of Hertfordshire.

Different staff members have received training related to the following areas of SEND:

- How to support pupils on the autistic spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- How to support pupils with attachment difficulties
- How to support pupils with dyslexia and dyspraxia
- How to support pupils with working memory difficulties
- How to support pupils who require a sensory diet

We are part of the PINS (Essex Partnership for Inclusion of Neurodiversity in Schools) project and all staff have undertaken various training opportunities aimed at supporting our neurodivergent pupils. We also receive training from our School Inclusion Partner.



What specialist services and expertise can be accessed by the school?

We can refer to:

- Children's Therapy Team (Speech and Language/Occupational Therapy)
- School Nursing Team
- Social Services
- Specialist Teacher Teams – VI, HI and PNI
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service
- Family Solutions
- Educational Psychology Service

And other agencies as appropriate. Parents may also be able to access some of these services through their family GP.



How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally, this may include:

- Having an open door policy which provides parents with the opportunity for discussions face to face, via a telephone call or a virtual meeting
- Celebration assemblies and class assemblies.
- Parents Evenings
- One Planning meetings – to discuss progress towards specific targets.
- Annual Reviews for children with and EHCP
- Annual Reports
- Parental surveys
- Newsletters
- Home school liaison books

Additional appointments can be made with the class teacher or SENCO through the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child alongside set homework activities.
- The SENCO (Mrs. Lewis) may meet with you to discuss how to support your child with strategies specific to your child's needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study can be used at home.
- The school website can be used to access resources, curriculum policies and links that will provide further support.
- Workshops such as phonics and mathematics.
- Meet the teacher sessions at the beginning of the year.
- Open class sessions.



What support is available for my child's overall well-being?

Members of staff are available for pupils who wish to discuss issues and concerns. Mrs. Lewis is the senior mental health lead and leads the development of our school mental health offer. Where it is deemed appropriate parents/carers will be invited into school to discuss concerns and plan for further support.

Other provision may include:

- Lunchtime clubs
- Nurture groups
- Reflections zones and quiet areas around the school available to all children
- Mindfulness sessions
- Use of our sensory well-being room
- Use of our well-being cabin at lunchtimes

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Service (CAMHS) and the School Nurse team.

The school follows the advice set out in the Department for Education document: Mental Health and Behaviour in Schools updated November 2018.

The school's PSHE curriculum and mindfulness practice promotes good mental health.



How will my child's medical needs be met?

If a pupil has a medical need then a Individual HealthCare Plan is compiled with support from parents/carers and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the child.

- A proportion of the staff have basic first aid training, including several who are Pediatric First Aid trained
- EYFS staff have Pediatric First Aid Training in line with national requirements.
- EpiPen and Asthma training is undertaken by staff when required
- Where a child has specific medical needs additional staff training will be arranged in consultation with the relevant professionals.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting Pupils at school with medical conditions* (DfE) updated August 2017 and identified in the School Medicine Administration Policy.



How accessible is the school environment?

As a school we are happy to discuss individual access requirements. The facilities we have at present include:

- The school site, which is accessible to all users.
- A purpose built, accessible toilet and wet room facility.
- Coloured overlays and sensory equipment
- Consideration during tests for learners with additional needs
- Disabled parking spot in school car park

For further information see the Accessibility Policy – this describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.



How will the school prepare and support my child when joining Messing Primary or transferring to a new school?

Strategies are in place to enable your child's transition to be as smooth as possible.

These may include:

- Transition meetings between settings and at each Key Stage
- Additional visits for children/parents/carers
- Liaison between the SENCO, settings and relevant staff
- Transition groups and resources for children who may benefit
- Social stories and One Page Profiles will be used when appropriate



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

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

This is used to support children and young people with SEND through:

- Purchase of additional resources to support specific outcomes for pupils
- Tracking and monitoring of achievement
- Targeted intervention and support programmes
- Specialist Teaching Assistants to provide effective support
- Early identification and assessment
- Improved ICT resources
- Continuous professional development for all staff
- Purchase of Service Level Agreements to provide additional specialist and targeted support
- Educational Visits

If a child has complex/severe special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.



Who can I contact for further information?

Key Contacts

Head Teacher – Charlotte Brown 01621 815415 headteacher@messingprimaryschool.co.uk

SENCO – Helen Lewis 01621 815415 h.lewis@messingprimaryschool.co.uk

Chair of Governors – Pip Parmenter 01621 815415

Governor responsible for Special Educational Needs – Pip Parmenter 01621 815415

School Nursing Team – contact the hub 0300 247 0015

Educational Psychologist helpline – 01245 433293



Additional Contacts

[SEND Information, Advice and Support Service](#) (SENDIASS) 01245 204338

[SEND Operations Team](#) – North East Essex (Colchester and Tendring) 0333 013 7667 sendoperations.ne@essex.gov.uk

Essex Local Offer – www.essexlocaloffer.org.uk

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Information on the Essex Local Offer can be found at: www.essexlocaloffer.org.uk





What should I do if I am concerned?

If you have any concerns relating to the school's provision for your child regarding SEND please speak to the Class Teacher or SENCO. We aim to resolve any concerns parents have in person to arrive at a mutual understanding to support your child.

If a complaint is made and cannot be resolved, the parent can submit a formal complaint to the Head teacher in writing. The Head teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's *Compliments and Complaints Policy*. This is available, on request, from the school office.



Which other policies might be helpful?

SEND POLICY

COMPLAINTS POLICY

PUPIL PREMIUM STATEMENT

ADMISSIONS POLICY

ATTENDANCE POLICY

ACCESSIBILITY POLICY

POSITIVE BEHAVIOUR MANAGEMENT POLICY

These may be found online or by request at the school office.

We hope these key questions have answered any queries you may have but do not hesitate to contact the school if you require further information.