

Somers Heath Primary School



School Offer

Reviewed: May 2026

Somers Heath Primary School is an inclusive school that prides itself on offering a range of provision to support pupils with a range of needs. We aim to provide an environment where all children, aged 3-11, feel safe and valued to help pupils reach their full potential. We aim to create a warm, caring environment where your child can feel safe, relaxed, accepted and valued. The range of support deployed is tailored to individual needs, following assessments carried out by professionals both internally and/or externally alongside the involvement of parents.

All Thurrock Schools are committed to and adopt a similar approach to meeting the needs of all children including those with Special Educational Needs and Disability. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Quality First teaching is a vital part of ensuring all children have the correct support through their learning journey at Somers Heath. There are, however, some pupils who will need additional support or intervention to help them make continued progress within their personal development. Somers Heath offers a wide range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties and/or sensory and physical needs.

IDENTIFICATION OF SPECIAL EDUCATION NEEDS (SEN)

How does the school know if children need extra help?

At Somers Heath Primary School early identification is essential to ensure that those children who are identified as requiring additional support are given the levels of provision needed to achieve success. Our SENCo is contactable through the school office.

According to the SEN code of practice 2015, a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Pupils are identified as having SEN through a variety of ways and we know if they need additional support from the following:

- Liaison with pre-school/previous school
- Teacher concerns through observations and assessments within the classroom.
- Pupil assessment and tracking procedures indicate a lack of progress made or significantly below age related expectations.
- Concerns raised by parent/carer
- Concerns raised by the child's teacher or other staff involved with a child, including the Inclusion Leader as appropriate, regarding issues which are significantly affecting performance and/or significantly contributing to a lack of progress
- Liaison with external agencies including educational psychologists
- Health diagnosis through health advisors e.g. paediatrician, occupational therapist, physiotherapist, speech and language therapist, etc.

When identifying pupils with SEN, the SENCo and class teacher will carry out a clear analysis of the pupil's current needs and provision. This will include teacher's assessments and own background experiences with the pupil, progress and attainment and their behaviour. This could include exploring and assessing one or more of the following:

- Cognitive development and learning difficulties
- Short term memory and/or retention of information
- Concentration concerns including features of ADHD
- Communication difficulties (speech, receptive or expressive vocabulary etc.) including ASC •
Hearing or visual difficulties
- Identified medical needs (e.g. cystic fibrosis, cerebral palsy, heart conditions etc.)
- Physical difficulties or delay with gross or fine motor skills
- Inappropriate or disruptive behaviour
- Social and emotional difficulties
- Children who are severely withdrawn
- Any other relevant issue/concern

These can be identified under the following Broad Areas of Need (COP 6.28-6.35)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

On entry to the school each child will be assessed using the Reception Baseline Assessment (RBA). Standardised assessments will help to inform the school of a child's aptitudes, abilities and attainments and will be used to improve continuity in learning as pupils enter school and upon transfer into Key Stage 2. Ongoing assessment for learning will enable continued monitoring of attainment and progress and also aid identification of any pupil requiring intervention at any level.

What should I do if I have concerns with my child's learning or progress at school?

At Somers Heath, we aim to build positive relationships with parents. If you have concerns about your child, you should:

1. Discuss with your child's class teacher initially.
2. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCo Headteacher
3. If you are still not happy, you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up an meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

Who are the other people providing services to children with SEN in this school?

Directly funded by the school:

- Family Support Worker
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Counsellor
- Occupational Therapist
- Educational Psychology Service

Paid for centrally by the Local Authority but delivered in school:

- Treetops and Beacon Hill Outreach Services
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- This is a link to the [Thurrock Local Offer information site](#)

Provided and paid for by the Health Service but delivered in school:

- School Nurse/Nursery Nurses
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Treetops Outreach service

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the delivery of main teaching input to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a points score is given in reading, writing, maths and science.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children on the SEN register will have a SEN Learning Plans which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO and Family Support Officer are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- SEN Learning Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.

How is Somers Heath Primary School accessible to children with SEND?

- The building is fully accessible to children with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- A SEN Hub (classroom with outdoor area) and sensory areas are available for children to access as part of their SEN provision
- After school provision is accessible to all children including those with SEND.
- Extra - curricular activities are accessible for children with SEND.

What support will there be for my child's overall well - being? What pastoral, medical and social support is available in school?

- Somers Heath Primary School is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem, good social and emotional skills is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Care to provide multi-agency support.
- The Family Support Worker works in collaboration with the SENCO to support vulnerable children, parents and carers during the school day. Support and advice is given to help the family. This work can include the exploration of emotional functioning, conflict resolution and emotional management and using a whole family holistic approach to any issues that may have an impact on the child, their emotional well-being and their attendance and learning.
- The school has a highly supportive approach to the behavioural, emotional and social needs of individual children and families, giving them the opportunity to discuss any issues that are important to them, access support and, where appropriate, develop knowledge about how to address these issues to the best of their ability.

- Children who have a specific need in this area will be given targets and strategies to work on, which may be written in the form of a Behaviour Support Plan.
- Children who are vulnerable or require specific support with SEMH needs, have the opportunity to sessions with the school's counsellor.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and management of medicines on the school site.
- Parents/carers need to contact the school office if medication is prescribed by Health Professionals to be taken during the school day and a form of consent is to be completed and held on file in school.
- Not all medication can be administered by school staff and this is reviewed on an individual basis.
- Staff are regularly trained and informed of updates regarding conditions and medication affecting individual children, so that relevant staff are able to manage medical situations.
- All children with a relevant medical condition have a Care Plan written for them.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear system that is followed by all staff and pupils.
- If a child has behavioural difficulties a Behaviour Support Plan is written and shared with the parents/carers to identify the specific issues, set targets and put the relevant support in place. This is also shared with the child and members of staff who are working with the child on a daily basis.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Also they need support with identifying how their behaviour has affected other adults and children. In the case of more serious or repeated incidents, the parent/carer will also be informed and involved in discussing how their child's behaviour can be addressed.
- At Somers Heath we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. Bullying will not be tolerated. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Somers Heath Primary School has an Anti-Bullying Policy.
- Attendance of every child is monitored on a daily basis by the school office and we have a Pupil Services Officer to support with this. Lateness and absences are recorded and reported to Senior Leadership.
- Families with attendance difficulties will be asked to an attendance review meeting in order to put strategies into place to help raise attendance. This may be supported by the Education Welfare Service and may involve completion of a Common Assessment Framework form to try to access additional services.

How will my child be able to contribute their views?

- Somers Heath Primary School values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the School Council where any issues or viewpoints can be raised and discussed.
- Children are regularly interviewed in small groups by subject teachers, school leaders and governors to ascertain their views on the curriculum and other areas.
- Children who have SEN Learning Plans or Behaviour Support Plans are given opportunities to discuss, review and set targets with their class teacher, parents and the SENCO.
- There is an annual pupil questionnaire where the school actively seek the viewpoints of children, especially regarding any concerns and suggestions.
- If your child has an Education, Health and Care plan their views will be sought before any review meetings.
- Children who may have communication difficulties communicate their views through pictures and photographs, so that the views of all children can be valued.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEN information will be shared with the new teacher.
- If your child would be helped by a transition book to support them to understand moving on, then it will be made for them.

In Year 6:

- The SENCo will liaise over the specific needs of your child with the SENCo of their secondary school, or their specialist provision, as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Additional transition arrangements may be agreed with the receiving secondary school.

How are the Governors involved, and what are their responsibilities?

- The SENCo regularly reports to the Headteacher/Governors to inform them about the progress of children with SEND. This information report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.
- A SEND Governor has responsibility for making sure that the necessary support is made for any child who attends the school who has SEND.

Members of staff who have a responsibility for children with SEND (special educational needs or disabilities)

The SENCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting and are involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support the child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of children's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing SEN Learning Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCo and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

What are the different types of support available for children with SEND at Somers Heath Primary School?

Class teacher input via excellent targeted classroom teaching, also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children. This group, often called 'intervention groups', may be:

- Run in the classroom or outside of the classroom, for example in an intervention room or in the SEN Hub.
- Run by a teacher or a teaching assistant who has had training to run these groups.

If your child has been identified as having SEN, for your child this could mean:

- They will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher or other professional will run these small group sessions using the teacher's plan. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.
- Local Authority central services such as the Treetops Special School Outreach Team, or Outreach Sensory Services (for students with a hearing or visual need) may become involved.
- Outside agencies such as the Speech and Language therapy (SALT) Service may become involved. For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and we will be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. providing some individual support or changing some aspects of teaching in order to support them better.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual child working with an outside professional
- The school suggesting that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support of more than 15 hours in school for your child

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 15 hours per week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Treetops Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's

needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support level.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long term goals for your child.
- The additional support may be used to support your child with whole class learning, individual programmes or small group learning.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 15 hours of support in school

How do we know if the support given to my child has had an impact?

- By reviewing children's progress on their SEN Learning Plan
- If the child is not yet at National Curriculum levels and is being assessed using a more sensitive assessment tool which shows their level in more detail, and shows smaller but significant steps in progress.
- If the child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Through verbal feedback from the teacher, parent/carer and pupil.
- Children may move off the SEN register when they have 'caught up' or made sufficient progress.

Who can I initially contact for further information?

- Initially contact your child's class teacher to share your concern.
- You could arrange a meeting with our SENCO and the class teacher if you are still concerned.
- Seek guidance from the Special Educational Needs policy on our website.
- Ask Thurrock – www.askthurrock.org.uk
- Contact PATT (Parent Advisory Team Thurrock) SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) on 07702 127252

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

Please speak to the staff in the school office to arrange a meeting with the SENCo, to discuss your child's needs.

We hope that the above points have answered any queries you may have, however, please do not hesitate to contact the school if you have any further questions