



*Learning for Life*

# **Fawbert & Barnard's Primary School**

## **Send Policy and Information Report**

Ratified by Governors:  
Reviewed by Governors:  
Review Date:

January 2019  
March 2025  
March 2026

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# 1. Aims

## **SEND Statement**

At Fawbert and Barnard's, we believe that children should have access to a broad and balanced curriculum. In support of this, we provide high quality teaching for all pupils, in order for them to both realise and achieve their full potential. We strive to ensure all our children are accessing the National Curriculum and all teachers ensure that lessons are adapted to suit specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Where we recognise and identify barriers in learning, we endeavour to provide planning and assessment that recognises and addresses the type of special education need and extent of the difficulty experienced by the child. We are an inclusive school aiming to help all children make the most of the opportunities they are given. We offer effective targeted support for pupils with special educational needs and disabilities (SEND).

We use our best endeavours to secure special educational provision for pupils for whom this is required; that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the new Code of Practice (September 2014). These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Working with parents, all adults in the school encourage pupils to develop life-long learning skills and a passion for learning. Our aim is for all children to develop academic and social skills for life. We, therefore, have high expectations of all our children, including those with SEND and support them to succeed whilst also encouraging resilience, ambition, and independence.

## **Aims and Objectives of this Policy**

Our SEND policy and information report aims to:

- Outline our procedures for how children with special needs are identified and assessed
- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- To provide curriculum access for all pupils with SEND
- To explain how we work in cooperative and productive partnership with parents and other agencies
- Outline the resources available within school
- To ensure staff expertise in order to meet pupil need, through well-targeted continuing professional development

- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To signpost additional support and information for parents and carers and the processes for raising concerns
- To provide details and links to the Local Offer
- Set out how pupils with SEND are supported for transitions and to be prepared for adulthood
- To outline the support the school offers to develop children's social, emotional and mental health
- To provide details of how we evaluate the effectiveness of provision

As a school, we strive to achieve the best outcomes for pupils with SEND and disabilities. In practice, this means that we use a number of provisions to meet our key objectives for the children involved. We try to remove barriers to learning by using the graduated response (assess, plan, do, review). This allows us to respond, identify and meet the needs of children with SEND immediately so that they are able to have the same opportunities as those without SEND. Differentiated planning and appropriate modifications allow for effective support to remove barriers to learning. These adaptations are reviewed and altered as needed, termly. We ensure that children are receiving suitable interventions or have access to intervention programmes that can help close gaps in their learning or provide pre-teaching. All adults work to build confidence in our pupils so that they are able to realise their full potential. We track individual progress through the years and use this to evaluate and review teaching and learning. Working alongside the pupil and their parents/carers, we develop achievable and measurable targets that are relevant to the child. We support our staff to develop their knowledge and understanding of those with SEN and ensure they are accountable for the progress of each child in their class.

## **2. Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

Teaching Standards (2013)

Schools SEN Information Report Regulations (2014)

Equality Act (2010)

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

The definition of SEN is set out in the SEN Code of Practice (2014). "A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them."

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools that is '**... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act 2010)**

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and Responsibilities

#### 4.1 The SENCO

The SENCO is Mrs Caroline Derriman. The SENCO is the designated teacher responsible for provision of SEND and all duties outlined in the SEND Code of Practice. She is contactable by email: [senco@fawbert-barnards.essex.sch.uk](mailto:senco@fawbert-barnards.essex.sch.uk).

In addition to the day-to-day management of the SEND policy, the duties include:

- Working with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with counsellors and the Family Support Worker as well as, the Home School Liaison Officer and the Learning Mentor
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND - the graduated approach
- Provide professional guidance to colleagues and work with staff, support staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support, training and high-quality teaching
- Making regular visits to classrooms to monitor the progress of children on the Special Education Needs and Disability Register

- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date.
- Regularly evaluate the impact and effectiveness of all additional interventions for pupils with special educational needs
- Liaise and consult sensitively with parents and families of pupils on the SEND register as required, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers

#### **4.2 The SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Carry out pupil progress meetings with individual teachers
- Carry out discussions and consultations with pupils and parents as appropriate

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil with SEND's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND Information Report

### 5.1 The kinds of SEND that are provided for

At Fawbert and Barnard's we support pupils with a range of needs. The SEND Code of Practice (2014) outlines four main areas of need. Children could have a difficulty in one or more of the four areas of need.

Our school currently provides additional and/or different provision for a range of needs, including:

**Communication and interaction** – Children may display difficulties in communicating with others, communicating their needs or be unable to interpret social communications. This includes (but is not limited to) children with autistic spectrum disorder and speech and language difficulties.

**Cognition and learning** – Children may have learning difficulties and disabilities that impact on their learning, regardless of appropriate differentiation. Learning difficulties covers a range of needs from moderate learning (MLD) to children with Profound and Multiple Learning difficulties (PMLD). Specific learning difficulties (SpLD), which results in more specific difficulties with aspects of learning such as dyslexia, dyscalculia or motor-coordination.

**Social, Emotional and Mental Health** – Children may exhibit a wide range of manifestations because of mental health for example, withdrawal, isolating or disruptive behaviour. for example, These could be signs of anxiety, depressions, self-harming or eating disorders. Others may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

**Sensory and/or Physical Needs** - These children may require special educational provision because they have a disability that needs specialist support and/or equipment. They may be unable to access educational facilities easily. For example, those with visual impairments (VI), hearing impairments (HI), and multi-sensory impairment (MSI).

### 5.2 Identifying pupils with SEND and assessing their needs

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will

make regular assessments of progress for all pupils and identify those whose progress (after intervention):

- 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.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When determining whether special educational provision is required, we will begin with the desired outcomes, including the expected progress and attainment, and the views and the wishes of both the pupil and parents. We will use this to determine the support that is needed. We can then assess whether we can provide this support by adapting our core offer, or whether something different or additional is needed.

Special educational provision is educational or training provision that is 'additional to, or different from', that made generally for other children or young people of the same age by mainstream schools.

Triggers for receiving help for SEND support include the concern of parents, teachers or others (including specialist support) backed by evidence that despite a differentiated curriculum and school-based interventions over a long period:

- Child is making little or no progress in English or Maths
- Child has sensory or physical problems and is making little or no progress despite specialist equipment
- Child is still working at EYFS/National Curriculum expectations well below his or her age group
- Child has ongoing communication/interaction difficulties which are impeding social relationships and learning
- The child may have a difficulty which needs further investigation or assessment either through the school or external bodies
- Pupils who present with persistent social, emotional, mental health or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school will be given additional support. These needs may be a result of an underlying difficulty such as speech, language and communication difficulties, learning difficulties, attachment difficulties or recognised disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).
- Children at risk of exclusion

Where a pupil's needs cannot be met through the school's normal SEND funds or a more specialist provision may be needed the school will work with parents to apply for an Education Health Care Plan.



## **Identification for an Educational Health Care Plan (EHCP)**

In line with the Code of Practice 2014 section 7.2, the following people can request an EHCP:

- Young person (over the age of 16 or an advocate on their behalf)
- The child's parents
- Or person acting on behalf of the school

Section 7.1 states that the Local Authority **must** conduct an assessment and prepare an EHC plan if:

- SEND provision cannot be provided from within the resources normally available to mainstream, Early Years Providers and Schools.
- This should not be the first step in the process; rather it should follow on from previous planning (One Plan).
- EHC plans must be focused on the outcomes of the child and must set out how services will work together to support their needs.

An assessment may not always lead to an EHCP.

## **SEN Funding Explanation**

A child whose learning needs are such they need additional resources, beyond that of which a school can provide, may be in receipt of an EHC Plan. The EHC Plan identifies the Special Educational provision required for the school to meet the child's needs. This is in Section F of a EHC Plan. As a consequence of the EHC Plan (Section F), it may be decided the school requires additional funding. Funding does not equal hours of support. The school may use this resource (Band funding) to employ additional staff to manage the learning needs of those within class. A class with increased needs will have a Learning Support Assistant (s) attached to the class for an amount of time conducive to the needs in the class. Together, Class Teacher and LSA, will work as Team Pupil to ensure children's needs are met, including – where appropriate – a Key Adult to 'check-in' on a regular basis to support self-care.

As a School we do not advocate the allocation of named 1-1 support. We call this approach the 'Dependency Model' because there is a risk that the child becomes dependent on the support provided. Our approach is to avoid the dependency model of SEND Support.

We work towards a proactive development of targeted support at (or before) the point of need. This means, during learning time there will always be an adult to support the learning needs of children, at the point that they need it. This will be based on the staff's observation and their understanding of the specific learning needs. In addition to this, there may be targeted interventions which further support the special

educational provision as determined by Section F on an EHC Plan. Banding Funding is to fund SEN provision, including:

- SEN support,
- Educational Psychologist,
- Specialist teacher,
- Specialist adaptation,
- Specialist equipment
- Provision of other resources needed to meet Section F.

### **Criteria for exiting the SEND Register**

At the child's termly 'One Plan Meeting', the progress they have made towards meeting the agreed outcomes will be discussed and the impact of any interventions will be shared. In most instances, it is expected that new outcomes/next steps will be identified, in some cases the child will have made the required amount of progress and no new outcomes can be identified. If the barriers to learning are provided for through quality first teaching, so the child is working effectively alongside their peers, then they may be removed from the SEND register and would no longer need a One Plan. When a child no longer requires a One Plan, the class teacher will continue to monitor them closely and provide any additional 'in class support' that is required. If at any point it is felt that the child once again requires support that is additional to the 'High Quality Teaching' offered to all children, a One Plan Meeting will be held, a new One Plan will be created, they will be placed back on the SEND register and the Assess, Plan, Do, Review cycle will begin again for them.

### **5.3 Consulting and involving pupils and parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners to play an active and valued role in their child's education.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will form part of the "One Planning" process to make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' views play a vital part in building a picture of the whole child

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and what support will be put in place to meet these targets
- How and when the outcomes and next steps will be reviewed
- Notes of these early discussions will be added to the pupil's record and given to their parents

We will formally notify parents when it is decided that a pupil will receive SEND support and be placed on the SEND register.

In Essex, the records/plans produced as a result of partnership working are known as a "One Plan". One Plans will be reviewed termly with parents and pupils. Any input from professionals will also be used to inform the new plan.

Annual review meetings are held for children with EHCPs to review long-term outcomes. Pupils, parents and other agencies involved are invited to contribute and share their views so that we have a picture of the whole child, including strengths and motivation. Information gathered is used to plan the steps for the next year and the provision that will support the child to support these next steps.

All parents are encouraged to take an active role in the review process. An overview of areas to be discussed at the meetings is shared with parents prior to the meetings.

The school will discuss with parents if they feel that their child no longer requires SEND support and therefore be taken off of the SEND register.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

In Essex, the records/plans produced as a result of partnership working is known as a "One Plan". One Plans will be reviewed termly with school, parents and pupils.

We will follow the graduated approach and the 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
- The pupil's previous progress and attainment and behaviour
- The results of standardised assessments
- The pupil's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

Annual review meetings are held for children with EHCPs to review long-term outcomes. Pupils, parents and other agencies involved are invited to contribute and share their views so that we have a picture of the whole child, including strengths and motivation. Information gathered is used to plan the steps for the next year and the provision that will support the child to support these next steps.

All parents are encouraged to take an active role in the review process. An overview of areas to be discussed at the meetings is shared with parents prior to the meetings.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

**Transition to EYFS from Pre-school:** We have an induction programme for all new intake pupils, including contact to preschools, a phased start and home visits/ or zoom meetings. During this time, pupils with special needs are identified in partnership with feeder preschools and parents and additional arrangements are made to suit their needs.

**Transition through the school:** During the last two weeks of the summer term 'Change over' takes place in the new class with the new teacher. Teachers also provide information, assessment data and books for receiving teachers including children receiving intervention work and outcomes of these programmes.

**Transition to Secondary School:** Where a pupil is transferring to Secondary School, the SENCO will meet the SENCO of the secondary school to transfer SEND information for children with an EHCP or high needs. All SEND school records will be passed on to secondary school or any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.

Secondary schools will be invited to the planned review meeting in the Spring or early in the Summer term for pupils with EHCPs.

Pupils will engage in activities to prepare them for their new setting linked to walking to school, timetables and organising their resources for school.

Some extra visits may be arranged for SEND children in the Summer term prior to transition to secondary school.

At Fawbert and Barnard's we work hard to support children with high needs to be prepared for adulthood.

Using the guidance from the Preparing for Adulthood website, we support children in 4 areas:

- Employment
- Friends, relationships and community
- Independent living
- Good health

We support children in developing confidence, so that they will be life-long learners and responsible members of society. It is important to support pupils in being as independent as possible to prepare them for adulthood. Some pupils will require a personalised curriculum to support them to be prepared for adulthood. Areas that children will focus on when developing key skills for adulthood:

- Telling the time
- Understanding money
- Paying in shops (supervised)
- Residential trips
- Ordering food in cafes
- Taking books out of the library
- Food preparation
- Moving around the school independently
- Travel training
- Understanding transport options and road signs
- Understanding the basic changes to their bodies in puberty

## **5.6 Our approach to teaching pupils with SEND**

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for children with SEND and effective deployment of TAs/HLTAs.

At present, children with special educational needs have the opportunity to access following external agencies: Educational Psychologists, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison Officers, Health Visitors, School Nurses, Hospitals, Optometrists, the Emotional Wellbeing and Mental Health Service (EWMHS) and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.

The SENCo makes referrals to appropriate outside agencies to aid the child's needs where appropriate and when an assessment has indicated a need.

The SENCo liaises regularly with outside agencies where appropriate where an assessment has indicated a need e.g. Paediatricians, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, School nurses, Home/School liaison, Health visitors, Engagement Facilitators.

Specialist resources are used to aid learning across the school where assessment has indicated a need e.g. level-appropriate reading books, sand timers, visual timetables, left-handed scissors, pencil grips, colour paper for children with persistent literacy difficulties, writing slopes, iPads, workstations and Talking Postcards.

Further specific specialist equipment is bought or hired according to the needs of the children, and as recommended.

Additional provision is put in place for pupils who need support to have successful break and lunchtimes.

## **5.7 Additional support for learning and adaptations to the curriculum and learning environment**

If a pupil has specific needs such as spelling, handwriting, Maths, English and social skills etc. then the pupil may be placed in a small focused group or 1:1 run by the Class Teacher or TA. Progress is continuously monitored and reviewed at regular intervals through the term.

Depending on the nature of the child's difficulties, he or she may also be taken out for specialised, in-school programmes. These may include: additional Phonics, Time to Talk, Language for Thinking, Literacy Gold, Lego Therapy, Gym Trail, Inference Training, Drawing Therapy, EAL support and Speech and Language support.

Intervention groups are provided for pupils who need a particular area of the curriculum targeted. Groups run for a period of 6-12 weeks and may include children on the SEND register.

When children have high needs, they will have a personalised curriculum that supports them to develop in areas that are of interest to them and at a level that is appropriate. This will also include life skills to prepare them for the next stage in their life and adulthood. Examples of this include regular visits to the community including a range of shops, the library and cafés. Children develop their communication skills and apply their learning to real life i.e. money.

We have an accessible toilet for pupils with mobility difficulties and wide doors are in some parts of the buildings.

There is ramp access to 4 classrooms on the school grounds.

There are slopes leading to the main field to enable easier access to that area of the school.

Individual Care Plans and emergency evacuation plans are put in place for children with specific needs.

The Accessibility Plan is reviewed regularly by the Head Teacher and Governors.

## **5.8 Expertise and training of staff**

The SENCo attends regular updated training in specific SEND areas as well as attending regular cluster and update meetings to ensure the school is kept up to date with current legislation and guidance.

Our Learning Mentor has been trained as a mentor and in Drawing Therapy, Zones of Regulation and relaxation.

Essex provided a range of training for staff through workshops, consultations and working alongside staff and pupils. Training received by the team includes:

- Persistent literacy difficulties
- Visual coding
- Social, Emotional and Mental Health strategies
- Intensive interaction
- Music therapy
- Relaxation
- Physical needs
- Personalised planning for children with High Needs

TAs have also had the opportunity to attend cluster meetings which include training as well as sharing best practice.

Support, advice and training has also been provided by Provide and Virgincare for speech and language and the Educational Psychologist service for other areas.

## **5.9 Securing equipment and facilities**

Resources may include deployment of staff depending on individual circumstances.

The school is able to provide equipment to meet the needs of pupils such as writing slopes, pencil grips, theraputty, reading rulers, flexitables (multiplication aids), timers and some fiddle equipment.

Resources and equipment may be purchased through children's EHCP top-up funding.

If expensive specialist equipment is required as advised by a specialist the Specialist teaching team may provide this.

## **5.10 Key Stage two SATs Access Arrangements**

Some children with SEND may qualify for special arrangements in order to help them access the Key Stage 2 SATs tests. Any child with an EHCP will be given additional

time for each paper without making an application. The school must follow government guidance with respect to access arrangements. These guidelines are updated annually and may be found on: <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>.

### **5.11 Evaluating the effectiveness of SEND provision**

FFTInspire is used to monitor the progress of pupils across the school. This data is analysed for progress made.

Interventions are also monitored and evaluated for impact against pre and post assessment data using a provision map.

Other tools for evaluating SEND provision:

- One plan and annual reviews – Reviewing pupils’ individual progress towards their goals each term
- Feedback from outside agencies
- Curriculum testing
- Standardised testing
- Views of parents and carers

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for children with SEND and effective deployment of TAs/HLTAs.

Special equipment is available in school to ensure that children are able to participate in active and social activities in school such as shooting nets, bell balls and batting stumps.

Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility such as play leaders, school councillors, prefects and hall monitors.

All of our extra-curricular activities (led by the school) and school visits are available to all our pupils. (For activities provided by outside agencies, parents should contact the provider to discuss their children’s needs and how adjustments can be made to support their child.)

All pupils are encouraged to go on our residential trip to PGL. All pupils are encouraged to take part in sports day, school plays, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.



### **5.13 Support for improving emotional and social development**

All pupils have access to Personal, Social, Health and Emotional education through the PSHE curriculum.

We have a whole school approach to emotional regulation through - The Zones of Regulation. This gives staff and children a shared language to communicate around emotions. More information can be found about this on our school website in latest news.

Many strategies are used to support all children in school which is part of quality first teaching. These strategies include:

- Sign-posting the learning
- Clear expectations of what all children are expected to do/behave
- Roles of responsibility for the children
- Visual timetables
- Preparing for changes – time warnings of when an activity is going to come to an end

Other strategies that are used in school to support children with additional needs:

- Meet and greet – a designated adult to welcome the child into school. This could be in the classroom or somewhere else in school.
- Now and next approach – this is a challenging task/activity (appropriate to the child) followed by a low stress activity.
- Legitimate control – regular choices given throughout the day for the children to have control i.e. would you like to complete your work in your normal seat or somewhere quieter in the classroom?

Some children need support to understand situations. We use social stories to help the child understand social situations and learn how to deal with it in a positive way.

The Practice of Restorative justice takes place at Fawbert and Barnard's. Children are given the opportunity to reflect on an incident at a level that is appropriate to them. Most children will be asked to consider the feelings of others as a result of their choices. Following this the child/ren will have a consequence relative to the incident so they are able to repair the harm. For younger children and children with high needs, Comic Strip conversations are used to discuss events and share the feelings of others. The Zones of Regulation language will be used with children.

Our Learning Mentor is Lee De Howes. She supports children across the school with a range of challenges. She delivers 1:1 and group interventions for children in school such as Zones of Regulation and Drawing therapy. Mrs De Howes also supports children through 1-1 talk sessions where there is a social or emotional barrier. Teachers also receive support from Mrs De Howes on delivery of interventions for whole classes such as The Zones of Regulation.

Some children work on a 1:1 basis for long sections of the day; this can be for a variety of reasons. This gives the children the opportunity to form secure attachments with someone at school. Adults will use the following strategies to support them:

- Keeping in mind phrases – “I thought of you when...”, “I’m looking forward to hearing all about...”
- Positive gossip – share positive news with another adult in earshot of the child
- A safe place i.e. a den
- Emotional containment scripts e.g.” *I can see you’re upset/ in the yellow/red zone*”,

*“It’s okay” ” You’re telling me that...”, “We can fix this together”, “I’m here to help”, “I understand that you need some space let me know when you’re ready to talk”.*

- Personal reward charts
- Personal celebration books

We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

Support, advice and training is also provided by the Speech and Language Therapy service and the Educational Psychologist service through termly online consultations.

The school is also able to access support from the school nurse in medical matters.

All agencies involved in supporting individuals are invited to One Plan review meetings as part of the personalised planning approach.

Essex has restructured their SEND support services. The school will be able to work with designated Inclusion Partners on matters of SEND. Further information will be shared when it is available.

The school and parents are able to find out about more services available to support children on the local offer. <http://www.essexlocaloffer.org.uk>

### **5.15 Complaints about SEND provision**

The procedure for complaints can be viewed on the school website and hard copies are available on request from the school office. We operate an open-door policy to meet with staff as necessary.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

Essex provide a service to support parents in SEND related matters known as SENDIASS – the Essex SEND Information, Advice and Support Service.

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx>

Please see other links available on the school website.

### **5.17 Contact details for raising concerns**

The first point of contact for any concerns from parents should be the class teacher. If concerns continue the teacher may then refer the parents to the SENCO, Mrs Derriman. The SEND Governor is Louise Turner. She can be contacted through the School office.

Parents can contact or make an appointment to see the SENCo at any convenient time if they have a concern or need advice, but the initial point of contact would be the class teacher.

### **5.18 The local authority local offer**

<http://www.essexlocaloffer.org.uk>

### **5.19 Storing and Managing Information**

(See GDPR policies and procedures on the TMat website for further information about how your data is used and stored.) [www.tmat.org.uk](http://www.tmat.org.uk)

Each child on the SEND register has a pupil file. Previously, all documents relating to the pupil were stored in the file; the files are kept in a locked cupboard and office. All documents relating to the pupil are now stored on Provision Map, an online programme that securely stores files on the pupil.

All documents move with the child when they move schools. Any documents that are not needed are shredded within the ICO timeframe.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy should be read in conjunction with the following:

- SEND information report
- Essex's Local offer
- TMAT Safeguarding and Child Protection Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Statement
- TMAT Complaints procedure
- Learning and Teaching Policy