



Mistley Norman Church of England Primary School and Nursery
SEND Information Report
Autumn Term 2022

We are a Church of England School where our pupils learn within a Christian environment, developing an understanding of the values and teaching of the church, as well as a knowledge of and respect for all religions, faiths and cultures. Our key Christian values are compassion, courage, forgiveness, respect and thankfulness, and these are shown through how we approach the learning of all of our children. Our Christian vision – “Everyone’s responsibility, every day, to live the love of Christ” applies to all of our pupils, regardless of needs.

Our school is an inclusive school and seeks to meet the needs of all pupils and their families, including those with special educational needs and/or disabilities (SEND). We have a shared expectation that all pupils, regardless of their special educational needs, should be offered teaching which will enable them to make the best possible progress in school so they know they are a valued member of the school community.

Who is responsible for children with Special Educational Needs or Disabilities (SEND) at our school and what expertise do they have?

Head Teacher:

Mr. Mark Carter-Tufnell is responsible for the day-to-day running of the school and has oversight of all elements of provision for all children.

Deputy Head Teacher and SENDCo:

Mr. Philip Holton is responsible for the provision for pupils with SEND. He is responsible for coordinating the support for children with SEND, including working with parents to ensure they are fully involved with their child’s learning, tracking children’s progress, and providing advice and training so that all members of staff are skilled and confident in meeting a range of needs. He is also responsible for overseeing the One Planning process. Mr. Holton achieved the National Award for Special Educational Needs Coordination in October 2022.

Class Teachers:

Our class teachers are responsible for providing quality first teaching using inclusive techniques: adapting and refining the curriculum to respond to the strengths and needs of any pupil with SEND in their class, ensuring quality first teaching and differentiation for pupils with SEND, checking on the progress of your child, and identifying, planning and delivering additional support. Class teachers are responsible for writing and updating One Plans during the Assess, Plan, Do, Review cycle. These are then checked and sent to parents by the SENDCo.

Learning Support Assistants:

Our team are appropriately prepared and trained to support the curriculum and children with SEND. They strive to provide support which promotes pupil independence, pupils’ thinking skills and increase self-esteem. The need for interventions or further support is identified by class teachers or learning support assistants and these interventions, such as First Class @ Number, or Phonological Awareness, are implemented by learning support assistants.

The Local School Board:

The Local School Board (LSB) is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school. The LSB meets every half



term. The chair of the board is Charlotte Little and the board member responsible for SEND is Lucy Turner. Please speak to the school office if you would like to contact either of these people.

How does the school ensure that children who may have SEND are identified early?

Our class teachers monitor all of the pupils in their class and track their progress carefully. If a pupil is showing a difficulty in an area of their schooling their class teacher will meet with their parent and SENDCo to discuss the next steps. Any member of staff can seek advice from our SENDCo using the “SEND initial concern form” which is available to all staff. This is also attached to this document.

If, despite extra support, a child continues to need provision which is additional to or different from that which is available for all children of the same age, it may be decided that the child has SEND. Parents and carers are kept fully informed about how their child is progressing in school, and their knowledge of their child is sought and valued as part of the ongoing provision for their child. For example, as part of the person-centred approach, parent views and hopes for the future provide a key aspect of our One Planning cycle.

How are parents/carers encouraged to take an active role in supporting our children?

Parents are made aware of the planned support, and are encouraged to take an active role in the planning and review process. Where a child has SEND, we talk with parents/carers to set targets and review progress towards them. We meet with parents/carers at least three times per year and we have an ‘open door’ policy for parents to speak with class teachers, the SENDCo or members of the Senior Leadership Team.

How are children with SEND supported in preparing for their Next Steps?

We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently, we work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible. For example, home visits for children moving from Nursery to EYFS help us see the child within their natural environment.

When moving classes, children have opportunities to visit their new class and meet with their new class teacher. Class teachers and SENDCo will have specific School Improvement Meeting time allotted to ensure that all information and support is shared.

When a child is moving to another school, all information and records are passed on, and we ensure that the new school is aware of any special arrangements or support that needs to be in place. In some cases, especially with transition to secondary school, extra opportunities for the pupil to visit the receiving school are organised, so that the pupil can become more familiar with staff members and the school’s layout. This approach was extremely successful in July 2021 and will be repeated in future years.

Who should I contact if I am considering whether my child should join the school?

Parents are encouraged to contact the school office to arrange a tour of the school and a meeting with the Head Teacher or Deputy Head Teacher/SENDCo to discuss how the school could meet your child’s needs.

The Local Authority publishes its own Local Offer which contains contact details relating to the support services available to parents and carers of pupils with SEN in Essex:

For information on the Essex Local Offer, please visit <http://www.essexlocaloffer.org.uk>



Compassion - Courage - Forgiveness – Respect - Thankfulness
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Examples of support services which can be accessed by parents/carers of pupils with SEN include:

- Parent Partnership <http://www.parentpartnership.org.uk/>
- Families in Focus <http://www.familiesinfocus.org.uk>
- National Children's Bureau <http://www.ncb.org.uk>
- Essex Information, Advice and Support Service

<http://www.essex.gov.uk/EducationSchools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx>



SEND initial concern form

Completed by:.....

Date:

Child's name			
Class and year			
Nature of concern (please tick). Please refer to the broad areas of need document in the SEND folder on the Teaching drive.			
Communication and interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Please give details about your concern:			
What is currently being done in setting to support this child?			
Level on continuum of needs – see SEND folder on Teaching drive.			
Are any other services or professionals involved?			



Follow up discussion with SENDCo

Completed by:.....

Date:

Child's name	
New information (e.g. level of need, discharged from service, change setting, additional service now involved)	

Date completed:

Agreed by: