

# Working in partnership with families

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Schools in the Blackwater Partnership strive to make sure families feel supported, involved and valued in their child's education and well-being at school.

On application for a place, on joining the school and throughout their child's time at the school, families are given regular opportunities to discuss their child's needs, progress and concerns.

We strive to get to know each student individually and respond to their choices and preferences through a range of strategies.

If you would like to talk to someone at school about your child's special educational needs, please contact:

**Mrs S Waller**

Wentworth Primary School  
Viking Road,  
Maldon,  
Essex.  
CM8 6JN

[www.wentworth.essex.sch.uk](http://www.wentworth.essex.sch.uk)

## The Blackwater Partnership

Schools in the Blackwater Partnership work together to promote the highest level of education for students in the Maldon area.

Through effective links and strategic management of resources our schools collaborate to ensure effective practice in areas including teaching and learning, special educational needs and disability, assessment, emotional well-being, behaviour and attendance.

All Saints' C of E (VC) Primary School  
Maldon Court Preparatory School  
Maldon Primary School  
Heybridge Primary School  
The Plume School  
St Francis Catholic Primary School  
Tollesbury School  
Wentworth Primary School  
Woodham Walter C or E (VC) Primary School

## Special Educational Needs and Disabilities (SEND)

Local Schools Working in Partnership

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A guide for families





## Special Educational Needs

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Schools in the Blackwater Partnership believe that all our students should be able to make the best possible progress at school.

We are committed to ensuring that the necessary provision is made for any student who has special educational needs so that they can be included in all aspects of school life.

We try to identify special educational needs as early as possible so that evidence-based interventions and support can be put in place.

Regular monitoring and review of progress is important to ensure that the support is adapted when necessary.

We believe that students have a right to be involved in making decisions and exercising choices. We work in partnership with the student, the family and external agencies to identify needs and provide ongoing support and monitoring to meet those needs.

## Planning support

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We work closely with the student, their family and external agencies to identify what the specific barriers to learning are and what support is needed. We then put in place appropriate interventions.

Plans for the use of support relate to a clear set of expected outcomes, which include challenging and relevant academic and developmental targets. Progress towards these outcomes is tracked and reviewed regularly, at least termly.

Each teacher is responsible for meeting the needs of individuals in his/her class through high quality teaching on a daily basis. Work is differentiated and resources made available for students with special educational needs.

The school prepares a Provision Map outlining the additional support for groups and individuals. These form the basis of individual plans for students with special educational needs which are written in conjunction with the SENCo, the family, the student, and external agencies as appropriate.



## Reviewing progress

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For students with special educational needs, a termly review is arranged with relevant staff and the family. The individual plan is reviewed and updated, with new outcomes being agreed as appropriate.

For students with a Statement of Special Educational Needs or Education, Health and Care Plan an Annual Review with family, SENCo, relevant staff and external agencies takes the place of one of the termly reviews.

The student's views are recorded and they may attend all or part of the meeting if appropriate.

## Expertise

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It is the ethos of schools in the Blackwater Partnership that all staff share responsibility for supporting students with special educational needs. Staff are recruited for their commitment, experience, knowledge and aptitude.

Through the Blackwater Partnership, schools have access to resources and training courses to enable staff to take part in continuing professional development. Schools have expertise in a range of areas including specific learning difficulties, communication and interaction, social and emotional needs, sensory and motor difficulties and medical needs.

## Moving on

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We support our students with special educational needs at all stages of transition: between schools, sites, key stages and classes, and in preparation for adult life.