GBPS SPECIAL EDUCATIONAL NEEDS Information Report

Vision statement:

At Great Bardfield School, kindness and compassion are central to everything we do. We nurture the minds and hearts of all our children, encouraging them to become resilient and successful individuals. Through our teaching and guidance, we help them to be the best they can be, enabling them to make a positive contribution to the local community and the wider world.

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: Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer

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 health

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

The following will be used as appropriate:
- 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
- A 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 teacher advice

Who is responsible for the SEND provision in school?

- All class teachers hold a responsibility for SEND provision in their class
- The SENCO is Liz Crow
- 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 reviews and meetings; collecting views of parents
- Twice yearly Parent meetings
- Two written reports each year
- Annual reviews for children with an EHC plan
- Inclusion of parents with outside agency meetings where appropriate
- Parent surveys/questionnaires

Informal
- Discussion at the door
- Catch ups with SENCO
- Communication books as appropriate
- Emails/Telephone calls/Tapestry and Seesaw communications

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

- One-page profile (OPP)
- One plan meetings/ collecting views of child
- Conversation with teacher/learning support assistant/SENCO
- Progress reviews
- Pupil voice/school councils

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
- School tours
- Transition visits
- Transition photo books
- Liaison with pre-school

Foundation to Key Stage 1 and Key Stage 1 to Key Stage 2:
- Transition book / photos if required
- Move round days
- Hand over meetings between staff
- Meet the teacher event

Key Stage 2 to Key Stage 3
As above plus:
- Extra visits to secondary schools
- Parents encouraged to visit a range of secondary schools to ascertain 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
- Phone calls/meetings 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]

Our approach includes:
- Graduated approach linked to assess, plan, do, review cycle
- High Quality Teaching (including use of 'The Ordinarily Available')
- Class Action/SEN Support / Education, Health and Care Plan
- Provision which is 'additional to and different from'
- Relevant research based intervention programmes linked with the 'Ordinarily Available Targeted Support' document.
- '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?

- Adaptations to the learning/tasks
- Changes and adaptions 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
- Advice taken from specialist teachers
- Specialist resources
- Playtime provision and/or support
- Parental support and advice — what works well at home

Please also see the following documents:
- Accessibility plan
- Pupil Equality, Equity, Diversity and Inclusion Policy

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

- All staff receive regular training relating to SEND
- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist advice
- School Nursing Team
- Advice from Emotional Wellbeing and Mental Health Service (EWMHS)
- SENCO update meetings and specific training

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

The effectiveness of the provision given to children and young people with Special Educational Needs and/or Disabilities (SEND) is evaluated through a combination of formal and informal processes. These evaluations are essential for ensuring that the support provided meets the needs of the students and leads to positive outcomes in their learning, development, and well-being. The following are the main ways we assess the effectiveness of our SEND provision:

Monitoring Progress Against Individual Goals:
Individual Education Plans (One Planning): Regular reviews one planning or targets outlined in Education, Health, and Care Plans (EHCPs) assess whether specific learning, behavioural, or developmental goals are being met.
Academic Progress: Teachers and the SENCO track progress through formative and summative assessments, comparing it to baseline data and expected outcomes.
Social and Emotional Development: Progress in areas such as confidence, communication, and interaction with peers is evaluated, often using tools like observation logs or behaviour tracking.

Regular Review Meetings:
Parent and Carer Involvement: Parents and carers are included in regular meetings (e.g., termly reviews or annual EHCP reviews) to share their observations and discuss their child's progress.
Multi-Agency Collaboration: Input from external professionals, such as educational psychologists, speech and language therapists, and occupational therapists, helps evaluate whether the provision aligns with the child's needs and professional recommendations.
Student Voice: Children and young people with SEND are involved in these reviews where appropriate, providing insights into their own experiences of the support they receive.

Tracking Systems:
Data Analysis: Schools use data systems to measure the progress of SEND students in comparison to their peers, identifying trends or gaps in attainment.
Attendance and Exclusions: Monitoring attendance and behaviour incidents helps identify whether the provision supports a positive school experience for SEND students.

Feedback Mechanisms:
Teacher Feedback: Class teachers and support staff provide ongoing input about how SEND strategies are working in practice, noting improvements or challenges.
Parental Feedback: Schools often gather parents' opinions through surveys, focus groups, or one-to-one meetings, seeking their views on the effectiveness of support.
Student Feedback: Students with SEND may be asked for their perspectives on their learning experience and the support they receive.

Observations:
Lesson Observations: SENCOs and senior leaders observe lessons to evaluate how well teachers and teaching assistants implement SEND strategies.
Work Scrutiny: Reviewing the work of SEND students ensures that differentiation and support strategies are evident in their output.
Classroom Environment: Observations ensure that the physical and emotional environment is inclusive and accessible.

External Inspections and Audits:
Ofsted Evaluations: Ofsted inspections assess how effectively schools meet the needs of SEND students and whether the provision leads to good outcomes.
Local Authority Audits: Local authorities may review SEND provision as part of their oversight role, ensuring that schools comply with statutory requirements and best practices.

Professional Development Reviews:
Staff Training Evaluation: Schools assess whether ongoing SEND training equips teachers and support staff with the skills needed to deliver effective provision.
SENCO Leadership: The performance of the SENCO in coordinating SEND provision is regularly reviewed by senior leadership teams.

Adjustments Based on Evidence:
If evaluations show limited progress or gaps in effectiveness, schools:
Modify teaching strategies, interventions, or resources.
Introduce additional support or more specialized input from external agencies.
Review and adjust the allocation of funding, such as Pupil Premium or top-up funding, to ensure it is used effectively.
By combining these evaluation methods, primary schools can identify strengths and areas for improvement in their SEND provision, ensuring that support is both effective and tailored to the needs of individual students.

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

Whole-School Inclusion Policies
Schools adopt inclusive policies that promote the participation of all students in every aspect of school life, from academic lessons to extracurricular activities.
Staff receive training to understand the diverse needs of students with SEND and to foster an inclusive environment.

Differentiated Curriculum and Activities
Activities are adapted to ensure accessibility for all students. For example, tasks may be modified in complexity or format to align with the abilities and needs of children with SEND.
Teachers plan lessons with universal design principles, offering multiple means of engagement, representation, and expression to cater to varied learning styles and abilities.

Use of Support Staff
Teaching assistants or learning support staff work closely with children with SEND, providing targeted support while encouraging independence.
These staff members often facilitate participation in group activities by offering guidance and ensuring the child understands and engages with the task.

Physical Accessibility
Schools make reasonable adjustments to the physical environment to ensure it is accessible, such as ramps, elevators, and accessible toilets.
Classroom layouts may be adjusted to accommodate mobility aids or sensory-friendly spaces for children who need them.

Peer Support and Buddy Systems
Schools often implement buddy systems or peer mentoring, pairing students with SEND with supportive classmates to foster inclusion and social interaction.
Circle time and group activities encourage collaboration and relationship-building between children of all abilities.

Extracurricular Activities and Clubs
Extracurricular programs are designed to be inclusive, with additional support provided where needed, such as visual aids for games, simplified instructions, or one-on-one coaching.
Students with SEND are encouraged to participate in clubs, sports, and school events, with modifications made as necessary.

Focus on Social and Emotional Development
Schools provide social skills training or structured programs to help children with SEND develop confidence and communication skills to engage with peers.
Restorative practices and anti-bullying policies ensure a safe, respectful environment for everyone.

Collaboration with Families and Specialists
Schools work closely with parents, caregivers, and specialists (e.g., speech and language therapists, occupational therapists) to implement tailored strategies that enable participation.
Individual Education Plans (IEPs) or Education, Health, and Care Plans (EHCPs) outline specific goals and adjustments for children with SEND.

Promoting a Positive School Culture
Schools encourage an ethos of understanding, acceptance, and celebration of diversity through assemblies, awareness programs, and inclusive teaching materials.
Encouraging students without SEND to appreciate and value their peers' abilities fosters a culture of mutual respect and support.
By embedding these practices, primary schools ensure that children with SEND are actively included and can benefit from shared experiences alongside their peers, promoting equality and community cohesion.

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 (Provide)
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Speech & Language Therapist [SALT]
- Occupational Therapy
- Social Care
- Educational Psychologist [EP]

- PNI Specialist Teacher Team

Our school website contains a comprehensive list of sign posts for parents.

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 contained in this report applies to children with special educational needs and/or a disability, including those who are looked after by the local authority.