

# Graham James Primary Academy



## SEN Information Report

September 2025

## **What is an SEN Information Report?**

This is a document that is constantly under review by the school that shares with parents which is normally available in school to help children with SEND as required under section 69 of the Children and Families Act 2014. It sets out how we support children identified as having Special Educational Needs and their families. We are required to provide the following information in line with the Code of Practice (Jan 2015), Section 6:79. The Thurrock Local Offer, published online, provides links to and information about services across Thurrock and in the local area. It is a 'working website' so will evolve in line with what is being offered by Thurrock County Council. "If children and young people with SEN are to achieve their ambitions and the best possible educational and other outcomes such as getting a job and living independently as possible education, health and social care services must work together to ensure they get the right support." (CoP, Pg 14)

## **What kinds of SEND are provided for?**

At Graham James Primary Academy we endeavour to meet the needs of the children in our care. We are a mainstream primary school and our SEND arrangements are varied. We are supported by a range of agencies for example the Speech and Language Team and Educational Psychology Service who direct and advise us in providing the appropriate support required to meet the needs of our pupils. Before a child with a disability joins Graham James Primary Academy, a review of the facilities available may need to be carried out and reasonable adjustments will be made in order for the child to safely access the school.

## **What policies are in place for identifying children with SEND and assessing their needs?**

The method of identification and provision follows a 'graduated approach'. Concerns are first raised and addressed through normal classroom practice or in conversation with families. A range of assessments and interventions are scrutinised to measure impact and progress. We regularly monitor and assess children's learning and progress and discuss this at least termly with parents. We have a range of additional interventions to support children's learning and development. Interventions have pre and post assessment measures, whether qualitative or quantitative. Provision beyond normal, differentiated classroom approaches and learning arrangements take the form of a Provision Map. Please contact your child's class teacher in the first instance if you have a concern about your child's education and welfare. The SENCo, Mrs Akehurst, is available for you to speak to and contactable through the school office or by telephone: 01375 675889.

## **What are the arrangements for consulting parents of children with SEND and involving them in their education?**

We work hard to include parents in their child's education. We firmly believe that home and school should work together in partnership and we are always happy to answer any questions or concerns. We welcome the involvement of parents supporting at home, in class and with specific educational events and visits.

Open communication links between the class teachers, the learning support assistants, the SENCo and the Head Teacher are encouraged.

The SEN Governor is Steven Mansfield.

Parents are encouraged to share their concerns and child's celebrations at all times as well as during parent's consultations with the class teacher. During parent consultation's provision maps will also be discussed and current strengths, needs and provision. Where the school or parents consider that the advice from another professional needs to be sought to best support their child further, we will work together to access this pathway and implement recommendations in school. Parents would be expected to mirror this at home and an open dialogue about progress or problems is encouraged.

### **What are the arrangements for consulting young people with SEND and involving them in their education?**

All children at Graham James Primary Academy are consulted and actively involved in the discussion around their strengths and needs. For example, a combination of marking checklists and providing children with a 'Response Time to Marking' allows children to edit and improve their work, giving them a sense of ownership. The children are familiar with the school's marking policy where green marking indicates that 'growth/improvement can be made' and pink indicates that the teacher is 'tickled pink'. (Please refer to the Marking Policy for further information.) To support children in understanding themselves we vary our approach according to children's specific needs, for example children with reading difficulties would have more verbal conversations. Children with an EHCP work on their targets with adult provision, and as with all children their perceptions/concerns are obtained through informal conversation and when appropriate an 'All about me'. Children are encouraged to participate in learning conversations at parent consultations.

### **What are the arrangements for assessing and reviewing children's progress towards outcomes?**

At Graham James Primary Academy we use a model of 'assess, plan, do, review'. A provision map ( One Plan) is developed in collaboration with the family, staff, specialists, other professionals if required. Progress is reviewed regularly and adaptations to the support provided are made. Plans relate to a clear SMART set of expected outcomes designed to stretch the child's development. The quality, appropriateness and impact of the overall provision are also kept under regular review. We ensure that we invest in quality resources to support learning, for example; reading resources, Numicon, Move 'n' Sit cushions and base 10. School funding within the overall budget is used to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. This should take no more than 20 weeks. The school, child and family will be fully involved in this process.

### **What are the arrangements for supporting children in moving between phases of education?**

Transition arrangements for children joining Foundation Stage are robust and the SENCo and class teacher are closely involved where additional needs are made apparent. In the summer term before starting in the Early Years children join us for two weeks, this gives us a an opportunity to identify needs early and liaise with parents. Parents will meet with class

teachers in this time and then the teacher, and if needed Inclusion Manager will visit previous settings.

There is a comprehensive transition plan in place for children entering secondary education. Close liaison with the Senco at the respective secondary school ensures that additional support is provided to support the child and family as appropriate. It is normal practice that secondary schools gaining a significant number of children will visit Graham James to meet the children in school and gain additional information from the class teacher.

In the situation where a child is leaving/entering Graham James Primary School during the academic year, the school will endeavour to gain/share as much information as possible about previous support from the family, child and the previous school. This may also require contact with outside agencies.

### **What are the approaches to teaching children with SEND?**

At Graham James Primary School all staff consider inclusion to be paramount and will endeavour at all times to make sure that a child with SEND is included in all activities. We recognise that this might entail resources being adapted, additional space being provided or delivery being tailored to meet the pupil's needs. All staff recognise the need for and employ a range of teaching methods and styles in line with Quality First Teaching. Where further differentiation is required, staff will often seek support from the learning support assistant to implement the approach they have planned so that a pupil can still achieve the learning objective for the session.

### **How is the curriculum and learning environment adapted for children with SEND?**

The National Curriculum will be delivered through Quality First Teaching by all teachers at Graham James Primary School. Teachers have a secure understanding of a wide range of teaching styles that they employ to deliver an interesting and accessible curriculum. For children with Special Educational Needs, further differentiation may be required in the form of lesson delivery, recording, resources or use of specialised technology. These will be identified in the teacher's planning and shared, where appropriate, with the learning support assistant in the classroom.

### **What expertise and training of staff is provided to support children with SEND?**

There is a clear expectation that all members of staff at Graham James Primary School should be making a significant contribution to raising standards of achievement. The Senco, Senior Leadership Team and Governors are committed to providing necessary support and training. We employ learning support assistants who are directed by the class teacher to support children as needed. We also have SEN support assistants to work alongside groups of children. At Graham James Primary School we work in partnership with a range of outside agencies and professionals. Currently we are supported predominantly by: the Speech and Language Service, Occupational Therapists, the Educational Psychologist Team, the Affinity Programme, Treetops Outreach and the Thurrock Well-being team. Advice given by professionals is discussed and we adapt and implement their recommendations as best we can within our environment to support children with Special Educational Needs.

Regular SEN CPD for staff also takes place during staff meetings and twilight sessions.

### **How do we evaluate the effectiveness of the provision made for children with SEND?**

Outcomes set in the Provision Plans are reviewed termly through a range of methods. For children with an Education Health and Care Plan they will also have an annual review once a year where strengths, needs and provisions are discussed. Learning support assistants working with children receiving input from the Speech and Language Therapy Team will work directly from the report provided and their progress is usually monitored by the therapist who links to the school. As previously mentioned, parents are informed of their child's progress at Parent consultations but do not have to wait until they are invited to come and discuss their child's progress. Equally, where great progress has been made, the class teacher will inform the parent straightaway.

### **How are children with SEND enabled to engage in activities available with children who do not have SEND?**

All pupils with SEN and/or disability take part in all aspects of school life including out of school activities. All children participate in the full range of opportunities and events arranged by the school, including trips and where necessary reasonable adjustments have been made. Some children with SEN may also be allocated Pupil Premium funding. This funding is used to further improve their achievement levels. Details of how we use Pupil Premium funding can be found on the school's website.

### **How do we support children in developing their emotional and social development?**

The School Values are taught through assembly and PSHCE sessions in class where children learn the vocabulary to express themselves appropriately and develop an acceptance of and tolerance towards others. The school has a whole school approach developing children's knowledge of the Zones of Regulation and how to manage their emotions. Buddy Assemblies give children the opportunity to share their views and make decisions about future events in the school, these are led by children and take place one a month and give pupils a voice and responsibility in decision making. Graham James Primary School offers a range of clubs which allow children to explore their interests further. We offer a range of interventions to support emotional wellbeing and mental health such as Lego Therapy, Talk and Draw therapy, Sand Play Therapy and Anxiety Gremlins. The SEN team also carry out a number of 'check-ins' throughout the day to ensure that pupils with SEMH needs are well settled.

### **How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting children and supporting their families?**

Where the involvement of an outside agency to support the child and/or the family is in place there will be open discussion between the parents/carers and staff at the school. The Senco or Assistant Head Teachers will contact the respective body and where necessary, complete the paperwork required for the child or parent to access the service. Where possible, the professional from the outside agency will meet with and assess the child in school. All reports will be shared on a 'need to know' basis to ensure transparency. Any recommendations will be implemented by the school to the best of their ability. Where

parents involve and seek the support through their GP, it is their responsibility to inform the school. The school cannot access information about children with SEN from any agency without parental consent.

**What are the arrangement for handling complaints for parents of children with SEND?**

Where a parent has a concern, they should first raise it with the class teacher, giving an opportunity for the matter to be resolved. Should the concern continue, the procedure should be followed in line within our complaints policy, which can be found on the school website. If the matter relates to SEND the next step would be a meeting with the Inclusion leader.