

SPECIAL EDUCATIONAL NEEDS Information Report (Local Offer)
Great Bardfield PRIMARY SCHOOL

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
- Teacher / LSA / SENCO identification through observation / marking / gut instinct
- 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
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language
- If children come into school with a statement already in place

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

The Senco is Mrs. Rosemary Richardson in Liaison with the Headteacher.

The governor responsible for SEN is Mrs Julie Lowe.

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

Formal

- Termly Parent meetings
- Termly review meetings
- Parent views

Informal

- Discussion at the door
- Communication books
- Emails
- Annual reviews for children with a statement / plan
- 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] /

Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]

- Progress reviews

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 and by outside agencies
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach

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
- School tours
- Transition visits
- Photo books
- Liaison with pre-school SENCo

Foundation to Key Stage 1

- Transition programme
- Welcome meetings to set out expectations
- Move round days
- Key Stage 1 teachers to visit Foundation children
- Joint moderation and hand over meeting

☒ Key Stage 1 – Key Stage 2

- As above plus:
- Transition programme
- Transition visits
- Liaison with SENCO

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
- Support for parents when visiting secondary schools
- 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
- If children are from out of county, statement [plan] to be re-written into the Essex Format
- 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 linked to assess, plan, do, review
- Quality First 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
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to specialist outside agencies

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
- Use of assistive technology
- Visual timetables
- All advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parents recommendations

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

- All staff have received 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
- Counsellor

- 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?

- Raise Online
- Fischer Family Trust [FFT]
- Target Tracker [TT]
- P scales
- National Curriculum levels / 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

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
- Social skills groups
- Bubble groups
- School residential
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum

- Life skills
- Enrichment activities
- School council

What support is there for improving emotional and social development?

- Bubble groups
- Counsellor
- Home / school liaison worker
- Parent groups
- Traffic light behaviour system
- Gym trail
- Pupil surveys
- Enrichment days
- School council
- Well-being mentor
- Worry boxes
- Social and Emotional Aspects of Learning [SEAL]
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-Bullying policy
- Resilience training
- Circle of Friends
- Smart Thinking
- Yo Yo project (Farleigh Hospice) for bereavement
- ☑ 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 supporting their families?

- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - Colchester Primary Ophthalmic Clinic [CPOC]
 - 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 in Focus
- Family Solutions
- APEX parent support group
- Play And Resource Centre [PARC]
- ARK
- Parent Partnership
- Essex Dyslexia Support
- ADHD Chelmsford Group
- And various other local support groups
- Please see the Local Authority Offer for details
- Pastoral Care manager
- Home / School Liaison worker

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, including those who are looked after by the local authority.
- This information should be read alongside the information provided by the local authority which can be found ... <http://www.essexlocaloffer.org.uk/categories/one-planning-and-education-health-and-care-plan>

This offer is to be reviewed by The Governing Body at our next meeting on Thursday 25th September.