



St Nicholas Primary’s SEND Information and Provision Report:

Contact Details

ROLE	NAME	CONTACT
Special Educational Needs Coordinator (SENCo)	Mrs Joanne Ramsey (Tuesday, Thursday and alternating Fridays)	senco@st-nicholas-pri.essex.sch.uk Phone: 01621779263
Named Governor with responsibility for Special Educational Needs and Disabilities	Mrs Sue Waller	Contact via school office. admin@st-nicholas-pri.essex.sch.uk Phone: 01621779263

At St Nicholas Church of England Primary we believe every pupil has the right of equal access to their education. In our school we believe in an inclusive educational experience where every pupil feels supported to reach their fullest potential.

Our small, community and church centred primary school ensures every child’s education is based on our awareness of the School values. We aim to be a child centred school where every child can reach their full potential.

We ensure equal opportunities, where we aim for every individual learner to receive the best provision possible to meet their unique needs.

Following the guidance of Curriculum 2014 and the EYFS curriculum, St Nicholas Primary School delivers exciting and creative provision for our learners. We differentiate lessons to meet the needs of all learners regardless of gender, race or ability. We hope to inspire them towards their future learning and goals in further life.

Level 1: Quality First Teaching (this is intended for the vast majority of pupils to be taught in class through appropriate differentiation provision)

Quality First Teaching is in place in our classrooms, we have qualified teaching staff and teaching assistants who provide high quality lessons made up of a systematic planning, preparation and a thorough, rigorous assessment cycle. Children who fall behind age related expectations are given additional support in class. This may be in a small group during English or mathematics lessons or through guided reading sessions or phonics.

Following extra support from both home and school a child’s progress may continue to show a gap between their own levels/stages of attainment and that of age appropriate guidelines. At this stage further assessment may be required though health or other agencies. This may result in a more intensive support programme.

Level 2: Special Needs Support – this may entail the use of one to one or small group interventions or use of outside agency support

At St Nicholas CofE Primary, we are fortunate to have a team of highly skilled, dedicated and experienced Teaching Assistants and Learning Support Assistants. These adults are directed by our SENCo/Inclusion Manager Mrs Joanne Ramsey to undertake small group sessions where the aim is to help children to 'catch up' with their learning. Usually, this would be a literacy (reading, writing, phonics, handwriting) or maths intervention designed to close the gap in learning identified for these pupils in this area through our ongoing assessments. However this may also entail sensory, behaviour, speech and language, emotional, medical and health needs. If little or no improvement is made through this then we would look to changing the intervention or involving an outside agency (for example the Educational Psychologist).

Level 3: Higher Needs Support- this would entail more intensive support and the use of an outside school agency (Educational Psychologist, Occupational Health, Speech and Language, Child and Adolescent Mental Health Services etc).

At this stage we closely observe the children to see why the gap has not been effectively closed by the program so far, the children may have outside agencies involved already or if not we would now identify who/what support to put in place to support the learning needs. The pupil may need more intensive support from a Learning Support Assistant and may therefore need a EHCP (education, health and care plan). We would apply to our Local Authority for this if we felt it was required.

Supporting Parents

At St Nicholas C of E Primary, we work closely with parents and families to best support the pupils' learning and well-being. We encourage and expect parents to also engage fully with this support as this leads to the best educational experience for their children. We hope to ensure that our pupils are fully engaged in their learning experience and know that this needs collaboration of home and school. We ensure this communication between home and school exists through parents' evenings, the daily recording in the reading record log, newsletters, assemblies, school reports and our Head and Deputy's presence each morning in the playground.