



St John the Baptist CofE VA Primary School Pebmarsh

SPECIAL EDUCATIONAL NEEDS AND DISABILITY Information Report

St John the Baptist Primary School Pebmarsh

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 [SEND] are provided for?

- A pupil has SEND 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, emotional and mental health difficulties
 - Sensory and / or physical needs

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 / intuition/Outside Agency reports.
- 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
- 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 a statement already in place
- Transition and liaison between schools
- PSD levels

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

- The SENCo is Mrs Jenny Jinks
- The governor responsible for SEND is Mr John Watts
- The Emotional Support worker are Mrs Pat Mears and Gail Thompson
- The Pastoral Support managers are Mrs De Pietro and Mrs Tracey Stringer

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

- *Formal*
 - Termly Parent Consultations meetings
 - Annual reviews for children with a statement / plan
 - Termly review meetings
 - Parent views
- *Informal*
 - Discussion at the door
 - Communication books
 - Emails

- Invite parents in to meet with the specialist teachers, E.P.'s and outside agencies.
- Phone calls

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 reviews
- Pupil questionnaires

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
- Tracking meetings
- Observations
- Person Centred Approach
- TAC meetings
- Specialist teacher /Outside agency fed back meetings

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

- *Pre-school to Foundation/KS1*
 - Nursery visits
 - Team around the child [TAC] meetings
 - Welcome meetings and booklet
 - School tours
 - Transition visits
 - Transition programme
 - Photo books
 - Liaison with pre-school SENCo

- *Key Stage 1 – Key Stage 2*
 - Transition programme
 - Welcome meetings to set out expectations
 - Move round days
 - Joint moderation and hand over meeting
 - 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 with Secondary SENCo invited.

- *Moving between schools*
 - Liaison between the SENCo's/Specialist teachers and Outside Agencies
 - Paperwork to be forwarded as soon as possible
 - If children are from out of county, statement 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 / SEND 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?

- Making reasonable changes and adaptations to the physical environment
 - Ramps and hand rails 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 SEND
 - Specialist teachers advice
 - Paediatricians advice
 - 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
 - FAST team, Home / school liaison worker
 - Counsellor
 - Senco update meetings and specific training
 - Specific medical training for staff when needed.
 - 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
- Target Tracker [TT]
- P scales

- EYFS profiles
 - PSD levels
 - Attendance and exclusion data
 - National Curriculum levels / end of key stage statements
 - Intervention reviews
 - Annual Reviews
 - Parent Views
 - Child's views
 - Teacher reports
 - Ofsted
 - Annual school reports
 - Exit forms from interventions
- If appropriate progress has been made, children may be removed from the SEND register

How children and young people with Special Educational Needs are enabled 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
- Circle time
- 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
- Educational visits

What support is there for improving emotional and social development?

- Bubble groups
- Counsellor
- Home / school liaison worker
- Parent groups
- Rainbow room/Nurture groups
- Play therapy
- Staged behaviour system
- Forest schools

- FAST team
- Gym trail
- Pupil surveys
- Enrichment days
- School council
- Community police
- Worry boxes
- Social and Emotional Aspects of Learning [SEAL]

- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Resilience training
- Circle of Friends
- Smart Thinking

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]
 - Community police

- Family Support to include signposting to:
 - Family in Focus
 - Family Solutions
 - APEX parent support group
 - Play And Resource Centre [PARC]
 - ARK
 - Parent Partnership

- FAST team
- Essex Dyslexia Support
- ADHD Chelmsford Group
- And various other local support groups
- Head Teacher, Teacher SENCo
- Home / School Liaison worker
- Please see the Local Authority Offer for details

What arrangements are in place for handling complaints from parents of children with SEND 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 on the Local Authority website.