



Birchanger Primary School

SPECIAL EDUCATIONAL NEEDS Information Report (Local Offer)

Local authorities are required to set out and publish a 'local offer'.

This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

Vision statement:

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

What kind of Special Educational Needs [SEN] are provided for?

- A pupil has SEN 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 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 Special Educational Needs be identified and what sorts of assessments will be completed?

- Baseline tests – reading ages / spelling ages / YARC

- Teacher / LSA / SENCO identification through observation /evaluation of work? marking
- Parent information concerns
- Tracking progress through intervention groups
- Target tracker analysis
- Phonics screening
- Speech and language screen
- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Working memory assessments
- Provision guidance banding descriptors (when available)
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language
- If children come into school with an EHCP statement already in place

Who is responsible for the Special Educational Needs provision in school?

- The SENCO is Mrs Angela Cook
- The governor responsible for SEN is Mrs Elizabeth Godwin

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

- *Formal*
 - Parent consultation meetings
 - Termly review meetings (for children with IEPs)
 - Parent views
 - Annual reviews for children with a statement / plan
- *Informal*
 - Discussion at the door – where appropriate
 - Communication books
 - Emails
 - Invite parents in to meet with the specialist teachers

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

- One page profile
- My views document

- Conversation with teacher / learning support assistant [LSA] / Special Educational Needs Co-ordinator [SENCO]
- Progress and learning reviews

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes and which of these include opportunities to work with parents and young people as part of this assessment and review?

- Progress reviews
- Range of assessments in school and by outside agencies
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Team Around the Child (TAC) meetings

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 and booklet
 - Tea and chat
 - School tours
 - Transition visits
 - Transition programme
 - Photo books
 - Liaison with pre-school SENCO
- *Foundation to Key Stage 1*
 - Transition programme
 - Move round days
 - Key Stage 1 teachers to visit Foundation children
 - Joint moderation and hand over meeting
- *Key Stage 1 to Key Stage 2*
 - Move round days
 - Hand over meeting
- *Key Stage 2 – Key Stage 3*
 - Extra visits to secondary schools

- Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
- Support for parents when visiting secondary schools (where appropriate)
- Year 7 children to visit to share their experiences
- Secondary SENCO to visit children in primary school
- Year 5 annual reviews
- *Moving between schools*
 - Liaison between the SENCOs
 - Paperwork to be forwarded as soon as possible
 - Meeting with the parent and child
 - Visit to school

What is the approach to teaching children and young people with Special Educational Needs?

- '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; June 2014: 6.36]
- Graduated approach involving the process of assessing, planning, doing and reviewing
- Provision by every teacher of Quality First Teaching
- Provision of support which is additional to and different from that which is provided for all
- Promotion of independence
- Relevant research based intervention programmes linked with provision guidance
- 1:1 support as school, in consultation with parents, decides is appropriate,
- Response to specialist outside agencies
- Children taught with their peers, in line with guidance set out in SENCOP

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

- 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
- Visual timetables where required
- All advice from specialist teachers considered and implemented as appropriate
- Specialist resources procured as appropriate

What expertise and training do staff have of supporting children and young people with Special Educational Needs, including how specialist expertise is secured?

- All staff receive some training relating to SEN
- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist's advice
- Advice from Child and Adolescent mental health service
- Play therapist support
- Home / school liaison worker
- SENCO update meetings and specific training
- School nurse
- All staff will receive specialist training when required and available
- Attend various training programmes organised by the local authority

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

- Comparison with school, county and national pupil performance statistics
- P scales
- Progress towards national curriculum expectations
- Provision map reviews
- Repetition of baseline testing to identify progress
- Annual 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

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

- General inclusion in activities / curriculum
- After school clubs
- School residential
- Adult or peer support as necessary to help children access all areas of the curriculum
- Curriculum tailored to needs of the child
- Life skills

- Enrichment activities
- School council

What support is there for improving emotional and social development?

- Counsellor
- Home / school liaison worker
- Play therapy
- Traffic light behaviour system
- Forest schools
- Gym trail
- Pupil surveys
- Enrichment days
- School council
- Well-being mentor
- Worry boxes
- Stort Valley Trust
- Personal, Social, Health Education [PSHE]
- E-safety
- Crucial Crew
- Bullying policy
- Circle of Friends
- Behaviour policy based upon the positive reinforcement of good behaviours

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 supporting their families?

- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals as appropriate to:
 - General Practitioner [GP] – via parents
 - Paediatrician – via parents
 - Children and Adolescent Mental Health Service [CAMHS]
 - Speech And Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]
- Family Support to include signposting to:
 - Family Solutions
 - Parent Partnership

- Essex Dyslexia Support
- And various other local support groups (please see the Local Authority Offer for details)

- Working with Home / School Liaison workers who have been assigned to children by external agencies

What arrangements are in place for handling complaints from parents of children with SEN 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 also includes those who are looked after by the local authority.

- This information should be read alongside the information provided by the local authority which should be found on the Essex County Council website.

September 2016