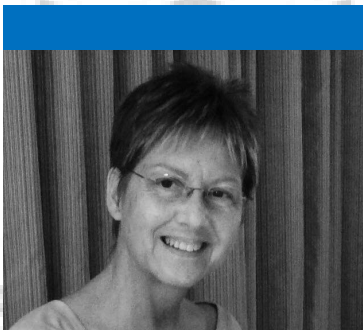


As we approach the end of the first of the summer half terms, we are developing further our curriculum offer across the SECAT academies.

With this in mind, Headteachers and staff always consider the many groups of pupils that attend our academies. This includes children looked after, children who have special educational needs and disabilities, those who are in receipt of pupil premium funding, pupils who have English as an additional language, and of course, those who are high achievers.

I have asked Headteachers to give you an overview of the needs and provision for pupils who have special educational needs and disabilities. The inclusivity of SECAT academies is second to none. We all welcome pupils with open arms whatever their needs. Searching tirelessly for the best provision, our Headteachers and staff are adept at considering, designing and implementing a creative curriculum that not only meets pupils' needs, but helps them to grow in confidence and independence. See for yourselves!

Have a good half term, rest and be safe.



**RUTH BROCK**

**SECAT CEO**

## **Bournes Green Junior School**

At Bournes Green Junior School, we are proud of what we provide for all of our pupils, including key groups such as SEND.

We provide a range of extra support and interventions across the curriculum to meet the needs of each individual.

Mrs Huson and Mrs Harris lead our team of committed staff to ensure that all of our classroom environments are inclusive.

Together with our SEND Governor, Mrs Beresford, we protect time to focus on our SEND children. We do this through a series of Twilight staff meetings across the academic year.



## **Hinguar Primary school & Nursery**

We are a fully inclusive school who are committed to providing an appropriate and high quality education to all the children within our school.



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 equally value all pupils in the school and strive to eliminate prejudice and discrimination developing in an environment where all children flourish and feel safe.

Mental health problems are relatively common, affecting 30%-40% of all our children at some time during their childhood. We have always taken action at Hinguar Primary School to support all our children to overcome their emotional insecurities.

Last academic year, we participated in **The Healthy Schools- Emotional Wellbeing Project** and continued our outstanding practice when promoting pupils' personal development and welfare.

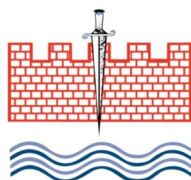
As a result we have now embedded **The Daily Mile** and an impact in particular is that SEND children are now participating in more sport events at a competitive level than ever before.

This is having a direct impact on our SEND children who have social, emotional and health difficulties.



## Shoeburyness High School

SEND students from our Achievement pathway spent the day in our sensory room with Pepper (a humanoid robot).



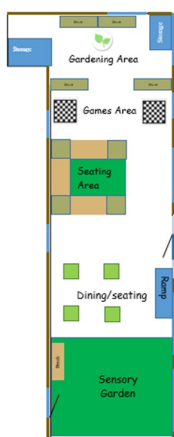
Pepper, the newest recruit to the people team at Southend Borough Council, was developed by a Japanese company as a companion robot but is now used in a variety of settings. The council

hopes to use Pepper for community engagement, awareness-raising and to facilitate reminiscence activities.

Students found Pepper a joy to communicate with as it can perceive emotion and adapts its behaviour accordingly. Not only can it speak twelve different languages, play memory games, send emails and show videos, but can also dance Gangnam Style and does a mean impression of R2D2!

### **Achievement and Foundation Department**

The Achievement and Foundation department have been given the opportunity to create an outdoor space for SEND students. The students were delighted to be involved in the planning of this space and were keen to give their ideas on the many usages it could have. The pupils and staff, led by Jaime Breward, researched other school outdoor spaces, products and costings and held planning meetings. The space will be used for outdoor learning, break and lunch clubs including wellbeing activities, gardening skills and intervention sessions (in the sensory area).



## Richmond Avenue Primary School & Nursery

### **Governor Perspective**

I have been the SEND Governor at Richmond Avenue Primary School & Nursery for around 18 months. As the Children & Families Worker at Shoeburyness and Thorpe Bay Baptist Church, I have a particular concern for those who are marginalised in our community. Ensuring that children are able to develop to their full potential is crucial, whilst recognising that some children have additional needs which, when met allow them to progress.

Getting the right help in place for each child can be a long process, often with many different agencies involved. It has taken several visits to fully appreciate the responsibilities and challenges that the academy SEN team face.

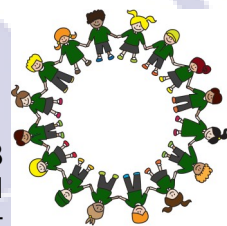
At my next visit I plan to meet with some of the children on the SEND register to hear first-hand how their support package enhances their learning. It is a real privilege to support my community in this role.

# SECAT

### **Richmond Avenue Primary School & Nursery**

The children with SEN at Richmond take part in many extra-curricular activities such as cooking, gardening, football club and dancing. We continue to ensure that all our trips are inclusive and accessible to all our pupils. The Year 3 pupils have been visiting the 'Focal Point Gallery' this academic year as part of the 'START' three year project, working with artists on digital art activities. This forms part of our 'Artsmark' journey as well. The last visit included strobe lighting, loud noises and many hands on activities, and as teachers we thought that some of our pupils on the 'Autistic spectrum' would find it too challenging. However, they all really enjoyed the experiences and got much out of the day! The staff at 'The Focal Point Gallery, Southend' are brilliant in supporting pupils with SEND and we thoroughly encourage other schools within SECAT to use this resource.

We have been working on improving 'Pupils' voice' for pupils with SEN at Richmond. The SENCo demonstrated how one pupil in year 6 with ASD has been part of our school council, at the 'Autumn SEN Borough meeting' at Tickfield last year. We have a way to go in continuing to have our SEN pupils' voices and opinions heard in the following academic year. Many pupils with EHCPs are working on their 'Pupil Profiles' for their new teachers so that they know as much about them as possible in the coming year.





## **Bournes Green Infant School**

At our school we follow the Code of Practice to ensure that all of our children are receiving the best possible provision. It is very important to us that all of our children are included in all school activities both inside and outside the classroom. This is achieved by putting in place support at appropriate times or by adapting the activity or environment. Our relationship with parents and carers at Bournes Green Infant School is important to us and it is essential to work together with families to provide for children with SEND. We do this through our standards arrangements for meeting with class teachers (parent/carers interview meetings, open door policy) as well as more formal ISP meetings and further informal contact and discussions with the SENCo. When new children with SEND come to the school from pre-school/nursery provision, the SENCo will attend ISP meetings and visit the child in their setting before they begin school. At the end of Year 2, we liaise closely with Bournes Green Junior School to ensure a smooth transition.

### **Governor Perspective**

Governing Bodies have three core functions; overseeing finance, holding the Headteacher to account for pupils' outcomes and ensuring clarity of strategic vision. There is usually one governor or a committee with special responsibility for SEND. However, all governors should be aware of the school's statutory obligations. Schools have to provide opportunities for all pupils to achieve their potential and ensure the statutory duties are carried out.

The governor with responsibility for SEND at BGI builds a relationship with the SENCo through regular meetings and a termly school visit. The Governing Body receives regular reports from the SENCo. It is important to remember that governors are not experts; training by the MAT, Local Authority and through Southend School Governors' Association gives guidelines on how to check on; the identification of SEND, ensure the curriculum is made accessible to all pupils and that they are supported, and how funding is allocated and spent. Governors also review the school's SEN Policy annually and ensure that the school complies with any new legislation.

Finally, I am always amazed to observe how staff can make a subject interesting and accessible to a wide range at the same time, with subtle differences in questioning, task and support. I would like to congratulate and thank them for their skill and patience.



# SECAT



## **Thorpedene Primary School**



At Thorpedene we believe it is very important that every pupil feels included in all aspects of school life. To ensure this happens effectively and to guarantee the best support for the children, we have a wide range of skilled staff, who continually update their skills. Throughout the year we provide additional training for all staff, including teachers, support staff, learning mentors and LSAs, both from within our highly skilled staff set and through external providers.



To ensure the children with any additional needs are fully supported, training this year has included: First Aid, EpiPen and Diabetes, how to support pupils with Dyslexia and Dyspraxia, ensuring interventions have impact on progress, and how to be an effective support in the classroom. In addition to this, there has been bespoke

training on supporting fine and gross motor skills. Whatever barriers to learning children may have, we strive to ensure all our staff are equipped with the necessary skills to allow them to reach their full potential.

***“Strong Partnerships,  
Strong Community,  
Strong Schools”***