

Egerton Church of England Primary School

Together, we inspire, nurture and thrive



Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

Special Educational Needs & Disability Information Report

Key Contact Personnel in School

Mrs Julia Head

Headteacher

Mrs Gill Morrissey

SENDCO

Mrs Elaine Narbrough

SEND Governor

Date written: **Term 6 2024**

Date of next review: **Term 6 2025**

Egerton's Response to the Local Offer (Our Information Report) updated Term 6 2024

1a. How does Egerton CEP School know if children need extra help? We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is lack of progress
- attainment is below national expectation
- there is a change in the pupil's behaviour
- a pupil asks for help

1b. What should I do if I think my child may have special educational needs?

- If you have concerns, then please contact your child's class teacher in the first instance.
- If appropriate the class teacher will raise their concerns with the SENDCo.
- If you are a new parent you should contact Mrs Morrissey (Special Educational Needs and Disabilities Co-ordinator /SENDCo) via the school office (01233 756274)

2. How will I know how Egerton CEP School will support my child?

Each pupil's learning is planned by the class teacher; it is differentiated/adapted to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of our quality first teaching. Staff will also refer to the Kent Mainstream Core Standards for strategies as these provide a framework for schools to support children and young people with SEND.

Every pupil is discussed at least three times a year at Egerton's Pupil Progress Meetings with all teaching staff that are involved in teaching and learning of that year group and the leadership team. All pupils' attainment and progress is analysed by the Leadership team at least three times a year.

During Pupil Progress Meetings pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a class provision map which is created by the class teacher to record all the support/intervention delivered.

Individual Provision Plans (which will state the outcomes the child is working towards) are created for children who are SEN Support. Parents are informed if their child is receiving additional support and in addition to parent teacher consultation meetings, the class teacher and SENDCo will meet separately to review these plans with you 3 times a year.

If your child has an EHCP (Education, Health & Care Plan) you will receive Personalised Plans detailing your child's specific support and outcomes to work towards, each academic year. Progress towards outcomes will be discussed at meetings which parents attend; these are

held three times a year.

3. How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated / adapted by the class teacher to enable them to access the curriculum more easily. Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. Additionally, your child may work with the SENDCo if they have more specific needs.

If appropriate, specialist resources may be given to the pupil e.g. writing slopes, laptops, coloured overlays, pen/pencils grips, easy to use scissors.

4. How will I know how my child is doing?

At Egerton CEP School we operate an open door policy; all teachers are usually available at the end of the school day or will be able available to meet with parents at a convenient time by appointment. The SENDCo can also attend these meetings if requested.

Additionally, parents are formally invited to discuss their child's progress in our parent consultation meetings twice a year and we offer additional meetings during the year for parents of SEN Support pupils. Pupils with an EHCP will have a formal annual review.

5a. How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages on the class email, personally or at parents' evenings.

The SENDCo and class teacher may meet with you to discuss how to support your child if this is appropriate.

If outside agencies have been involved with your child, they may provide ideas and suggestions that can be used with your child both at school and at home.

5b. What support will there be for my child's overall well-being?

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time.

Some pupils may attend interventions such as a Wellbeing intervention, Drawing & Talking therapy, Lego Therapy or have time to speak to their Teaching Assistant, Class Teacher or the SENDCo.

Some children may be eligible for specialist support through parental or school referral.

5c. Pupils with medical needs

If a pupil has a medical need they will have a Care Plan which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil.

All relevant staff receive regular epipen, asthma and epilepsy training.

Where necessary, and in agreement with parents/carers, medicines are administered in school if a pupil has a specific or long term identified medical need, but only with signed parental consent and with medicines in the original packaging.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

STLS – Specialist Teaching and Learning Services

CAMHS (Child and Adolescent Mental Health Service) - NELFT

Paediatric Consultants

Children's Therapy Team (Speech & Language/Occupational Therapy)
School Nursing Service
Young Healthy Minds
Outreach Services – Wyvern School
Early Help
Parenting Courses

7. What training are the staff supporting children and young people with SEND had or are having?

The Sendco has completed the National Accreditation for Sencos. Each member of staff has specific training to match the needs of their new year group. All staff receive regular training as well as local and national updates. Please see SEND Policy for further details of recent training.

8. How will my child be included in activities outside the classroom including Educational Visits?

All pupils are eligible to participate in activities, events and educational visits during school time.

Risk assessments are carried out and procedures are put in place to enable all children to fully participate.

However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit or if appropriate and additional adult from school.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps in school to make the building accessible to all.
- A toilet adapted for disabled users.
- wide doors in some parts of the building.
- A disabled parking bay.

10. How will the school prepare and support my child when joining Egerton CEP Primary School or transferring to a new school?

As a school we understand that changing schools can be distressing for some children and therefore we aim to make the transition process successful through:

- We encourage new entrants to Egerton to visit and join us for a 'taster day'. We also contact the child's current school so that we can properly prepare for their arrival.
- For children joining us in EYFS we offer additional transition sessions / hold meetings with outside agencies and pre-school where necessary.
- To support a pupil leaving Egerton to join another Primary School we ensure all relevant information is shared.
- To support a pupil leaving Egerton and joining a secondary school the Sendco and/or class teacher meets with the secondary SENCo and/or completes all relevant documents. For some pupils, additional visits are arranged to their secondary school.
- The Sendco passes on pupil SEN files to their relevant secondary school.

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

The Inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs.

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 during the year.

For pupils with a high level of need Egerton will apply for additional High Needs Funding to support pupils with more complex special educational needs. (NB This is not guaranteed funding and has to be applied for on an annual basis).

12. How is the decision made about how much support my child will receive?

All pupils are discussed at Pupil Progress Meetings at least three times a year and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and pupil's needs are met. However, in the interim period, teachers track progress and will act upon any concerns.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parent-teacher consultation evenings or Individual Provision Plan meetings for pupils at SEN support or an EHCP
- During discussions with the SENDCo and other professionals.

14. Who can I contact for further information?

- Your child's class teacher, in the first instance.
- If you are a new parent you should contact the SENDCo (Gill Morrissey) via the school office on 01233 756274