Ingrave Johnstone
Church of England Primary School

SEN Annual Information Report for Children with Special Educational Needs

SEN Annual Information Report
for Ingrave Johnstone C of E Primary School, Brentwood Road, Ingrave, Essex.

All Essex maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or disabilities (SEN) being met in a mainstream setting wherever possible, where families want this to happen.

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- How is this school physically accessible to children with SEN?
- How will my child be supported when they are leaving this school or moving on to another class?
- How can I make a complaint if I feel the provision for my child is unsatisfactory?

Please note that Mrs. Smith is covering Mrs. Bryant-Berkin's maternity leave until February 2027. While this report refers to Mrs. Bryant-Berkin as the school's permanent SENCO, please direct all SEN inquiries and correspondence to Mrs. Smith during this temporary period.

Section 1 - For parents new to the school with children who have identified special needs

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs/Disability (SEN)?

Your first point of contact will be with the **Head Teacher, Mr Rogers**. He will arrange for you to come into school and discuss your child's needs. He will take you on a tour of the school, answer any questions you may have and talk to you about the extent to which your child's needs can be met at Ingrave Johnstone Primary School. It may be that we do not have the facilities necessary to adequately meet your child's specific needs and this is an important consideration to make when making your decision. We have a highly inclusive approach, but as a small school it is not always possible to cater for everyone.

Mr Rogers may suggest that the **Inclusion Manager and Special Educational Needs Co-ordinator (SENCO), Mrs Bryant Berkin**, joins the meeting in order to discuss any specific issues that may arise. Mrs Bryant Berkin is responsible for overseeing the provision for children with Special Educational Needs and Disabilities. She deploys the support staff and liaises with external agencies to ensure that the best provision possible is put in place for your child. Mrs Bryant Berkin's working days are Mondays, Tuesdays and Wednesdays.

Once you have decided to apply for a place at Ingrave Johnstone, you will be able to meet with Mrs Bryant Berkin if you haven't already and also with your child's **Class Teacher**. This will provide you with the opportunity to talk in depth about any concerns and worries and pass on essential information. The class teacher will inform you of how daily provision will be organised and introduce you to any staff who may be working with your child.

How can I talk to staff about my child if I need to?

Ingrave Johnstone Primary School operates an open-door policy. We strongly encourage frequent and open communication with all parents so please feel free to speak to a member of staff at any time. You can do this by coming to your child's entrance door when you drop off or collect your child and speak to the support staff on the door. Your child's teacher or Mrs Bryant Berkin will arrange a more formal meeting if you have more serious concerns to discuss or you can do this via the school office by telephoning to arrange an appointment on her SENCO working days: Mondays, Tuesdays or Wednesdays. Mrs Bryant Berkin will aim to respond within two of her working days. Mr Rogers is keen to support children with SEN and their families and it is possible to talk to him either by coming to the main office or telephoning. If he is available, he will endeavour to speak to you as soon as possible. Otherwise, it is possible to make an appointment via Mrs M Crawley or Mrs E Hart in the school office. Please refer to the school's Communication Policy for response timescales.

What are the different types of support available for children with SEN and /or disabilities at Ingrave Johnstone Primary School?

Support for your child begins with high quality teaching in the classroom, organised by your child's class teacher. Our staff have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Teaching will be adapted so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, as required. Specific strategies, which may be suggested by Mrs Bryant Berkin and/or staff from outside agencies, will be put in place to enable your child to access the learning. Class teachers are encouraged to follow the Essex inclusive teaching framework called Ordinarily Available in their practice, alongside high quality teaching. This includes support for children with medical diagnoses, such as autism and ADHD.

Your child's teacher will carefully monitor your child's progress on a daily basis. If they see that there is a gap in their understanding/learning, they will provide some extra support to close the gap between your child and their peers. At Ingrave Johnstone Primary School, additional support is specifically tailored to children's needs and we do not as a rule use published schemes or intervention programmes, although we may make use of resources and materials from such sources. It may be that your child is added to the school's monitoring group, whereby their class teacher ensures they receive ongoing intervention support to help close significant gaps in their learning. Your child's class teacher will discuss the support they receive with you at Parents' Evenings and after school, if required. Some children with medical diagnoses, such as autism or ADHD, may be added to the monitoring group if they require further support in school.

If your child's learning is being limited by confidence issues, lack of self-esteem or other emotional difficulties, specific support is given by staff using a range of strategies. Support such as this may also lead to your child being included in the monitoring group.

If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, class teachers will liaise with Mrs Bryant Berkin and may make referrals to outside agencies who will advise and support the school in enabling your child to make progress. Before referrals are made, we will discuss your child's progress with you and together we will plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you may be asked to give your permission for the school to refer your child to a specialist external professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; support to set targets which will include their specific professional expertise; your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group; group or individual work with outside professionals. Referrals to outside agencies may mean your child is included in the monitoring group.

If your child is receiving support that is additional to or different from high quality teaching, reasonable adjustments and above what is considered to be Ordinarily Available, it may be necessary to include them on the SEN register. If your child is included on the SEN register, you will receive a support plan updated by their class teacher on a termly basis. This will outline the specific in-class support, interventions and/or external agency support they are receiving for that term, as well as targets and expected outcomes. You will be provided with a parent/carer views form to complete upon receiving a paper copy of the support plan so that you can share your views on your child's progress termly. Class teachers may refer to Essex's

Ordinarily Available Targeted Support document to help develop further provision and support at school. Children with medical diagnoses, such as autism or ADHD, may be added to the SEN register if their classroom support is additional to or different from high quality teaching.

Some children on the SEN register may require a One Plan, alongside their SEN support plan. This is may be due to the child having significant 'additional to and different from' classroom support, which leads to the support given needing to be regularly reviewed. The child's class teacher will hold One Plan meetings termly with parents/carers and the child to ensure their potentially changing needs are being met. Other external agencies working with the school and your family may also be invited to these termly meetings to offer their advice moving forwards.

If we feel that your child needs more than the already-tried intervention support identified to make good progress and/or continues to work significantly below their age expectations, we will discuss with all parties involved in making a request for an Education, Health and Care Plan (EHCP) needs assessment to the Local Authority, through a service there called the SEND Operations Team. This involves collating as much evidence as possible that a child needs more support than the school is currently able to provide. More information regarding the EHCP process is explained on Essex's Local Offer website and also on Essex Families in Focus webpage. The EHCP process, including guidance on timescales, is detailed further on the SEND Information, Advice, and Support Service (SENDIASS) website.

If the SEND Operations Team at the Local Authority decide the assessment does not require an EHCP, the outside agencies will ask the school to continue with the support for a specified amount of time. This may be reviewed later on. The child will continue to receive a support plan developed by their class teacher.

If the SEND Operations Team agree that an EHCP is needed, they will work alongside the school and parents/carers to develop targets and strategies to help meet the child's needs. The EHCP will outline the outcomes and aspirations for your child. It will also have long and short-term goals for your child. Whilst extra support and strategies are identified on the EHCP, these are not specified to a particular member of staff; children with an EHCP do not have a named member of staff linked to their required support. The EHCP document is reviewed annually at meetings held with Mrs Bryant Berkin, parents/carers and any external agencies working with the child. The child's class teacher will meet termly with parents/carers to continue to update the child's One Plan, as part of the EHCP process.

How will we support your child with identified special needs who is starting at our school?

At Ingrave Johnstone Primary School, we place great importance on smooth transition from one place of learning to another as we understand that children learn best when they feel settled and comfortable. In addition to discussion with members of staff, a programme will be designed especially for your child which may involve the following: visits to the school prior to joining in order to meet classmates and staff and become familiar with the school building; visits from staff to the current setting or home so that staff can observe your child in action and evaluate how we can best provide for them on starting at our school. If other professionals are involved, we will meet them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts.

Section 2 - For existing parents who feel their child may have a special need

How can I let the school know I am concerned about my child?

If you have any concerns, for example, changes in patterns of behaviour or the development of certain worrying habits at home or if you are concerned about your child's progress, you should speak to your child's class teacher in the first instance. If the class teacher feels that more specialist support is needed, they will suggest that you arrange to speak to Mrs Bryant Berkin. Your child's class teacher will always refer any escalating issues to Mrs Bryant Berkin if the measures they put in place become ineffective.

How will the school let me know if they have any concerns about my child in school?

When targeted teaching has not met your child's needs, the class teacher will raise this with Mrs Bryant Berkin. Mr Rogers, together with the deputy headteacher, Mrs Redman, hold pupil progress meetings at the end of every term with every class teacher to check that strategies that are being put in place are working and to ensure that all children are making good progress. This is another way your child may be identified as not making as much progress as expected. If your child is then identified as not making progress, the school will make a decision about what action will be taken and the class teacher will inform you. If your child is still not making expected progress we will discuss with you any concerns you/we may have, any additional support or referrals to outside professionals to support your child's learning and how we could work together, to support your child at home/school. This will either be done informally, for example, at the classroom door before or after school, more formally by inviting you in for a meeting with the class teacher and/or Mrs Bryant Berkin and sometimes we will discuss our concerns with you at Parents' Evenings too.

Section 3 - For all parents

How is funding allocated?

The school budget, received from Essex County Council, includes money for supporting children with SEN. The Governing Body decides on the budget for Special Educational Needs in consultation with the Head Teacher and the SENCO, on the basis of the needs of the children currently in the school. The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. All resources/training and support are reviewed regularly, usually following termly pupil progress meetings with all class teachers and changes are made as needed.

Who are the other people providing services to children with SEN in this school?

All of our teaching assistants are appropriately trained. Many of them are experienced in working with children with speech and language needs; literacy difficulties and supporting children with conditions such as ADHD and autistic spectrum condition. All our midday assistants are trained in dealing with issues on the playground and are involved in the plans in place to ensure quality provision for your child during lunchtimes.

Essex County Council funds a limited amount of time from the educational psychology service. The school also liaises with an Inclusion Partner at the Local Authority to seek advice on specific individual needs.

The NHS Trust funds speech and language services which may be requested by the school or which may be provided as part of pre-existing health provision.

The school are able to refer to some NHS services for further assessment, such as autism and ADHD assessments. Parents and carers may choose to access these services through their General Practitioner (GP) but can discuss referrals with Mrs Bryant Berkin too. The NHS system has their own timescales, which are separate to the school system.

How are the adults in school helped to work with children with an SEN and what training do they have?

The SENCO's job is to support the class teacher in planning the appropriate provision for children with SEN. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN. This may include whole school training on SEN issues or to support identified groups of learners in school, such as autistic spectrum condition, literacy difficulties etc. We run whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEN. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from educational psychologists or specialist teachers. Where necessary, the school nurse will provide health

or medical training for staff engaged in procedures beyond daily expectations and the majority of teaching assistants are trained first aiders.

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to learn as independently as possible. Our trained support staff can implement the teachers' adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. This may include behaviour charts/rewards, visual timetables, left-handed scissors, writing slopes, a wide range of reading materials, Interactive Whiteboards, social stories, Toe-by-Toe etc. Lesson planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. Lesson plans are specifically tailored to meet the needs of children with SEN and are individually managed on a case by case basis.

How will the progress of my child be measured in school and how will I know about this?

Your child's progress is continually monitored by the class teacher. In reception class (EYFS), children's progress is reviewed informally on a daily basis and formally every term with an EYFS level in reading, writing and mathematics or a judgment that they are working below, at or above age-related expectations, as well as progress in other areas, as appropriate, such as attendance, independence, attention and behaviour and social skills.

If your child is in Year 1 and above, and is working below the lowest standard in the relevant framework for teacher assessment, then they will be assessed using the pre-Key Stage One and/or Two standards. These are statutory teacher assessment judgements at the end of each Key Stage for pupils engaged in subject-specific study who are working below the National Curriculum assessment standard.

At the end of each key stage (i.e. at the end of Year 2 and Year 6) children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the test results are published nationally and used as a measure of the school's performance.

Through regular monitoring activities, the SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. A range of ways will be used to keep you informed, which may include a home/school book, letters/certificates sent home, additional meetings as required, reports, rewards and celebrations. Your child's class teacher will inform you if a regular method of contact is to be used.

What support is there for me as a parent of child with an SEN/and or disabilities?

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
Mr Rogers or Mrs Bryant Berkin are available to meet with you to discuss your child's progress or any concerns or worries you may have. This can either be done informally or more formally by making an appointment via the office. All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. Mrs Bryant Berkin is available to meet with you on Mondays, Tuesdays or Wednesdays to discuss any new assessments and ideas suggested by outside agencies for your child and will always seek your involvement in matters of concern. You will have regular opportunities to discuss your children's learning targets and progress with the teacher and/or SENCO and it strongly recommended that you attend these sessions in order to maximise your child's progress. Support from home is essential in speeding up learning and acquisition of basic skills. Homework will be adjusted as needed to your child's individual needs. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. In addition, if your child is undergoing an EHCP assessment you will also be supported by the SEND Operations Team at the Local Authority. They will ensure that you fully understand the process.

The Special Educational Needs section of the Ingrave Johnstone school website is regularly updated by Mrs Bryant Berkin, and includes various links for support, as well as any current updates for parents and carers to access. There are links on this page to help support your child and family, as well as links for support with mental health and emotional wellbeing.

Parents and carers are encouraged to refer to the Essex Local Offer to find support and advice on a wide range of special needs and services available. This is run by Essex County Council and is the online resource tool to access information. Details of new events and updates are shared regularly on the Essex Local Offer Facebook page as well.

How will my child be included in activities outside the classroom?

A number of extra-curricular clubs and activities run by school staff take place throughout the year and these are open to pupils on a first come first served basis. Every effort is made to include all children in all activities but this may not always be possible depending upon the specific needs of a child. Clubs run by external agencies may have their own admissions criteria; please refer to the agencies themselves directly.

How is this school physically accessible to children with SEN?

The school entrance is accessible to children with physical disability via a removable ramp and the school setting is mainly on one level with one set of short steps necessary to access the outdoor hall and classes 4, 5 and 6 externally (ramped external route available). However, we have a classroom and a learning space in Key Stage 1 which are only accessible via sets of short stairs. We ensure that equipment used is accessible to all children, regardless of their needs. The school has a disabled toilet in the school building and also in the school hall.

How will my child be supported when they are leaving this school or moving on to another class?

We recognise that 'moving on' can be difficult for any child but especially those with SEN and/or disabilities and we take active steps to ensure that any transition is a smooth as possible. If your child is moving to another school, we will contact the new school's SENCO and ensure they know about any special arrangements or support that need to be made for your child. Where understanding might be difficult, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. We will make sure that all records about your child are passed on as soon as possible. We make arrangements for staff who have worked with your child to meet new staff.

When moving classes in school, information, including learning targets, will be passed on to the new class teacher in advance via transition meetings in the weeks leading up to the end of term. Any child struggling with change will make accompanied visits to the new classroom and new teacher to become familiar with the new surroundings and expectations in order to minimise anxiety over the summer holidays.

How can I make a complaint if I feel the provision for my child is unsatisfactory?

Full details about the Complaints Procedure can be found in the school's Complaints Policy which is also available on the website.

For complaints regarding statutory assessments, parents and carers are advised to contact the SEND Information, Advice and Support Service (SENDIASS). They offer impartial advice, such as making an appeal.
SENDIASS can be contacted by telephone on **01245 204338**, or by emailing send.iass@essex.gov.uk

Further information about making complaints about other services supporting schools can be found on the Essex Local Offer 'raising a concern or complaint' webpage, including contact information to make complaints about the relevant services.

If you have any further queries regarding how Ingrave Johnstone can support your child, please contact the school office with your query and Mr Rogers or Mrs Bryant Berkin will endeavour to respond as soon as possible.