



Tudor Court Primary School

SEND Report

What types of SEND do we provide support for?

Tudor Court Primary School is a fully inclusive school and, due to the nature of the single floor building, we are fully accessible. Our staff receive training to manage all types of needs, for example, physical, social, emotional and learning needs.

How do we identify and assess pupils with SEND?

Early identification of need can be raised by parents, children, teachers, outside agencies or other members of staff working with the child. Once a need has been identified, an initial meeting is arranged between parents, carers and the class teacher to discuss concerns and to discuss ways in which the school can provide support to the pupil. The information is then shared with the SENCO who will oversee adaptations to support the child's learning. Where necessary, the SENCO will liaise with other professions to seek further support or advice.

Who do you contact for support with SEND?

At Tudor Court Primary School, we are fortunate to have an Inclusion Team, consisting of:

- SENCO – Mrs Seamark
- Inclusion Leader – Mrs Clifton
- Child and Family Support Officer – Mrs Corby
- Learning Mentor – Mr Mathews

What is our approach to teaching pupils with SEND?

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, social, emotional, behavioural, physical, sensory and cultural needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

How do we adapt the curriculum and learning environment to meet the needs of our learners?

Teachers respond to children's needs by:

- Providing support for children who need help with communication and interaction, cognition and learning, sensory and physical needs or social, emotional and mental health needs;
- Planning to develop children's attainment and understanding through the use of all available senses and experiences
- Helping children to manage their behaviour, in order to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly in relation to trauma or stress and to take part in learning;
- Taking into account the views and wishes of the child and family, encouraging them to contribute to decisions made about their education where appropriate.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

We are a fully inclusive school. We believe in the potential of every individual to achieve and enjoy their time at school. The school has a holistic approach, serving not just the whole child but the whole family. The success of this approach is evident in its contribution to our school's ethos and core values, *'Working together and as a community to unlock the best in every individual, nurturing and empowering our children for the future.'*

We want our children to succeed in every area of life. We believe passionately in developing innovative ways to overcome barriers to learning and promote general progress, ensuring our children have the access to developing a full range of skills and values to continue their learning journey.

"By providing an environment where the core values are fully embedded, we enable all of our children to accept each other's differences. Everyone accepts everyone for who they are." (Ofsted letter 2017)

'Pupils with special educational needs and/or disabilities (SEND) make good progress. Leaders have high expectations of what pupils with SEND can achieve. Pupils with SEND learn well alongside their friends. Staff receive regular support and training so that they are clear about the precise support pupils need. This helps pupils with SEND become independent and confident learners.' (Ofsted 2023)

We provide support and training for all staff as we believe that all children should have full access to all elements of school life, to feel secure and know that their contributions are recognised and valued.

How do we consult with parents of pupils with SEND and involve them in their child's learning?

Parents and carers are invited to termly consultations with teachers, to discuss the provisions that have been put in place to support their children's needs. Children who have SEND are provided with Individual Education Plans, which are also reviewed on a termly basis. After each review, new targets are set. EHCPs are reviewed, at least annually, in line with Thurrock Council's guidance. SEND drop-in sessions are held regularly and provide parents with opportunities for less formal catch up conversations, mini consultations and time to discuss the most effective ways to support the children.

How do we consult with pupils with SEND and involve them in their education?

Children are consulted as part of the 'All About Me' process of EHCP writing and when reviewing their targets in Individual Education Plans meetings, where they can discuss how they feel and how they have progressed each term. Children with additional needs will have 'Pupil Passports', which provide all stakeholders with an overview of the child, as a whole. The Pupil Passports will be used to support and manage transitions from one year group into the next.

How do we support pupils during different phases of education?

Year 6 pupils are supported in transitions to secondary schools. Where possible, children are visited by their secondary school and are able to make additional visits, where necessary, to their chosen school, to support their transition. We support Year 6 children in completing transition documents, which are sent to their secondary schools, along with their Pupil Passports. Additional visits may be arranged, when requested, and specific support for transition can be provided, in some instances. Before children begin in our nursery or our reception classes we work closely with families and other professionals to find out as much as we can about the children to ensure that staff understand them as individuals and to ensure that we put support into place, where appropriate. When children move between year groups we provide teachers and Learning Support Assistants time to share their knowledge of the children with the next teacher, passing on relevant information to ensure a smooth transition with consistent provision for the children. To aid transition, some children are given transition booklets with visual prompts that help them to familiarise themselves with the new adults and the new setting. In specific circumstances, for our youngest children, we will look at phased transitions into the school to allow them time to fully settle.

How do we encourage independence for children with SEND?

For children to build effective relationships with their peers, they must take part in activities which encourage social interactions without adult intervention. We are an inclusive school and we want all of our children to develop friendships and to learn social skills to work with their peers. All children who have a special educational need will have an Individual Education Plan which details the targets that children are working on to enhance their learning. Children who have EHCPs are supported with a balance of individual, group and whole class support, but adults who support the children build in opportunities to complete work with increasing independence. Parents and carers are also provided with an Individual Education Plan, which details the support their children will be offered during the term, based on targets taken directly from their EHCP. They are given the chance to discuss this with the class teacher on a termly basis. The Individual Education Plans are used to tailor intervention provision, which is also reviewed termly, for the children with an EHCP.

How do we support pupils with SEND to improve their social and emotional development?

We have an Inclusion Team, which supports the children with social and emotional needs; we also have an in-school counsellor to support children identified through our monitoring discussions. In addition to the support that we provide at school, we are also able to make referrals to professionals to support social, emotional and mental health. More information can be found out about this provision, by contacting Mrs Corby, our Child and Family Support Officer or Mrs Seamark, our SENCO.

What expertise and training do staff have to support pupils with SEND?

Our staff are trained to support children via in-house training, e.g. Autism Awareness, Trauma Informed Practice, as well as through attending outside courses. We engage with a range of outreach support to guide and train our staff with specific needs, e.g. speech and language, vision impairment, Treetops outreach and hearing impairment services.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

We work closely alongside Thurrock Council and other specialists such as paediatricians, occupational therapists, physiotherapists, mental health advisors and speech therapists for advice and support. We work closely with parents and carers, as partners, in supporting our children to learn. As part of accessing additional support, we assist parents and carers in completing Common Assessment Framework forms (CAFs) and ensure that parents and carers are made aware of the Thurrock Local Offer website.

How do we evaluate the effectiveness of our SEND provision?

All children's attainment is tracked using our in school assessment systems, all of which are regularly discussed with parents and carers at consultations or during informal meetings, upon request. We use data to pinpoint explicit areas of reading and maths that children find difficult, using the results of which to tailor specific, individualise support.

Interventions are monitored regularly and we gain children's views by completing 'Pupil Voice' questionnaires

The SEND Code of Practice (2014) identifies four broad areas of need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and/or Physical Needs.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to decide what action should be taken to best meet the child's needs rather than to fit a pupil into a category. At Tudor Court Primary School, we identify how to support pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

We also recognise that other factors, besides special educational needs, may impact on a child's attainment, or progress such as

- Disabilities;
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium Funding;
- Being a Looked After Child;
- Being a child of a Serviceman/woman
- Bereavement

We review concerns, Individual Education Plans and Provision Plans, on a termly basis, with parents, carers and pupils, for individual children identified as requiring additional monitoring or support. We gain advice and support from a range of outside professionals to continually develop and improve our provision.

How do we handle complaints from parents of children with SEND about provision made at the school?

We welcome any questions from parents and carers about any aspects of provision they are not happy with. Initially, this is done via class teacher, then the year group leader and then the SENCO or the Inclusion Leader. If the matter is not resolved, parents and carers are welcome to arrange a meeting with Mr Kyriacou, Head Teacher. If the matter is still not resolved, then parents and carers are requested to contact our SEND Governor, in writing.

Who can young people, parents and carers contact if they have concerns?

Children may feel more confident to discuss matters with their class teacher, initially. If young people, parents and carers have concerns they would be encouraged to approach someone in school, either the SENCO (Mrs Seamark), Inclusion Leader (Mrs Clifton), the Child and Family Support Officer (Mrs Corby), the Learning Mentor (Mr Mathews) or the Head Teacher (Mr Kyriacou).

What support services are available to parents?

There are outside groups which support parents and carers with children who have SEND. Many of their details can be found online via the 'Local Offer'

The Thurrock Council Local Offer can be found on:

<https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

Parent support can be accessed through the Parent Advisory Team Thurrock (PATT)

<https://www.patt.org.uk/>