



## SEND Information Report

At Great Waltham School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. This is where the SEND team step in and work alongside class teachers to support children to achieve their full potential.

The following information is aimed to support you as parents to understand the SEND systems at Great Waltham School, to point you in the right direction for finding out more or accessing support for your child.

The SEND Team consists of:

Mrs Jo Moore - Special Educational Needs Co-ordinator

Mrs Jane Twigg - Assistant Special Educational Needs Co-ordinator / Learning Mentor

And a strong, dedicated team of Higher Learning Teaching Assistants and Learning Support Assistants

The SEND team can be contacted through the School Office:

Phone: 01245 360395

Email: [admin@greatwaltham.essex.sch.uk](mailto:admin@greatwaltham.essex.sch.uk)

### **WHAT IS THE DEFINITION OF SPECIAL NEEDS?**

From the SEND Code of Practice (2015):

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age,

or is characterised by progress which:

- is significantly slower than that of their peers (at least 2-3 years behind their peers)
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school.

## **WHAT TYPES OF SPECIAL NEEDS DOES OUR SCHOOL PROVIDE FOR?**

Our school provides for the pupils with the following needs:

Communication and interaction	Autism Spectrum Disorder (ASD) Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

## **HOW IS SEND SUPPORT INITIATED AT GREAT WALTHAM SCHOOL?**

Children that already have identified special needs.	We will first invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child joins the school.
Children that have no previous identification of special needs.	When a teacher or a parent/carer has raised concerns about a child, and targeted teaching/interventions have not met the child's needs, the teacher will raise this with the SENDCO. SENDCO will then arrange a meeting with parent/carers to discuss: <ul style="list-style-type: none"><li>• any concerns you may have;</li><li>• any further interventions or referrals to outside professionals to support your child's learning; and</li><li>• how school and home can work together, to support your child.</li></ul>

## **WHO CAN I TALK TO ABOUT SEND SUPPORT FOR MY CHILD?**

Initially any concerns can be discussed with your child's teacher, they may decide to refer the concern to the SEND team. The SEND team has an open-door policy to encourage partnership with parents/carers. Wherever possible, meetings are arranged at times which allow parents and carers to attend. We listen to what parents/carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.

Class Teacher	In line with the SEND Code of Practice, every teacher is responsible for the progress and development of all pupils in their class, including those with SEND. High-quality teaching is the first and most crucial step in supporting children with SEND. Teachers are equipped with the skills and strategies needed to provide an inclusive and supportive learning environment, ensuring that every child can achieve their full potential. All teachers receive in-house and external SEND training and are supported by the SENDCO and Curriculum Leads for Impact and Inclusion to meet the needs of pupils with SEND.
SENDCo	In accordance with the SEND Code of Practice, the SENDCO plays a strategic leadership role within the school, ensuring that the provision for pupils with SEND is effective and fully embedded in whole-school practice. Rather than working directly with individual children, the SENDCO's primary responsibility is to coordinate and oversee the strategic development of SEND provision. This includes supporting and training staff, advising on best practices for inclusive teaching, and ensuring that statutory responsibilities, such as Education, Health and Care Plans (EHCPs), are met. The SENDCO collaborates with class teachers and external agencies to ensure that pupils with SEND receive the appropriate support.

Headteacher	The Headteacher responsible for the day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Class teachers and SENDCO are the first contact regarding your child's education but appointments to speak to the head teacher can be made through the school office.
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### **HOW DO I KNOW IF MY CHILD HAS SEND NEEDS?**

The majority of children's needs are met within the normal classroom environment through high quality teaching, and the use of Ordinarily Available strategies - adaptive teaching and activities set by the class teacher. All teachers are teachers of children with special educational needs. The progress and development of all pupils is the responsibility of the class teacher.

Monitoring of pupil progress is an integral part of the teaching and learning cycle. Sometimes school staff will carry out additional assessment to identify areas of development that require further intervention. Staff will monitor and apply additional support strategies, interventions, resources or equipment, referring to the recommended best practice guidance and high-quality teaching strategies from the Ordinarily Available Inclusive Teaching Framework (April 2023) as part of their usual practice. Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be closely monitored.

Sometimes the parent/carers will raise a concern with school; or share that their child has a diagnosed disability. Alternatively the teacher will contact parent/carers to discuss their concerns.

The SENDCO will then be consulted for support and advice as needed and may wish to observe a pupil in class. Through monitoring, it can be determined which level of provision pupils will require going forward. Pupils are recorded by the school as being monitored but this does not automatically place the child on the school's SEND Register. Any concerns will be discussed with parents informally or during parent's evenings.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. We may create a One Page Profile about a pupil in order to share information and support strategies with school staff. This does not mean the pupil is on SEND Support.

If concerns remain despite high quality teaching and the implementation of additional support strategies and/or equipment, then the teacher, SENDCO and parent/carer will decide together if the pupil has additional needs. Where it is determined that a pupil does have SEND, the class teacher or SENDCO will meet with parents. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

### **HOW IS THE PROGRESS OF MY CHILD MONITORED?**

Once a pupil has been identified as having a SEND need, a One Plan will be put in place following the '**assess, plan, do, review**' approach; to enable a person centred approach to further targeted support.

The class teacher remains responsible for each pupil's progress, which will be monitored by the SENDCO. Teachers will reassess and review progress and provision termly, alongside the parent and child, to inform whether continued or further additional support is required. Advice and support may be sought and followed from outside agencies with agreement from parents/carers.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

If, following further cycles of One-Planning, there are still concerns with progress, then the SENDCO can consult with the SEND Inclusion Partner. Where more complex needs are identified, and if the presented need is persistent and greater than can be addressed and managed through the school's allocated resources, an application to the Local Authority may be requested to assess the need for an Education Health and Care Plan (EHCP).

Parents of children who have an EHCP are invited to discuss their child's progress in greater detail at the Annual Review.

### **WHAT TYPE OF SUPPORT COULD MY CHILD RECEIVE IN SCHOOL?**

All class teachers create a classroom environment that promotes pupil's wellbeing and learning. They aim to support and develop independence, using methods including visual timetables, working walls, word banks, key vocabulary, and practical resources/concrete apparatus. In addition to personalised strategies, resources and adapted tasks, a range of individual and small group interventions may be delivered to support children with additional needs.

<p><b>Speech Language &amp; Communication Needs</b></p>	<p>Working with speech and language therapists to follow therapy plans. Vocabulary and language activities and games; pre-teaching and reinforcement of vocabulary and concepts. Speaking, Listening and Thinking individual and small group activities. Memory activities. Social communication small group activities e.g. Time to Talk, Socially Speaking, Smart Thinking, Talking About... Communication skills groups e.g. small world play, Lego Therapy, Talk Boost and Attention Autism (bucket). Emotional regulation activities; social stories; visual strategies/timetables.</p>
<p><b>Cognition &amp; Learning Needs</b></p>	<p>Small group support in class through guided teaching. Small group support lead by LSA /SENDCO for planned catch-up programmes or 1:1 planned programme of intervention which might include: <b>Reading</b> - Individual reading; additional guided group reading; reading fluency and comprehension group; precision teaching; phonic groups; Rapid Readers; STILE <b>Spelling</b> – Attack Spelling in small groups; phonics groups; Precision Teaching; Toe by Toe; Lifeboat <b>Maths</b> – Number Stacks in small groups; times tables groups; First Class @ Number <b>Handwriting</b> – Teodorescu programme; fine motor skills groups; handwriting groups.</p>
<p><b>Social, Emotional &amp; Mental Health Needs</b></p>	<p>Social skills groups, including groups identified in Speech and Language section; friendship groups; play club; construction/technology groups. TPP approach and strategies. Emotional wellbeing interventions e.g. learning mentoring; transition groups; therapy dogs; YMCA counselling; access to sensory room to support emotional regulation; calm areas in some classrooms; peer buddies; Welcome Club.</p>
<p><b>Sensory &amp;/or Physical Needs</b></p>	<p>Sensory input through exercises; sensory gym trail; Theraputty activities; sensory breaks; access to sensory room; oral motor groups; personalised adaptations to support pupils with sensory needs e.g. uniform adaptations. Delivery of planned programmes by a LSA, including gym trail and fine motor skills sessions; provision of equipment advised by specialist; personalised adaptations to environment, daily routine or learning, to support any physical needs. Specialist resources are used to aid learning and communication and promote accessibility across the school.</p>

These interventions may be provided by:

- Class Teacher
- A member of the SEND Team
- Staff who will visit the school from the Local Authority central services
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

The SENDCO will share key information regarding the services and support available for pupils and their families through the annual update of this SEND information Report, via newsletters and through individual signposting of services during meetings with parents. Additional impartial advice is available through the **Parent Partnership Service**:

Tel: 0333 013 8913

Email: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

#### **HOW WILL STAFF DEVELOP THEIR SKILLS AND KNOWLEDGE?**

We recognise the value of ongoing training and its impact upon staff skill and confidence in working with pupils with SEND. Professional development is reviewed alongside our School Improvement Plan to support the ongoing needs of pupils. Training needs are supported through peer mentoring, modelling, observation, working in partnership with the SEND inclusion team and other outside agencies, LSA meetings, staff meetings, SENDCO cluster meetings and opportunities to attend training courses.

#### **WHERE CAN I FIND OUT MORE?**

Information which underpins this SEND Information Report can be found in:

- The schools key information section of our website which includes relevant policies and information such as **The SEND Policy, The Accessibility Plan and procedures for complaints.**
- Details of the SEND Code of Practice can be found on the Department for Education's website [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)
- The Essex Local Offer details what provision and services are available for children and young people with SEND. This can be found online at <https://send.essex.gov.uk/>

If you are concerned about your child, we would always encourage parents to speak to the class teacher first.