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All Essex maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) 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 being met in a mainstream setting wherever possible, where families want this to happen.All members of staff in schools are responsible for teaching children who may have a special educational need or disability. Below is information regarding the key staff members.

People	Summary of responsibilities
Head Teacher	**He/she is responsible for:** ● The day to day management of all aspects of the school. This includes the support for children with SEND. He/she will give responsibility to the Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met; ● He/she must ensure that the Governing Body is kept up to date about any issues in school relating to SEND.
Class teacher	**He/she is responsible for:** ● Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation); ● Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and

	discussing amendments with the Inclusion Coordinator as necessary; ● Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be Included and to make progress; ● Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources ● Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
Inclusion Manager/SENCo	**He/she is responsible for:** ● Coordinating all the support for children with special educational needs and/or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school ensuring that you as parents are: ❏ involved in supporting your child's learning ❏ kept informed about the support your child is receiving ❏ involved in reviewing your child's progress ● Liaising with all the professionals who may be coming into school to help support your child's learning e.g. The

	Speech and Language Therapy Service, The Educational Psychologist; ● Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs ● Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) to achieve their potential ● Supporting your child's class teacher to write outcomes and action plans through the One Planning process ● Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
Learning Support Assistant	A Learning Support Assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities. Whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed in the first instance to the staff members named above. As a school, we welcome regular dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback.

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SEND Governor	He/she is responsible for: ● Making sure that the school has an up-to-date SEND Policy; ● Making sure that the school has appropriate provision, and has made necessary adaptations, to meet the needs of all children in the school ● Making sure that the necessary support is made for any child who attends the school who has SEND ● Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school
Types of support available	**Support available for:**
Class teacher input via High Quality Teaching (good/outstanding classroom teaching) The teacher will 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. Different ways of teaching will be put in place so that your child is fully involved in learning in class. This may involve things like using more practical learning strategies or providing different resources adapted for your child.	All children in school have access.
<u>Additional School Intervention and Support</u> Your child's teacher will have carefully monitored your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.	This support is for any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some extra support in school.This type of support is known as: **SEND Support**

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If it is felt that your child would benefit from additional school intervention, you will be informed and will play an important role in the decision making process for your child. This is done through One Planning. Individual or group support will be put in place for your child with targets to help your child make accelerated progress. Specialist advice from outside agencies may need to be considered. This may include: the Speech and Language therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and/or Emotional Wellbeing and Mental Health Service ((EWMHS) formerly known as CAMHS). These services provide targeted support and advice tailored to your child's needs.	
<u>High Needs Support</u> This level of support will be needed if your child continues to make little or no progress as identified through their termly One Plan Meetings. At this stage, a request for an Educational Health and Care Plan assessment will be considered. The EHC Plan will outline the outcomes and aspirations for your child, support your child with specific strategies and also have long and short term goals for your child. There may be an additional adult to support your child with whole class learning, run individual programmes or run small groups which include your child.	Children whose learning needs: Are severe, complex and lifelong; Require an EHCP assessment.

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Frequently Asked Questions	Answer
How will you support my child with identified special needs when starting school?	• 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, we will meet with them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts. • Depending on your child's need(s) we may suggest transition visits and/or adaptations to the settling in period to help your child to settle more easily.
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress, you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager. • If you are still not happy you can speak to the school Head Teacher / SEND Governor.
How do you identify a child with special educational needs? How will you measure the progress of my child in school? How will I know about this?	The SEND Code of Practice emphasises the need to identify pupils who are in need of special educational provision at the earliest possible time. An important indicator for a class teacher when identifying those in need of special educational provision will be the comparison of the achievement, progress and behaviour of that child with those recognised as age appropriate and comparable to expected standards. Possible signs of a child performing significantly lower than expected standards are: • Makes little or no progress in cognition and learning when provided with a differentiated curriculum and 'booster' interventions to target their area(s) of difficulty; • Has speech, language and communication needs which are affecting their ability to communicate effectively with

	other; ● Presents persistent social, emotional and mental health difficulties which are not bettered by the social/emotional behaviour management techniques usually employed by the school; ● Has sensory and/or physical difficulties and continues to make little or no progress despite the provision of specialist equipment. Your child's progress is continually monitored by his/her class teacher in the following ways: ● His/her progress is reviewed formally every term and assessments are completed based on year level expectations; ● If your child is in Year 1 and above, but is well below year group expectations, a more sensitive assessment tool is used which shows their levels in more detail and will also show smaller but significant steps of progress. This tool is The Engagement Profile. ● At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally; ● At the end of Year 1, pupils are required to participate in the statutory Phonics Screening Check (PSC); ● All children have individual learning targets – when setting these targets for children with SEND the class teacher will be supported by the Inclusion Manager and outside agencies, as appropriate. These targets are monitored and reviewed regularly throughout the year; ● The progress of children with an EHC Plan is formally reviewed at an annual Person Centred Review

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	(previously an Annual Review), with all adults involved with the child's education being invited; ● The Inclusion Manager will also check that your child is making good progress within any individual work and in any group in which they take part; ● A range of ways will be used to keep you informed, which may include: ❏ Home/school diary ❏ Letters/certificates sent home ❏ Additional meetings/telephone consultations as and when required
How will school staff let me know if they have any concerns about my child's learning in school?	When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will: ● Raise this with the Inclusion Manager. ● Termly assessments and assessment for learning strategies are also used to measure progress. ● If your child is then identified as not making sufficient progress, the school will make a decision about implementing appropriate additional support and will inform you. If your child is still not making expected progress, the school will discuss with you: ● Any concerns you/we may have; ● Any further interventions or referrals to outside professionals necessary to support your child's learning; ● How we can work together to support your child at home/school.

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How is extra support allocated to children?	The school budget, received from Essex Local Authority (LA), includes money for supporting children with SEND. The Head Teacher / Deputy Head Teacher and the Inclusion Manager discuss all the information they have about SEND in the school, including: ● the children already receiving additional support; ● The children requiring additional support; ● The children who have been identified as not making as much progress as would be expected; ● What resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as necessary.
Does the school have a graduated response to SEND?	The school has a graduated response to SEND as follows: ● On identification a child receives quality first teaching which includes differentiation; ● Additional monitoring/assessments are completed, as appropriate; ● Discussions with parent(s)/inclusion manager, as appropriate; ● Individual or small group intervention programmes, such as phonic booster sessions, as appropriate; ● If progress is still below expectations over a minimum of two terms, discussion will be held with the parent(s) about a placement on SEND support and the engagement of any appropriate outside agency such as a specialist teacher; ● If there is good progress on SEND support, they will cease to be on SEND support and will continue to be supported through High Quality Teaching and small group intervention programmes; ● If there is some progress on SEND support, they will

	remain at this stage and will be regularly monitored; • If progress is still below expectations over a minimum of two terms on SEND support, further discussion will be held with the parent(s) and all professionals involved as to whether the child requires a higher level of input. If this is agreed, an application for an EHCP will be made to the Send Operations Team (SEND Ops); • If SEND Ops awards an EHCP, the child will receive a higher level of additional adult support; If they do not award an EHCP, or the requirement of a higher level of input is not agreed by the people involved with the child, she/he will remain on SEND support and programmes in place will be reviewed and modified and/or changed and assessments will continue.
Who are the other people providing services to children with SEND in school?	Directly funded by the EFSPT Multi Academy Trust: • Counsellor • Play Therapist • Music Therapist Paid for centrally by the local authority but delivered in school: • Educational Psychology Service • Inclusion Partner • Statutory Speech and Language Therapy Service • Parent Partnership Service (to support families through the SEND processes and procedures) • Missing Education & Child Employment Service (MECES) – Attendance support **Provided and paid for by the health service (NHS Trust) but delivered in school:**

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	• School Nurse • Speech and Language Therapy Service • Occupational Health • Physiotherapy • Support from Health Visitors for the under fives, if necessary • Emotional Wellbeing and Mental Health Service (EWMHS) • Professionals to train school staff regarding medical issues and interventions Voluntary Agencies: • PACT - Parents, Autistic Children Together
How are the adults in school helped to work with children with SEND and what training do they have?	The Inclusion Manager's role is to support the class teacher in planning for children with SEND. The following are also in place to support this: • The school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD or dyslexia; • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND; • 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 the ASD Outreach service or medical/health training) to support staff in implementing Healthcare plans (required for medical needs);

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	• Support from outside agencies such as specialist teachers for children with a vision or hearing impairment, educational psychologists
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 modified/differentiated in order to enable your child to access their learning as independently as possible. In addition: • Specially trained support staff can implement the teachers modified/differentiated 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; • 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; Advice from the Inclusion Manager and outside agencies is ongoing.
What support do you have for a parent of a child or children with SEND?	We provide support for parents in following ways: • Termly coffee mornings/afternoons are organised by the Inclusion Manager where parents have the opportunity to meet and discuss any issues they may be having • Speakers from local charities or support groups are invited to discuss how they can provide support to you and your family • If your child is undergoing an EHCP assessment, you will be supported by the Children's Services SEND Operations Team, who will ensure that you fully understand the process. • Please see our SEND Information Report for useful links to websites

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How will my child be included in activities outside the classroom?	**Clubs:** We have a range of after school and lunchtime clubs that are available for all children, in the targeted year groups for each club, to attend. These include: art, Woolcraft, football, netball and dance amongst others. If your child requires additional support to access a club, this will be discussed as appropriate. **Trips:** Each class organises trips each year to develop children's education and experiences. If your child requires additional support on a trip, this will be discussed in consultation with you.
How is the school physically accessible to children with SEND?	● An Equalities Policy is in place which includes access information. ● The school is accessible to children with a physical disability via wheelchair access. ● We ensure that school resources/equipment used is accessible to all children regardless of their need(s). ● We have two disabled toilets one equipped with a changing bench ● If additional equipment or resources are needed, this will be organised (e.g. a hoist for lifting)
How will school support my child when they are moving to their next year group or another school?	We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth and stress free for your child as possible. When moving classes in school: ● A planning meeting will take place with the new class teacher and information will be passed on in advance of the new term. Children with an EHCP will have a One

	Page Profile to pass on to new staff, giving all relevant information under the headings: 'What people appreciate about me', 'What's important to me' and 'How best to support me'; ● A transition programme to support your child moving on may be put in place, e.g. additional visits to the new class, photographs to take home for the summer break, etc. If your child is moving to another school: ● We will contact the new school's SENCO/Inclusion Manager and ensure he/she knows about any special arrangements and/or support necessary for your child; ● We will make sure that all records relating to your child are passed on; ● A transition programme will be put in place, as necessary. In Year 6: ● We will contact the new school's SENCO/Inclusion Manager and ensure he/she knows about any specific needs and any special arrangements for your child. We will also pass on your child's records and One Page Profile; ● Your child will be supported with a transition programme, including planning ideas and strategies as the new term approaches/who to ask for help; ● Photos of the new school may be taken. Where possible your child will visit their new school and new staff and this will be supported by staff from this school

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GLOSSARY OF TERMS AND ACRONYMS	
Annual Review	The annual meeting of those involved in supporting a child with an Education Health and Care Plan
ASCD	Autistic Spectrum Communication Disorder (also known as Social Communication Disorder)
CT	Class Teacher
EHCP	Education, Health and Care Plan – awarded if a child has a very high level of need
EP	Educational Psychologist
EWMHS	Emotional Wellbeing and Mentally Health Service (formerly known as CAMHS)
FSM	Free School Meals
HQT	High Quality Teaching
Inclusion Manager/SENCo	Responsible for overseeing the support offered to pupils with SEND.
LSA	Learning Support Assistant
One Page Profile	A one page outline of a child's 'likes, needs and how best to support him or her
One Plan/Person Centred Review Report	An individual plan written for a child which includes outcomes, short term targets to work towards (previously an IEP) Actions

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	are also set for staff supporting the child
One Planning	A one planning environment has the child and family at its focus and ensures that everyone involved ‘has a voice’ and ‘is listened to’
SALT	Speech and Language Therapist
SEND	Special Educational Needs and Disabilities
SEN Code of Practice 2014	The legal document that sets out the requirements for SEND
SEND Information Report	A report that explains provision for children with SEND not included in this report: available on the school website
SEND Operations	Formerly SAS (Statutory Assessment Service) (The council service, awarding and overseeing EHCPs)
SEND Support	A child is placed on SEND Support when High Quality Teaching is not meeting his or her needs. They require small group interventions and may need outside agency support