

Great Bardfield Primary School

SPECIAL EDUCATIONAL NEEDS Information Report (Local offer)

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 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: www.essexlocaloffer.org.uk

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.
- Special educational needs and / or a disability and provision can be considered as falling under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and / or physical

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

- Baseline tests, including Early Years Foundation Stage
- Teacher / LSA / SENCO identification through observation and professional judgement
- Parental / carer concerns
- Data Analysis and pupil progress meetings
- Phonics screening
- Speech and language screening
- Range of assessments according to the needs of the child
- Provision guidance graduated response from Essex County Council
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language
- Transfer of pupils with an Education, Health and Care Plan [EHCP] already in place
- Medical professionals and PNI specialist teachers advice

Who is responsible for the SEND provision in school?

- The SENCo is Rosemary Richardson
- The governor responsible for SEND is Julie Lowe

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

Formal

- Termly One Plan review meetings
- Termly Parent meetings
- Annual reviews for children with an EHC plan
- Inclusion of parents with outside agency meetings where appropriate
ie. Speech Therapy

Informal

- Discussion at the door
- Communication books
- Emails / Telephone calls

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

- One page profile
- One plan meetings / My views document
- Conversation with teacher / learning support assistant [LSA] / Special Educational Needs Co-ordinator [SENCO]

- Progress reviews
- Pupil voice/School council

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
- Range of assessments in school, supported by PNI Specialist Teachers, Inclusion Partner and Educational Psychologist.
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach
- One plans
- Data analysis
- Annual reviews
- Virtual meetings as necessary

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

Pre-school to Foundation

- Home visits
- Nursery visits
- Team around the child [TAC] meetings
- Welcome meetings
- Tea and chat
- School tours
- Transition visits
- Transition photo books
- Liaison with pre-school SENCo

Foundation to Key Stage 1

- Welcome meetings to set out expectations
- Transition book / photos if required
- Move round days
- Key Stage 1 teachers visit Foundation children at home
- Joint moderation and hand over meeting
- Meet the teacher

Key Stage 1 — Key Stage 2

- As above plus:
- Transition visits
- Liaison with SENCO
- Parent information evenings
- Virtual Meetings / Phone calls

Key Stage 2 — Key Stage 3

- As above plus
- Extra visits to secondary schools
- Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child preferably to start looking in Year 5
- 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

Moving between schools

- Liaison between the SENCO's including Virtual Meetings
- Paperwork is forwarded as soon as possible
- If children are from out of county, EHCP will 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 cycle
- High Quality Teaching / SEN Support / Education, Health and Care Plan
- Provision which is 'additional to and different from'
- Relevant research based intervention programmes linked with provision guidance
- 'Hover Support' within class from Class Teacher and LSA support
- 1:1 support as school decides is appropriate,
- Liaison with specialist outside agencies

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
- Visual timetables
- 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

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

- All staff have received some training relating to SEND
- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist advice
- School Nurse
- Advice from Emotional Wellbeing and Mental Health Service (EWMHS) 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?

- ASP Dashboard
- 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
- If appropriate progress has been made, children may be removed from the SEN register, but progress will still continue to be monitored
- School testing and ongoing assessment

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
- School Learning Council

What support is there for improving emotional and social development?

- Place2Be wellbeing support
- Zones of Regulation
- Circle Time
- Enrichment activities
- School council
- Worry Monsters
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-Bullying policy
- Smart Thinking
- Access to the GROW project

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 / Educational Psychologist
- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy

Referrals as appropriate to:

- General Practitioner (GP)
- Paediatrician
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Speech & Language Therapist [SALT]
- Occupational Therapy
- Social Care

- Educational Psychologist [EP]
- PNI Specialist Teacher Team

Family Support to include signposting to:

- Family in Focus
- Family Solutions
- Family Fund
- Family Lives
- SENDIASS
- Parent Partnership
- Essex Dyslexia Support
- ADHD Chelmsford Group
- And various other local support groups
- Please see the Local Authority Offer for details

What arrangements are in place for handling complaints from parents of children with SEN and / or Disability about the provision made at the school?

- Please refer to the school's complaints policy

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

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.