

Tolleshunt D’Arcy Primary Academy:

SEND Information Report – September 2023

This document has been produced in accordance with the newest Special Educational Needs Code of Practice (January 2015). This document was produced by the school’s Inclusion Manager and has been shared with staff at school. This report is updated at least annually.

At Tolleshunt D’Arcy Primary Academy, we strive to give **every child the very best education possible**. We believe that quality first, adaptive teaching is vital to children’s success in school. However, we know that sometimes additional support is required to help all children achieve the best outcomes.

The Inclusion Leader (SENDco) at Tolleshunt D’Arcy Primary Academy: Emma Reece

The Board of Directors SEND Governor at Tolleshunt D’Arcy Primary Academy: Hazel Steele

SEND Policy: <https://darcyschool.co.uk/wp-content/uploads/office/2022/09/Inclusion-Policy-CLT-2022-23-WEB-1-1.pdf>

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The role of the Inclusion Leader is to oversee the provision for all additional needs in the school. The Inclusion Leader works closely with the class teachers to assess and monitor pupil progress. We then plan interventions that aim to support the individual’s needs. The Inclusion Leader makes regular contact with outside agencies that are able to offer more specialised advice to the school and parents.

Inclusion Register Numbers:

The Inclusion Register is an ever-changing document assessed by the SENDCo, with teachers, on a regular basis. The Inclusion Register details the children who receive provision that is ‘additional to/different from’ their peers.

	Tolleshunt D’Arcy School:	National:
SEND Support:	24 (22.2%)	13%
EHCP	2 (1.85%)	4.3%

Essex Local Offer:

- o The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.
- o The Local Offer aims to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- o To access the Essex Local Offer, please visit <https://send.essex.gov.uk/>

School Offer:

o How do we know if a child requires additional support?

At Tolleshunt D'arcy School, we believe that Quality First, Adaptive Teaching is the starting point for all learning. When identifying children who need additional support our teachers monitor, assess and set targets for individual children. If, after classroom intervention, a child is still not making the progress we had hoped, teachers liaise with the Inclusion Leader to decide whether a child requires targeted or specialist support.

Parents/carers also play a key role in the identification of a child who has additional needs. In the first instance, parents/carers are encouraged to communicate any concerns that they have to their child's class teacher. If appropriate, the class teacher may then refer them to the school Inclusion Leader for further advice and support.

o What should I do if I think my child may have special educational needs?

We would encourage any parent who thinks that their child has a special educational need to communicate with their child's class teacher. School staff can then advise parents, offering support, advice and next steps.

o How will I know how the school supports my child?

We believe that it is important to work with parents and carers as well as involving children in their education. It may be appropriate to support your child with a One Plan. One Plans allow teaching staff to keep parents and carers up to date with their child's progress at three parent/carers consultation appointments a year. Teachers and parents can work together in order to write their child's One Plan that will give specific targets for your child. These One Plan reviews give parents, children and teachers the opportunity to meet and discuss progress and next steps for individual children who are receiving additional support. Within these reviews the school will also talk about the types of support the school is offering their child.

If your child has an Educational Health Care Plan (EHCP), the school will also hold an annual review meeting that is child centred. Within this meeting, we will discuss the long term targets and support for your child's needs. Where appropriate, we will invite all other professionals involved with your child's education and health care to these reviews.

Children with medical needs may require a Care Plan. This will be written with a healthcare professional with the input and permission from parents/carers.

Parents and carers are warmly welcomed to contact the class teacher should they have any questions or concerns.

o What needs does the school provide for?

In the SEND Code of Practice, there are four broad areas of special educational needs that should be identified and focused on within educational settings. The four main SEND areas are:

1. **Communication and Interaction (C&I)**
2. **Cognition and Learning (C&L)**
3. **Social, Emotional and Mental Health difficulties (SEMH)**
4. **Physical and/or Sensory Needs (P/S)**

With regard to these categories, the Code states that: "many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

o What is the school's graduated approach to support?

Adaptive Teaching:

Cognition and Learning	Communication and Interaction	Behavioural, Social and Emotional	Sensory and Physical
Adapted curriculum	Flexible teaching arrangements	Whole school and class reward system	Flexible teaching arrangements
Adapted delivery	Structured school and class routines	Whole school/class rules	Fiddle/toys boxes
Increased visual aids	Adaptive curriculum delivery	Whole school policy for behaviour	Sensory audit of classroom
Visual timetables	Differentiated outputs	Circle time as part of citizenship	Reading rulers and overlays
Use of writing frames	Increased visual aids	Buddy system	Pencil grips
ICT/tablet devices to support	Visual timetables	Well-being breaks	Seating plan eg. Facing the board
Use of concrete materials	Use of symbols	Jigsaw	
Guided groups	Sound buttons	Mindfulness	
Working models and examples	Use of ICT eg. Visualiser	Seating plans	
Working walls (reminders)	Peer talking/peer reading		
Scaffolding			
Elicit questioning			
Structured group attempt first			

Targeted Support/Intervention:

Cognition and Learning (1.)	Communication and Interaction (2.)	Behavioural, Social and Emotional (3.)	Sensory and Physical (4.)
Additional Twinkl Phonics	Speech and language sessions	Emotional First Aid	5 minute Brain Breaks
HFW Intervention	TalkBoost	Time to Talk	Gym Trail
1:1 support from LSA/HLTA	1:1 adult scribe	Lego Therapy	Write from the Start
Daily Reading with an adult	Low distraction environments	Zone of Regulation	Coloured paper
Guided Group Work	Lego Therapy	Forest School (TBC)	Wobble cushion
Low distraction environment			Ear defenders
Personalised task planners			Low distraction environment
First, then, planners			Motor skills programmes
Mind Mapping			OT programmes/exercises
Pre-teaching			
Same day repetition			
Pre Reading			

Specialist Support:

Cognition and Learning (1.)	Communication and Interaction (2.)	Behavioural, Social and Emotional (3.)	Sensory and Physical (4.)
1:1 LSA/HLTA support	Speech and language therapist	Counselling/Emotional First Aider (advanced)	Gym Trail
Intervention/small group work outside of the mainstream classroom (eg. RISE/ASC)	Outreach support eg. Autism Support Centres	CAHMS referral	OT recommended exercises
Individual work stations	Makaton (TBC)	Individual reward systems	Intimate Care
Educational Psychologist recommendations	Personalised visual organiser	Personalised behaviour plans	Care Plans (medical) eg. Tube feeding/diabetes
Precision Teaching		Incident reporting to SLT	Personal laptop/ipad
Personalised Curriculum eg. Pebbles		Home-School daily/weekly communication	Physio therapy programme
		Wilderness Project referral	Personal Sensory Diet
		Kidz Inspire referral	Sensory Room breaks
		Healthy Family Support Workers	Black out tent
			Healthy Family Support Workers

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

We teach a knowledge-based curriculum that is specifically designed for mixed year groups. The children at our school are encouraged to learn with independence and curiosity. Adults will adapt the curriculum in ways mentioned above. Classes are supported by skilled Learning Support Assistants (LSAs) and Inclusion Support Assistants (ISAs). Every class teacher is responsible for every child in their class and they provide a relevant, interesting and differentiated curriculum which caters for all children in their class. Where a child has an EHCP, additional support will be provided in relation to their needs, however we believe that all children require independence and we do not encourage adults to be working with one individual all day, every day. We do not believe that a one-to-one adult to child support (full time) will enable children to succeed. Additional support may take a variety of forms. Where necessary, we also provide specialist equipment for individual children. These are usually recommended by outside agency staff e.g. a writing slope, grips or easy hold scissors.

o How will you help me to support my child's learning?

At meetings between school staff and parents/carers, class teachers will give you advice on how to support your child, both academically and pastorally. We also encourage the children to know their own targets. If appropriate, class teachers may invite the Inclusion Leader to meet with you to discuss specific targets that will help you to support your child. Specialist outside agencies also work with some individuals and they will also make recommendations of things that parents/carers can do at home to support their child.

o What support will there be for my child's overall well-being?

The school provides a wide variety of pastoral support:

- o Members of staff are readily available (such as class teachers, LSAs, ISAs and the Inclusion Leader) to work with children who need additional well-being support and mentoring.
- o Specially trained members of the school team work with individuals who have specific needs e.g. Looked After Children, bereavements, difficulties outside of school or social needs.
- o For those children with specific medical needs the Inclusion Leader will implement a Care Plan, with support from the School Nursing Team. A variety of school staff also receive relevant training for conditions such as epilepsy and epi-pen use.
- o We are developing our own team of trained Emotional First Aiders to allow children access to additional emotional support if required.

o 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 their more specialised expertise. We work with:

- o SEND Inclusion Partner (Mid Essex)
- o Social Services
- o Family Support Team
- o Speech and Language Therapy Team
- o Occupational Therapy Team
- o Community Paediatrician

- o Educational Psychologists
- o EWMHS (Emotional Well-being and Mental Health Service)
- o School Nursing Team
- o Local Hospitals and Clinics, in regards to paediatric care
- o Essex Wellbeing Team

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

Staff at our school have a wide range of knowledge and training. We have members of staff who have specialised in:

- o Autistic Spectrum Disorder
- o Speech and Language Needs and Therapy
- o Gym trail
- o Social and Emotional Needs
- o Diabetes, Allergies and Epilepsy

o How accessible is the school environment?

We have access to the school buildings by flat entrances and wheelchair ramps. We also have a disabled toilet facility.

o How will the school prepare and support my child when joining Tolleshunt D'arcy School or transferring to a new school?

We warmly welcome and encourage parents to come and visit our school before they complete the admissions process.

Where a child with Special Educational Needs and Disabilities is joining our school, the Inclusion Leader may feel it's necessary to meet with parents and carers. We try to build a successful transition by organising transition visits, a transition photo book (where applicable) and by liaising with adults involved with the child's care.

When children leave our academy, we offer a thorough hand over to local secondary schools. Staff liaise between schools to help provide the best transition possible. Where a child has an EHCP, the school will ensure that parents/carers and outside agencies are involved in school selection, visits and transfer. We will arrange additional visits to the child's new secondary school during the spring and summer term, where appropriate, to ensure a smooth transition.