



BOCKING CHURCH STREET PRIMARY SCHOOL



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Essex County Council

Bocking Church Street

Community Primary School

Church Street Bocking Braintree Essex CM7 5LA

Head Debbie Tatlow (BA Hons).

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Website <http://www.bockingstreet.essex.sch.uk/web>

Bocking Church Street Primary School – SEN information report 2018– 2019.

SEND vision statement:

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has Special Educational Needs and Disabilities (SEND). We support pupils with SEND to be included in all aspects of school life.

Special Educational Needs / Disabilities Team:

SENCo:

Mrs Anna Slatter

Govenor Responsible for SEN:

Mrs Sarah Weeks

Our SEN information report has been written in line with the SEND Code of Practice (2014) and has had input from relevant stakeholders. Please read the questions below for more information on the provision provided at Bocking Church Primary School.

1. How does Bocking Church Street Primary School know if children need extra support?

We know when pupils need support if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made in accordance with age related expectations
- there is a change in the pupil's behaviour or progress
- concerns are raised by external agencies (e.g. GP or school nurse)
- information is provided from the previous setting (e.g. pre-school)



2. Who are the best people to talk to if I think my child may have specific/additional learning needs?

- In the first instance, the first point of contact should be with the class teacher.
- If appropriate, the concern will be shared with the SENCo – Anna Slatter. Further discussions will then take place to determine the best possible outcomes for your child.
- In some circumstance, your GP or health visitor may be able to help you and it may be suggested that you visit your GP for advice and support.

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

When a concern is raised about a child, the school follows a programme of support. Initially, quality first teaching allows for your child to access their learning through differentiated opportunities. Learning can be differentiated by support or activity and is tailored to the child's needs. When a child's needs are more specific, small interventions are designed to focus on particular areas. These are often reviewed by the SENCo. If a pupil has higher level needs this may result in the creation of a One Plan. At times, children may be referred to their GP for further assessments within the Medical district.

The One Plan process involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved. If a pupil's needs are more complex an assessment of their Education, Health and Care needs may be undertaken by the local authority and an EHC plan developed. This is developed in collaboration with the child, family and other relevant professionals.

Assessments used by staff to identify individual needs:

- Baseline tests – reading ages/spelling ages
- Teacher/LSA/SENCO identification through observation/marking/gut instinct
- Parent/carers conversations
- Tracking progress through intervention groups
- Target tracker and data analysis
- Phonics screening
- Speech and language screen
- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments



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- Working memory assessments
- Provision guidance banding descriptors (when available)
- Pre-school assessments and liaisons between settings
- Assessments provided by outside agencies e.g. speech and language
- If children come into school with a statement/EHCP already in place

4. How will Bocking Primary School support my child?

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff"
[Code of Practice; June 2014: 6.36]

- Quality first teaching – providing high quality education on a daily basis for all children which includes adapting and differentiating the curriculum accordingly.
- Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, coloured overlays.
- Small group or 1:1 support – targeted intervention in small groups or 1:1 (e.g. following specialist advice such as when a child is on a speech and language programme).
- Follow any advice on a child's Education, Health and Care Plan and One Plan.
- Changes and adaptations to the physical environment
 - a. Ramps to make the site accessible
 - b. Toilets adapted for disabled users
 - c. Double doors in some parts of the building
 - d. Lifts
 - e. Sensory garden
 - f. High marking – making the edge of steps more visible
- Use of assistive technology
- Suitable adaptations for children with visual difficulties
- Visual timetables
- All advice taken from specialist teachers and external agencies
- Specialist resources
- Playtime provision
- Parents recommendations

Targeted interventions may include:



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- Small group targeted first quality teaching.
- Small group targeted LSA support
- Reading intervention
- Gym trail
- Toe by Toe
- Wave 3 Numicon
- Wellbeing
- Talk Boost
- Phonics intervention

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

We believe in a child-centred approach, whereby when children have additional needs, the thoughts and feelings of the child and the parents together with the views of school staff and relevant professionals are taken into account when making decisions about their education. (E.g. when writing a One Plan).

All parents of children with special educational needs meet with the class teacher termly for reviews and updates as to how their child is progressing. Parents are able to make appointments with the SENCO at any time to discuss their child's progress and needs.

Other opportunities may be:

- Informal discussion with staff
- Teacher and child meetings/consultations
- Termly learning conferences
- Review meetings including outside agencies where appropriate
- Parent surveys responses and feedback forms

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

SENCo – Mrs Anna Slatter is currently SENCo at Bocking Primary School. Mrs Slatter has completed 'The National Award for SEN Coordination'. She is supported in her role by Ms Tatlow (Head teacher) and Mrs Reed (Deputy Head Teacher) both of whom have SENCo experience.

All of our staff at Bocking Church Street Primary School are trained in aspects of SEN and are able to support children with a wide range of needs. They are dedicated to the



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wellbeing and progress of each child within the school. From time to time, our school will call on other professionals such as members of the specialist teacher team or paediatricians, social workers and educational psychologists to support the children with SEN in their education.

Teachers and LSA's have had training on the Inclusion development programmes. Some staff have also had training in specific areas of SEN to support individuals that they work with:

- Speech and language
- Autistic spectrum disorder
- Learning difficulties
- Bereavement
- Wellbeing

Some staff have also had training in interventions so they are able to administer these interventions proactively:

- Gym trail
- Wave 3 Numicon
- iPad training
- Talk Boost
- Phonics intervention
- Reading intervention

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

External agencies include support from the specialist teacher team at SENCaN. These support workers come into school every term to assess and observe children and to support the staff in ways to support the children. The specialists teachers not only work with children with statements/EHCP but also give support for those with One Plans. The educational psychologist observes and assesses children in a variety of ways. They are able to assess the children in different ways and give ideas for how the teachers and LSA's can support the child on a day to day basis.



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We can refer to:

- General Practitioner [GP]
- Paediatrician
- Colchester Primary Ophthalmic Clinic [CPOC]
- Children's Therapy Team (Speech and Language/Occupational Therapy) (SALT)
- School Nurse
- Social Services
- Specialist Teacher Team (STT)
- EWMHS – Emotional, Well being Mental Health service
- Educational Welfare Service
- Educational Psychologist (EP)

Family Support to include signposting to:

- Family in Focus
- Family Solutions
- Home school liaison officer – Sharon McCormick
- APEX parent support group
- Play And Resource Centre [PARC]
- ARK
- Parent Partnership
- Essex Dyslexia Support
- ADHD Chelmsford Group

And various other local support groups. Parents may be able to access some of these services through their GP

8. 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:

- Open door policy which provides parents with the opportunity for discussions face to face or on the phone
- Class events
- Celebration events
- School newsletters



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- Review meetings - to discuss progress towards specific targets.
- Parents Evenings
- One Plans
- Annual reports
- Parent surveys
- SAFS (student and family support).

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

9. 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.
- We ensure all children have full access to the curriculum through differentiating activities to suit the needs and levels of all of the children including those who are gifted and talented.
- In some instances, a personalised curriculum maybe designed in the best interest of the children to ensure the needs of the whole child are met.
- The SENCo, Mrs Slatter, may meet with you to discuss how to support your child with strategies to use specific to your child's needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided by them that can be used at home.
- The school website can be used to access resources, policies and links that will provide further support.
- Meet the teacher.

10. What support is available for my child's overall wellbeing?

Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate, parents will be invited in to school to discuss concerns and plan for further support.

Other provision may include:

- Wellbeing groups
- Lunchtime clubs
- Friendship groups
- Learning mentoring
- Reflections zones and quiet areas around the school available to all children



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- Quiet room with trained LSA where pupils can go to talk about any issues/concerns they have

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as CAMHS, the school nurse, etc.

11. How will my child's medical needs be met?

- If a pupil has a medical need then a Care Plan is compiled with support from parents and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the pupil.
- A proportion of the staff have basic first aid training
- EYFS staff receive Paediatric First Aid Training in line with national requirements
- Epi Pen training is undertaken by all staff on a yearly basis
- All staff have up to date and relevant safeguarding training.
- Guidance will be taken from the schools Medical Needs Policy

Where a child has specific medical needs additional staff training will be arranged in consultation with the relevant professional.

12. How accessible is the school environment?

The school is accessible by ramps to the main reception and outside the classrooms. The school has double doors and has one lift within the school. For further information see the school's Equality Policy.

13. How will the school prepare and support my child when joining Bocking Church Street Primary School 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 may also be arranged for children and parents.
- The SENCo will liaise between settings and with relevant staff.
- Transition groups are available who may benefit.
- *Pre-school to Foundation*



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- Nursery visits
 - Team around the child [TAC] meetings
 - Welcome meetings and booklet
 - School tours
 - Transition visits
 - Transition programme
 - Liaison with pre-school SENCo
- *Foundation to Key Stage 1*
 - Transition programme
 - Welcome meetings to set out expectations
 - Class changes days
 - Key Stage 1 teachers to visit Foundation children
 - Joint moderation and hand over meeting
 - Meet the teacher
- *Key Stage 1 – Key Stage 2*
 - As above plus:
 - Transition programme
 - Transition visits
 - Liaison with SENCO
- *Key Stage 2 – Key Stage 3*
 - As above plus
 - Extra visits to secondary schools
 - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
 - Support for parents when visiting secondary schools
 - Year 7 children to visit to share their experiences
 - Secondary SENCo to visit SENCo and children in primary school
 - Statement/EHCP assessment
- *Moving between schools*
 - Liaison between the SENCos and staff.
 - Paperwork to be forwarded as soon as possible
 - If children are from out of county, statement to be re-written into the Essex Format



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- Meeting with the parent and child
- Visit to the new school

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

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs
 - Support within the classroom in the form of additional adults.
 - Outside agencies e.g. speech and language therapy.
 - Resources to ensure children meet their potential.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them, at another time
- Resources may include deployment of staff depending upon individual circumstance

15. Who can I contact for further information?

Key contacts

Head teacher	Ms Debbie Tatlow – 01376 322650
SENCo	Mrs Anna Slatter - 01376 322650
Chair of Governors	Rev Rod Reid
SEN Governor	Sarah King (contact through School Office)
Family liaison	Sharon McCormick - 01376 552393
Braintree SEN Office	03000034131
The Education Psychology Parents Helpline	01245 433292
School Nurse:	(contact through School Office)
Parent Partnership	01245 436036
Statutory Assessment	0333 013 9949

Further information is available surrounding the SEN provision provided in Essex, Essex local offer – <http://www.essexlocaloffer.org.uk/>.

16. Complaints procedure

If you have any concerns relating to the schools provision regarding the SEND provision for your child please speak to the Head teacher/SENCo. We aim to resolve any concerns parents have in person Please see our complaints policy for further information



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17. Other related policies

Available on the school website or from the school office

- **SEN policy**
- **Equality Policy**
- **Medical Needs Policy**
- **Pupil premium information**
- **Complaints policy**
- **Administering medication policy**
- **Child protection policy**

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.