

SEND Information Report

What is the role of our SEND Team?

The SEND Team consists of:

- Special Educational Needs Coordinator (SENCo): Angela Murphy
- Joy Sharkey – Family Support/Counsellor
- Gary Telling – Inclusion Team
- Sharon Brady – Inclusion Team

The SEND Team is responsible for:

- Monitoring the support for children with Special Educational Needs, Medical Needs and/or Disabilities (SEND).
- Ensuring that parents/carers are:
 - Kept informed about the support their child is receiving
 - Involved in supporting their child's learning
 - Involved in reviewing their child's progress
- Working with all the other agencies who may be involved in supporting a child's learning e.g. speech and language therapists, educational psychologists, physiotherapists etc.
- Making sure that there are excellent records of children's progress and needs.
- Providing specialist support and training for teachers and support staff so they can help children with SEND in the school achieve their best.

The school's SEND Policy makes sure all children receive a consistent, high quality provision to meet their needs in school.

Identification

How does our school respond to concerns raised about children's learning?

Sometimes teachers or parents/carers have concerns about a child's progress, learning or development. If you have a concern, you should:

- Share the concern with your child's teacher.
- Your child's teacher will then make any necessary changes to support your child. The impact of these changes will be reviewed at an agreed date.
- If there are still concerns at this point, the teacher will speak to the SENCo.
- The concern will be explored further by the Special Educational Needs Coordinator (SENCo) and, if needed, changes will be made to the support your child receives.
- Where appropriate, and with your consent, advice may be sought from outside agencies. You will be kept informed throughout the whole process and your own views and those of your child, will form part of this referral.

Your views are always valued and inform the agreed outcomes.

We apply person-centred approaches to gather the child's own views wherever possible to support the agreed outcomes.

What are Special Educational Needs?

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) outlines four main areas of need as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The range of support developed will be tailored to individual needs, following a thorough assessment by school staff or external agencies. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

Further information regarding the four main areas of needs can be found in Appendix 1 of this document

Assessment, Planning & Progress

How does the school know if children are making progress?

- At Friars, SEND support takes the form of a four-part cycle: assess, plan, do, and review (the graduated approach).
- The teachers assess the progress of all children. Children with SEND may require an individual timetable or an Individual Support Plan (ISP) with specific outcomes and targets so we can track their progress more closely.
- Some children may require Reasonable Adjustment Plans to access learning successfully.
- Targets and reasonable adjustments are reviewed regularly by the child's teacher and any other adults that support that child. All of this is monitored by the SEND Team who will provide additional support where required.

How are parents/carers informed about how their child is progressing?

- We have parent/carer learning conversations with the class teacher at least once a term to discuss your child's progress and to review ISP outcomes.
- Parents/carers can also make an appointment at any time to speak to their child's class teacher, a member of the SEND team, or a member of the Senior Leadership Team.
- If a child receives a high level of support, this may include an Educational Health Care Plan (EHCP) and additional funding from the Local Authority. As well as termly ISP review meetings, an annual review of an EHCP will be held to discuss the individual progress of that child and to set outcomes for the next academic year. Parents/carers are invited to attend and contribute to these meetings.

How does the school monitor the impact of the extra support?

- The approach taken to designing and implementing provision is constantly reviewed and updated to ensure it is effective in supporting children with their learning and development.
- The progress of each child is also regularly tracked.
- Based on this information, interventions and other forms of support are adapted where necessary.

Provision Arrangements

How do children access the curriculum?

At Friars, we value a wide range of approaches to support children's learning. These include:

- Lessons that are carefully planned and adapted to suit all learners
- Stimulating indoor and outdoor learning environments.
- A holistic approach to learning.
- The use of a variety of visual and tactile resources.
- Personalised provision for all children, including those with special educational needs and/or disabilities.

What expertise and training do the staff who support children with Special Educational Needs have?

- We are committed to providing all staff with training based on findings from the most recent educational research.
- Staff training is provided both internally and externally.
- Our school SENCo holds the National SENCo Award

How is support organised for children with Special Educational Needs?

At Friars, we support all children to achieve their potential. Specialist professionals from within the school along with those from external agencies ensure that we meet all children's needs and that they are supported fully. This may involve a child having:

- Interventions such as speech and language development, social groups, fine motor skills and additional sessions for maths and literacy.
- An individual timetable tailored to their specific needs.
- Small group/1 to 1 adult support

How are decisions made about how much support individual children receive?

- Decisions concerning support are made collaboratively with children, parent/carers, teachers, the SEND Team and when appropriate, external specialists.
- We collect information from parent/carers and external agencies in order to decide how much support a child will receive

What specialist support or services does the school access for children with Special Educational Needs?

We work closely with a range of agencies. These include Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Hearing Impairment and Visual Impairment Specialists, Paediatricians, Emotional Wellbeing and Mental Health Services, Social Services, the Early Help Family Support Service, Therapeutic Intervention Services. We strive to implement all advice received from them. Further details about these agencies can be found in our School Offer. We invite other professionals to meetings and attend the meeting of other agencies which are relevant to our children and families.

How are classrooms and other areas of the school adapted to meet a child's individual needs?

- We make sure that all classrooms create an enriching, visually stimulating learning environment to enable all children to access the curriculum and resources they require.
- We aim to ensure that our learning environment and equipment used are accessible to all children regardless of their needs.
- We carry out risk assessments and provide additional support dependent on a child's individual needs, for instance, more tailored visual aids to support them.
- We monitor our provision across the school to ensure individual needs are met.

What arrangements are made to support children with SEND taking part in after-school activities outside of the classroom, including educational visits and residential trips?

- At Friars, we encourage all children to participate in extra-curricular activities.
- Some children may need extra adult support during these activities and, as a fully inclusive school; we plan carefully to ensure suitable support is in place.
- Emotional and social development is an area of importance to us. We have on our team a Child and Family Support Worker who works very closely with the children and families.
- The SEND Team can signpost parents and carers to a number of services to support children's social and emotional needs.

How are the Trustees involved in provision for children with SEND?

- We have Trustees linked to our school, Alan Murkin and Frances Gretton who have the responsibility to monitor the effective implementation of the SEND policy.
- Termly pupil progress meetings with our teachers, our SENCo and our senior leadership team are held to keep up to date on our SEND provision and this information is reported to our Trustees.

Transitions

What arrangements does the school make to support children moving between classes and phase groups?

- Handover sessions are held so that a child's previous teacher has a chance to pass on valuable information to their new teacher.
- 'Meet the Teacher' sessions allow all children an opportunity to get to know new classrooms and staff.
- Additional transition arrangements will be made where appropriate for children. This may include the creation of a transition book that uses images to prepare a child for what their new classroom and learning activities will be like or additional transition sessions to their new class. Each transition plan is prepared on an individualised basis.

What arrangements does the school make when a child joins the school?

- When a new child starts at Friars, we contact the child's previous school and any available information is collected.
- Parents will then be invited into school to have a guided tour and discuss the needs of their child and what ways we as a school can ensure a successful transition takes place.

What arrangements does the school make to support children transferring to another school?

- When we are notified of which school a child is transferring to, contact is made with the new school and all relevant information is passed on.
- A transition plan may be designed for the child if parents or staff are concerned that they might find the move challenging.
- This plan may include opportunities for a member of the SEND Team, along with any staff who work with the child, to visit the new school or the child at home.

How do we prepare our children for the next stage of education (secondary) and for adult life?

- We work closely with secondary schools, our children, our staff, parents and carers to share information.
- Transition plans are put in place for individual children to ensure they are supported during the next stage of their education. Parents are consulted when planning for transition.
- Where appropriate, we arrange additional visits with children.
- Our comprehensive curriculum includes many opportunities for spiritual, moral and social development aspects of learning to prepare children for the next stage of their education.
- Where required, suitable activities are planned to support the learning of key life skills that children will need in later adult life. For example, independence is always promoted at Friars as we consider this to be an incredibly important life skill. Activities may involve road safety, social awareness, personal care and every day skills.

Other Information

- At Friars, we ensure that all of our children have the very same opportunities. We believe in equality for all and we are careful to ensure that learning is accessible to all, aiming to remove any barriers to learning.
- At Friars we have extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. If bullying, aggression, discrimination or derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures. Our Anti Bullying Policy is published on our school website.

If you have any further questions regarding our provision for children with special educational needs and/or disabilities, please do not hesitate to contact the school SENCo.

You can either:

- Contact the school via phone on 01702 294837
- Email concerns or questions to office@fps.porticoacademytrust.co.uk
- Arrange a meeting to speak to the SENCo (Angela Murphy) or another member of the SEND Team.

If you feel that you need to make a complaint at any time, please refer to our complaints procedure, which is available on our website. Alternatively, you can contact a member of the Senior Leadership Team.

The SEND Information, Advice and Support Service provide impartial and confidential advice to parents and carers and can be contacted by phone on Freephone 0808 808 3555.

The Southend on Sea Borough Council Local Offer is available on the Livewell Southend website:

<https://livewellsouthend.com/kb5/southendonsea/directory/results.action?qt=SEND&term=&sorttype=relevance&localofferchannel=0>

This website tells parents how to access services in their area and what to expect from these services.

The SENCo will attend Personal Education Planning (PEP) meetings for Looked After Children (LAC) and will have input on how Pupil Premium is spent on these children.

Date reviewed: November 2021

Appendix 1

Friars Primary School and Nursery: School Offer

Southend schools are committed to adopting a similar approach to meeting the needs of all pupils including those with Special Educational Needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) outlines the main areas of SEND as:

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The range of support developed will be tailored to individual needs, following a thorough assessment by school staff or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Our School Offer provides details of the resources, interventions etc. that we provide at Friars to support children with SEND. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at Friars, then please do not hesitate to contact our SENCo, Ms Angela Murphy, directly.

Some children/young people need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Admissions: Pupils with SEND are allocated places in two separate and distinct ways. Those pupils with an Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEND team at Southend-on-Sea Borough Council.

Those pupils who have SEND but do not have an EHCP are admitted via the normal school admission criteria. Additionally schools have to provide details of the school specific offer this should reflect Southend Borough Council's Local Offer, which can be found at

<https://livewellsouthend.com/kb5/southendonseadirectory/results.action?qt=SEND&term=&sort type=relevance&localofferchannel=0>

Needs		Support
Communication and Interaction	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access to specialist teaching advice from The St Christopher School • Social stories • Visual supports • Sensory support • Educational Psychology Service
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Access to Speech and Language specialist • Speech and Language trained LSAs • Individualised speech and language programmes from Speech and Language Therapy Service • Makaton • Picture exchange communication system
Cognition and Learning	Moderate Learning Needs	<ul style="list-style-type: none"> • Screening programme to identify those who need targeted support • Interventions – small group and individual • Educational Psychology Service
	Specific Learning Needs	<ul style="list-style-type: none"> • Access to specialist teachers in education
Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> • Social Skills groups • Pastoral Care Team
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Access to counsellor • Mentors • Social Skills groups • Access to specialist support (Victory Park Academy) • Educational Psychology Service
Sensory and/or Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • FM receivers • Access to hearing impairment Specialist
	Visual Impairment	<ul style="list-style-type: none"> • VI specialist via Kingsdown Special School
	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and individualised support
	Physical Impairment	<ul style="list-style-type: none"> • Disabled toilets • Reasonable physical adaptations
Medical Needs		<ul style="list-style-type: none"> • Access to specialist nurses • Access to school nurse • Health Care Plans • Medical room • Secure storage for medication

Some of the services are only available with an Early Help Assessment.