



SPECIAL EDUCATIONAL NEEDS Information Report (Local Offer)

NOTLEY GREEN PRIMARY SCHOOL

‘Aiming High – Changing Lives’

Vision statement:

CHANGE Schools Partnership vision is to develop a sustainable, growing organisation that is based upon **mutual partnership** and **shared values** to ensure that all children within the Partnership get the best possible provision leading to the best possible educational and wider outcomes.

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 life.

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 / HLTA / 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 banding descriptors
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language
- If children come into school with an Education, Health and Care Plan [EHCP] already in place
- Medical professionals and specialist teachers advice



Who is responsible for the SEND provision in school?

- The SENCo is **Sue Edwards**
- The governor responsible for SEND is **Frances Khatcherian**
- The Pastoral Support manager is **Petra Breen**
- The Learning Mentor is **Rachel Reid**

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

- *Formal*
 - Termly Learning Conferences [TLC]
 - Termly review meetings
 - Parent views
 - Annual reviews for children with an EHC plan
- *Informal*
 - Discussion at the door
 - Communication books
 - Emails or text messages
 - Invite parents in to meet with the specialist teachers and / or specialist teachers



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

- One page profile
- One plan
- My views document
- Conversation with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- Snack and chat
- Progress reviews
- Pupil voice
- School council

I make sentences on the computer.

She really cares about us and is funny and helps us when we are stuck.

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, including the specialist teacher team
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach
- One plans
- Data analysis
- Annual reviews

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

- *Key Stage 1 – Key Stage 2*
 - As above plus:
 - Transition programme
 - Transition visits
 - Liaison with SENCO
 - Parent information evenings

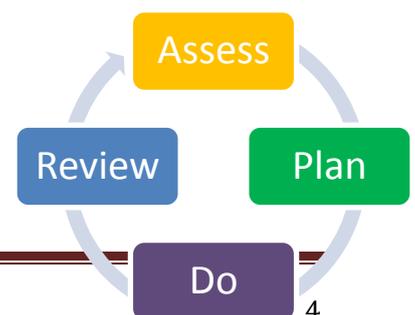
- *Key Stage 2 – Key Stage 3*
 - As above plus
 - Extra visits to secondary schools
 - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
 - Support for parents when visiting secondary schools
 - Year 7 children to visit to share their experiences
 - Secondary SENCo to visit children in primary school
 - Year 5 and Year 6 annual reviews

- *Moving between schools*
 - Liaison between the SENCOs
 - 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



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 / 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 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



Our specialist teachers have a wealth of knowledge and advice and support us in supporting the children.

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
- Advice from Emotional Wellbeing and Mental Health Service (EWMHS) – formally known as Child and Adult Mental Health Service [CAMHS]
- Play therapist support
- Home / school liaison worker
- Counsellor
- SENCo update meetings and specific training
- School nurse

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

- Raise Online
- Target Tracker [TT]
- P scales



- 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

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?

- General inclusion in activities / curriculum
- After school clubs
- Social skills groups
- Bubble group - small group activity to develop attention and listening skills and to support children's social interaction
- School residential
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Life skills
- Enrichment activities
- School Learning Council



What support is there for improving emotional and social development?

- Bubble groups
- Counsellor
- Home / school liaison worker
- Parent groups
- Nurture groups
- Play therapy
- Traffic light behaviour system
- Forest schools
- Relax kids
- Circle club
- Gym trail
- Pupil surveys
- Enrichment days
- School council



- Well-being mentor
- Worry boxes
- Social and Emotional Aspects of Learning [SEAL]
- Christian Youth Organisation [CYO]
- 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 / or Disability 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
 - Emotional Wellbeing and Mental Health Service (EWMHS) – formally known as Child and Adult 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
 - Play And Resource Centre [PARC]
 - ARK
 - Parent Partnership
 - Essex Dyslexia Support
 - ADHD Chelmsford Group
 - Barnardo's
 - Maze groups
 - 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 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 authority which can be found at www.essexlocaloffer.org.uk

*"We have no special needs children.
Just children.. with special needs."
- Uwe Maurer*

*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.*