

## Special Educational Needs and Disabilities Information Report

### Consortium Statement

“As part of Tiptree and Stanway Consortium of 15 schools we have a similar approach to meeting the needs of pupils with 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. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools”

**This school information report has been written in line with the 2015 SEND Code of Practice.**

Baynards Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. Baynards Primary School is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion



The questions below will support you in understanding the SEND provision offered by Baynards Primary School.

	<b>Information about our provision</b>
How does Baynards Primary School know if my child needs additional help?	<p>The school regularly observes, assesses and records the progress of all children to identify those who are not progressing satisfactorily or who may have additional needs. This information is collected from:</p> <ul style="list-style-type: none"><li>• Baseline assessment results</li><li>• Progress measured against the objectives in the National Curriculum</li><li>• National Curriculum descriptors for the end of a key stage</li><li>• Progress measured against pre-key stage standards and the engagement mode</li><li>• Progress against age-related expectations</li><li>• Standardised screening and assessment tools</li><li>• Concerns raised by parents</li><li>• Observations of behavioural, emotional and social development</li><li>• An existing EHCP</li><li>• Assessments by a specialist service, such as educational psychology.</li><li>• Another educational setting or LA which has identified or has provided for additional needs</li></ul>
What are the arrangements for consulting parents of pupils with special educational needs?	<p>At Baynards Primary School we see parents and carers as partners in the process of the education and development of their child. We want to work closely with you to ensure that your child grows and develops into an independent and resilient young person able to cope with their life. Children experiencing difficulties in their learning will be initially supported by differentiation in their work and support by the class teacher. If children need additional support, the class teacher will liaise with the school's SENCo (Special Educational Needs Co-ordinator). The SENCo or class teacher will meet with the parent to discuss the next steps which could include:</p> <ul style="list-style-type: none"><li>• Referral to the Speech and Language Therapist Service</li><li>• Advise parents to take their child to see their GP</li><li>• CAMHS referral (Child and Adolescent Mental Health Services)</li><li>• Referral to the Educational Psychologist service</li><li>• Referral to the Specialist Teachers team</li></ul> <p>When a child is placed on the schools Special Educational Needs register, we will continue the consultation and review process with parents through:</p> <ul style="list-style-type: none"><li>• Termly parent's evenings to review progress</li><li>• Individual meetings held at least twice a year to discuss specific targets that have been set for your child and their progress towards these</li></ul>



	<ul style="list-style-type: none"><li>• Where applicable there will also be yearly One Plan/ EHC (Education, Health and Care) Plan/Annual Review Meetings</li></ul>
What is the process for identifying my child(ren)s needs?	<p>There are four broad areas of SEND, these are:</p> <p><b>Communication and Interaction</b> This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication needs</p> <p><b>Cognition and Learning</b> This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties</p> <p><b>Social, Emotional and Mental Health Difficulties</b> This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn</p> <p><b>Sensory and/or Physical Difficulties</b> This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.</p> <p>At Baynards Primary School, we follow a graduated support approach which is called “Assess, Plan, Do, Review”. This means that we will:</p> <ul style="list-style-type: none"><li>• <b>Assess</b> a child’s special educational needs</li><li>• <b>Plan</b> the provision to meet your child’s aspirations and agreed outcomes</li><li>• <b>Do</b> put the provision in place to meet those outcomes</li><li>• <b>Review</b> the support and progress</li></ul> <p>Each pupil’s education will be planned for by the class teacher as part of high-quality teaching. It will be differentiated accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or learning support assistants in class.</p> <p>If a pupil’s needs relate to more specific areas of their education such as spelling, handwriting, mathematics or literacy skills then the pupil may be placed in a small focus group. Interventions are planned out by class teachers on a class provision map. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENCO to ascertain the effectiveness of the provision and to inform future planning.</p>



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	<p>If a pupil's needs are additional, this may result in the creation of a 'One Plan'. The 'one planning process' involves the family, the child and could include other relevant professionals. This process will identify outcomes for the child and how they may be achieved.</p>
<p>Who is the SEN co-ordinator and how can she be contacted?</p>	<p>The schools' special needs coordinator (SENCo) is Mrs Jade Denny. The SENCo is also a qualified teacher and has worked in the school as a teacher since 2011. Mrs Denny currently works in the school 5 days a week (Monday - Thursday) and has dedicated SENCo time on a Thursday. She can be contacted through the school office or emailed at <a href="mailto:dennyj@baynards.essex.sch.uk">dennyj@baynards.essex.sch.uk</a>. Mrs Denny achieved the NASENCO in 2024.</p>
<p>How will my child and I be involved in making decisions about my child's education?</p>	<p>We believe in a child centred approach whereby when children have additional needs the thoughts and feelings of the child and their parents/carers together with the views of the school staff and relevant professionals are considered when making decisions about their education e.g., when writing a One Page Profile or Annual Review.</p> <p>Other opportunities for involvement may be:</p> <ul style="list-style-type: none"><li>• Informal discussions with staff</li><li>• Teacher and Child Consultations</li><li>• Teacher and Parent Consultations</li><li>• Pupil surveys and feedback forms</li><li>• Review meetings including outside agencies where appropriate</li><li>• Parent surveys and feedback forms where appropriate</li></ul>
<p>What specialist services and expertise can be accessed by the school?</p>	<p>We can refer to:</p> <ul style="list-style-type: none"><li>• Children's Therapy Team (Speech and Language/Occupational Therapy)</li><li>• School Nurse/Doctor</li><li>• Social Services</li><li>• Specialist Teacher Team (PNI only)</li><li>• Emotional wellbeing and mental health service (EWMHS) /Child and Adolescent Mental Health Services (CAMHS)</li><li>• Educational Welfare Service</li><li>• Family Solutions</li><li>• Educational Psychology Service</li></ul> <p>Parents may also be able to access some of these services through their family GP</p>
<p>How will I know how my child is doing</p>	<p>We support and involve parents in their child's learning both formally and informally, this may include:</p> <ul style="list-style-type: none"><li>• Having an open-door policy which provides parents with the opportunity for discussions face to face or on the telephone.</li><li>• Parents Evenings</li></ul>



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	<ul style="list-style-type: none"> <li>• One Planning meetings – to discuss progress towards specific targets.</li> <li>• Annual Reports</li> <li>• Parental surveys</li> <li>• Newsletters</li> </ul> <p>Additional appointments can be made with the class teacher or SENCO through the school office.</p>
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• The class teacher may suggest ways of how you can support your child alongside set homework activities.</li> <li>• The SENCO (Mrs. Denny) may meet with you to discuss how to support your child with strategies specific to your child's needs.</li> <li>• If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study can be used at home.</li> <li>• Workshops such as phonics and mathematics.</li> <li>• SATS specific workshops</li> <li>• Meet the teacher sessions at the beginning of the year.</li> <li>• Open class sessions.</li> </ul>
<p>How will my child's medical needs be met?</p>	<p>If a pupil has a medical need, then Individual HealthCare Plan (IHP) is compiled with support from parents/carers and in consultation with medical practitioners where appropriate.</p> <p>These are shared with all staff who work with the child.</p> <ul style="list-style-type: none"> <li>• All staff have basic first aid training, and there are several who are Paediatric First Aid trained</li> <li>• EYFS staff have Paediatric First Aid Training in line with national requirements.</li> <li>• EpiPen and Asthma training is undertaken by staff on a yearly basis</li> <li>• Where a child has specific medical needs additional staff training will be arranged in consultation with the relevant professionals.</li> </ul> <p>All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within <i>Supporting Pupils at school with medical conditions (DfE) 2015</i> and identified in the School Medicine Administration Policy.</p>
<p>How accessible is the school environment?</p>	<p>As a school we are happy to discuss individual access requirements. The facilities we have at present include:</p> <ul style="list-style-type: none"> <li>• The school site, which is accessible to all users.</li> <li>• A purpose-built accessible toilet and wet room facility.</li> <li>• Coloured overlays and sensory equipment</li> <li>• Consideration during tests for learners with additional needs</li> <li>• Disabled parking spot in school car park</li> </ul>



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<p>How will the school prepare and support my child when joining Baynards Primary or transferring to a new school?</p>	<p>Strategies are in place to enable your child's transition to be as smooth as possible. These may include:</p> <ul style="list-style-type: none"><li>• Transition meetings between settings and at each Key Stage</li><li>• Additional visits for children/parents/carers</li><li>• Liaison between the SENCO, settings and relevant staff</li><li>• Transition groups and resources for children who may benefit</li><li>• Social stories and One Page Profiles will be used when appropriate</li></ul>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below.</p> <p>This is monitored each term by the Governing Body. This is used to support children and young people with SEND through:</p> <ul style="list-style-type: none"><li>• Purchase of additional resources to support specific outcomes for pupils</li><li>• Tracking and monitoring of achievement</li><li>• Targeted intervention and support programmes</li><li>• Specialist Teaching Assistants to provide effective support</li><li>• Early identification and assessment</li><li>• Improved ICT resources</li><li>• Continuous professional development for all staff</li><li>• Purchase of Service Level Agreements to provide additional specialist and targeted support</li><li>• Educational Visits</li></ul> <p>If a child has complex/severe special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.</p>
<p>What is the local offer and where can it be found?</p>	<p>The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.</p> <p>Information on the Essex Local Offer can be found at: <a href="http://www.essexlocaloffer.org.uk">www.essexlocaloffer.org.uk</a></p>
<p>How are staff trained in relation to Special Educational Needs and Disabilities?</p>	<p>SEN is an integral part of the overall School Development Plan, which is reviewed termly by governors. The SENCo makes contact with any additional services required. Staff and support staff are trained to support SEN through whole school training or individual focused training needs e.g., Specialist Teacher INSET training, CPD, one day courses and courses provided by the voluntary sector (e.g., Autism Trust).</p>
<p>What policies are available for making provision with pupils with SEN including evaluation of effectiveness, assessment,</p>	<p>The school's Special Education Needs and Disabilities policy is available on our school website. The Teaching and Learning policy, including assessment, which states how we track progress is also available on the school's website. The SENCo attends progress meetings with year group teachers, looking at</p>



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reviewing progress, adaptations to curriculum, additional support and wider support?	individual targets and monitoring progress towards those; identifying next steps and support/interventions. Any reports from outside professionals will inform additional support.
How is the governing body involved in meeting the needs of pupils with SEND?	Our Governing body is committed to meeting the aims of the school. Their mission statement is explicit and they manage the school's budget to ensure best value and effective use of resources. Parents are invited to visit the school and meet with the SENCo or Head Teacher to discuss the range of resources available. Our Governors plan and budget for SEND to ensure that all pupils with SEND take part in all aspects of school life, including our out of school activities. We ensure all pupils participate in the full range of opportunities and events arranged by the school, including educational visits. The Governor with SEND responsibilities is Mrs Gemma Nolson.
What should I do if I am concerned?	We want to know when things aren't right with your child's learning. Should you have any concerns, we would recommend the following steps: <ul style="list-style-type: none"><li>• Your first approach is to contact the class teacher or SENCO either through a letter, phone call or in person. We aim to resolve any issues swiftly, coming to mutual understanding and agreement.</li><li>• The next step should be to contact the Headteacher, again either through a letter, phone call or in person. We cannot resolve any problems that we are unaware of, so please share your concerns early so that they do not become a problem.</li><li>• The schools Governors are the next stage in trying to resolve a complaint. Contact information is available through the school office</li><li>• Should none of these stages resolve your complaint then you can go to the Local Authority who retain responsibility for your child's education and the education part of the EHC plan. You can find the schools Complaints Policy on our website or request a copy from the school office. If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide to you or the school, we can help you to find the right contacts to try to resolve the issues.</li></ul> The school cannot make other services act. Both health and social care have complaints procedures you can follow. Talking about concerns early and understanding who can help to resolve them is important to getting a prompt response