



Nurturing today's minds for tomorrow's challenges

SPECIAL EDUCATIONAL NEEDS Information Report(Local offer)

Our Vision statement:

For our pupils with **Special Educational Needs and / or Disabilities [SEND]**, this means that reasonable adjustments are in place to ensure they make the best possible progress from individual starting points and that all pupils with SEND are included in all aspects of school

Purpose of this report:

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

<http://www.essexlocaloffer.org.uk/>

Who is responsible for the SEND provision in school?

- The SENCo is Lucy Coote.
- The Governor responsible for SEND is Yvonne Crome.
- The Wellbeing Lead is Charlotte Hart.

Class teachers are

Reception: Miss Wiseman

Year 1: Mrs Campbell

Year 2: Mrs Barton

Year 3: Miss Smithyes/Mrs Hailes

Year 4: Miss Mitchell

Year 5: Mrs Lewis/ Mrs Purnell

Year 6: Miss Hart/Mrs Clarke

What kind of SEND are provided for?

- A pupil has SEN and / or a disability where their learning difficulty or disability calls for special educational provision, that is **provision different from or additional to** that normally available to pupils of the same age.
- A Special Educational Need and / or a disability and provision can be considered as falling under four broad areas:



Communication and interaction - This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences.



Cognition and learning - This includes children with Specific Learning Difficulties such as severe and persistent literacy difficulties (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or Developmental Coordination Disorder or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum.



Social, mental and emotional health - For some children, difficulties in their social and emotional development can mean that they require additional or different provision and support.



Sensory and / or physical - We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties.

Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them.

How will children with SEND be identified and what sorts of assessments will be completed?

Conversational Assessment

- Teacher / LSA / SENCO identification through observation and professional judgement
- Parental / carer concerns
- Pre-school assessments and liaisons between settings

Statutory Assessment

- Baseline assessments upon entry to a new year group, including Early Years Foundation Stage Baseline
- Phonics screening

Non-Statutory Assessment

- Assessments advised in the Ordinarily Available Framework – Universal and Targeted.
- Data Analysis and pupil progress discussions in Key Stage Meetings
- Speech and language screening - Speech and Language Framework (SALF) questionnaires/observations/records
- British Picture Vocabulary Scale (BPVS) – re language needs
- Schools Therapy team questionnaires - re fine/gross motor skills/sensory needs
- Ultimate Guide to Phonological Awareness – re early literacy skills
- York Assessment of Reading for Comprehension (YARC) – re early reading skills

- Sandwell Maths assessment
- Assessments according to the needs of the child i.e. Autism Education Trust Progression Framework.

External Support

- Specialist Therapists e.g. speech and language
- If children come into school with an Education, Health and Care Plan [EHCP] already in place
- Medical profession advice
- Professionals and PNI specialist teachers' advice

What arrangements are there for consulting parents of children with SEND and involving them in their child's education?

Formal:

- Termly reviews in One Plan meetings
- Parent views gathered during meetings
- Annual reviews for children with an EHC plan
- Parent consultations
- Parent drop ins
- SENCO Coffee Mornings
- Invite parents in to meet with Specialist Teachers/ therapists

Informal:

- Tapestry
- Discussion at the door
- Emails
- Phone calls with class teacher or SENCO

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

- Reasonable Adjustments Plan (Not SEND Support)
- One plan
- Pupil Views Questionnaire contributing to One Plan
- Conversation with teacher / learning support assistant [LSA] / Special Educational Needs Co-ordinator [SENCO]
- Pupil voice/School council
- Multi Schools Council
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What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Progress reviews of One Plans
- Range of assessments in school, Specialist Teachers, OT, Speech and Language Therapists and School Inclusion Partner, Rebecca Locke
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach
- Data analysis
- Annual reviews
- Use of Key Performance Indicators to track progress

What arrangements are there for supporting children and young people in moving between phases of education?

Pre-school to Early Years Foundation Stage (EYFS)

- Home visits
- Nursery visits
- Team around the family [TAF] meetings if necessary
- Welcome meetings and booklet
- School tours
- Transition visits
- Transition programme
- Photo books
- Liaison with pre-school SENCo

EYFS to Key Stage 1

- Transition programme
- Joint golden time
- Story time with new teacher
- Welcome meetings to set out expectations
- Transition days
- Joint moderation and hand over meeting
- Meet the teacher
- Liaison with SENCo
- 'Meet the Teacher' meetings

Key Stage 1 — Key Stage 2

As above

Key Stage 2 — Key Stage 3

- As above, plus extra visits to secondary schools (supported by school LSAs)
- Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
- Support for parents when visiting secondary schools
- Secondary SENCo to visit children in primary school
- Year 5 and Year 6 annual reviews
- Virtual meetings / Phone calls with staff and parents
- All children supported through transition programme

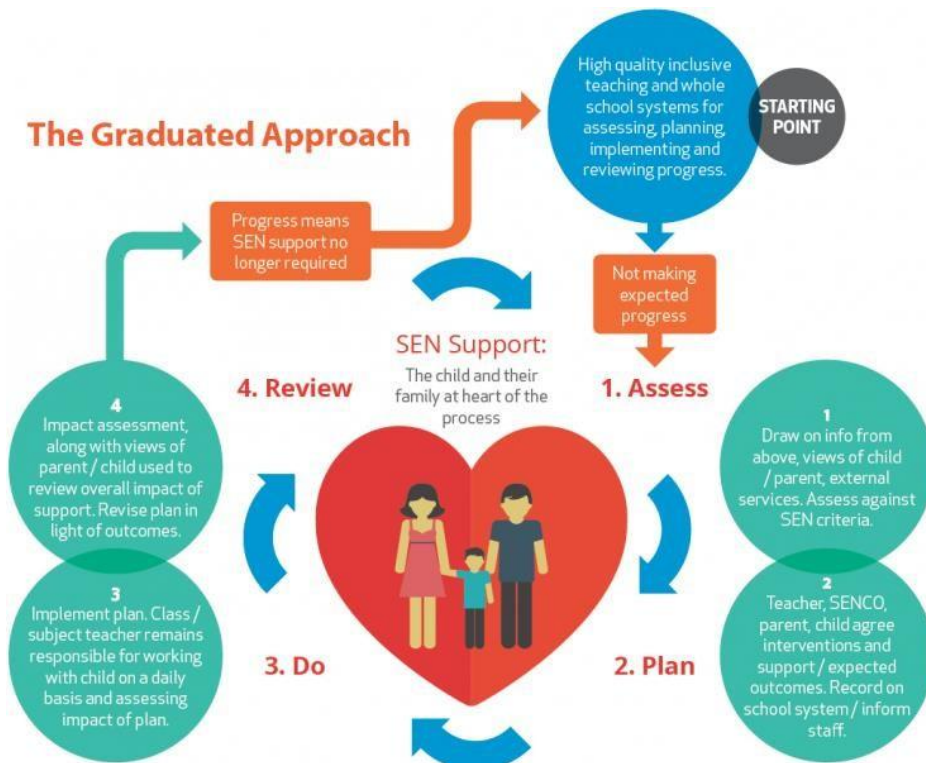
Moving between schools

- Liaison between the SENCos including Virtual Meetings
- Paperwork to be forwarded as soon as possible
- If children are from out of county, EHCP to be re-written into the Essex Format
- Meeting with the parent and child
- Visit to school
- Virtual meetings / phone calls with staff and parents

What is the approach to teaching children and young people with SEND?

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; January 2015: 6.36]

- Graduated approach linked to assess, plan, do, review
- High Quality Teaching as part of Ordinarily Available / SEN Support / Education, Health and Care Plan
- Provision which is 'additional to and different from'
- Relevant research-based intervention programmes linked with provision guidance
- SEND LSA support as appropriate to meet individual children's needs
- Response to specialist outside agencies' recommendations



How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs and / or Disability?

- Changes and adaptations to the physical environment
- Ramps to make the site accessible
- Toilets adapted for disabled users
- Double doors in some parts of the building
- Use of assistive technology where appropriate
- Visual timetables in all classrooms
- All advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parental support and advice — what works well at home

Please see the following documents:

- Accessibility plan
- Equality policy

How will school support SEND children if remote learning is necessary?

If a child has an identified SEND, the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- Suggesting different ways in which children can present their work
- Giving more detailed instruction

- Providing parents with suggestions to make tasks more practical in nature
- Providing targeted adapted work which is targeted at their level of need
- Seek support from Education Access and other specialist services where appropriate.

The SENCo may contact the family by telephone and or email regularly to check in and offer support as necessary. In some instances, this may mean offering a door-step visit, sending information through the post or in the case where families are struggling, an offer of a school place for the child. Details of these communications and actions will be recorded. Further information regarding remote learning support can be found on the school's website, should this become an issue again.

What expertise and training of staff supporting children and young people with SEND have, including how specialist expertise is secured?

- Staff receive regular training through internal and external providers
- Educational psychologist advice sought through Strategic Planning Meetings
- Where necessary advice sought from specialist services including (but not limited to); Speech and Language, Occupational Therapy, Physiotherapist, School Nurse, Traveller Liaison
- Advice from Children and Adolescent Mental Health Support (CAMHS) if case accepted
- SENCo update meetings and specific training

How is the effectiveness of the provision given to children and young people with SEND evaluated?

- Foundation Stage Profile
- National Curriculum Age Related Expectations / end of key stage statements
- Intervention reviews
- Annual Reviews / Person Centred Reviews
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- Annual school reports
- School testing and ongoing assessment
- If appropriate progress has been made, children may be removed from the SEN register, but progress will still continue to be monitored

How are children and young people with Special Educational Needs and / or Disability able to engage in activities available with children and young people in the school who do not have Special Educational Needs and / or Disability?

- Inclusion in all activities / curriculum
- After school clubs
- Social skills groups
- School residential (Year 6)
- Adult or peer support as necessary to help children access all areas of the curriculum
- Personalized curriculum
- Life skills
- Enrichment activities
- Multi Schools Council Events

What support is there for improving emotional and social development?

- Circle Time in class and a rich PSHRE curriculum
- Partnership with MIND to deliver group interventions and 1:1 parent support
- Liaison with School Nurse and colleagues (Child and Young Person Practitioner, Healthy Family Support Workers)
- Phoenix Project for Outreach and Placement support
- Bright Minds Bright Moods EP team run intervention
- Young Carers
- Gym trail 4x weekly **upon invitation**
- Referrals to Kids Inspire/YCT/CAMHS if necessary
- DEEP Enrichment activities
- School council
- Lego Therapy sessions
- Lego Club **upon invitation**
- Worry and Sorry boxes in all classrooms
- Teaching of E-safety
- Anti-Bullying policy
- Yo Yo project (Farleigh Hospice) for bereavement

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and / or Disability and supporting their families?

- Consultation with Inclusion Partner Rebecca Locke / Educational Psychologist Katie DuGard
- Consultation and regular (at least half termly) contact with link health specialists; Stacey Walters (SALT), Paul Willshire (OT), Carolyn Stannard (Autism Outreach Support)

- Regular (at least half termly) contact and meetings with Virtual Schools, Social Workers as appropriate
- Regular (at least half termly) contact with school nurse
- Invites to One Plan/ Team Around the Child / Team Around the Family meetings
- Open door policy

Referrals as appropriate to:

- General Practitioner (GP)
- Paediatrician
- Children and Adolescent Mental Health Support (CAHMS)
- Speech And Language Therapist [SALT]
- Occupational Therapy (OT)
- Social Care
- Educational Psychologist [EP]
- PNI Specialist Teacher Team
- Young Carers

Family Support to include signposting to:

- Family in Focus
- iEssex
- Healthy Family Support Team
- MIND
- Kids Inspire
- Parent Partnership
- Essex Dyslexia Support
- ADHD Chelmsford Group
- Maze Group

This is not an exhaustive list and we seek specific support on a case by case basis using the Essex County Council Local Offer

Summary

- All of the information here applies to children with special educational needs and / or Disability, including those who are looked after by the local authority
- This information should be read alongside the information provided by the local authority.

It must be noted the interventions and support are put in place when appropriate for individual children. This information report has been written and discussed with parents, teachers and governors.