



Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School

'Love one another as I have loved you.'



**SPECIAL EDUCATIONAL NEEDS Information Report
(Local Offer)
St. Osyth Church of England Primary School**

At St Osyth Church of England Primary School, we believe 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.

Ours is a learning community where we,

“Love one another as I have loved you.” John 15:12

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

This explains how we will work with parents, local schools and colleges, as well as other services such as Health. This encourages 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.



What kind of Special Educational Needs [SEN] are provided for at St Osyth Church of England Primary School?

A pupil has SEN where their learning difficulty or disability calls for a provision different from or additional to that normally available to pupils of the same age.

In Essex, special educational needs and provision can be considered as falling under six areas:

- **Communication and interaction**
- **Learning difficulties and disabilities**
- **Autism & social Communication & Difficulties**
- **Social, mental and emotional health**
- **Physical\ Neurological Impairment**
- **Sensory, Hearing, visual and multi-sensory impairment**

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school following the normal school admissions procedures.

If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Before making the decision to name our school in a child's EHCP, the local authority will seek the views of the Governing Body.

Parents/carers of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Special Education Needs can be identified in the following



How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

ways:

- Baseline tests – reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / Quality teaching
- Parent information concerns
- Tracking progress through intervention groups
- Pupil Asset analysis
- Phonics screening
- Speech and language screen
- Early Years baseline
- Wellcomm Speech & Language assessments
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Provision guidance banding descriptors
- Pre-school assessments and liaisons between settings
- Therapist assessments e.g. speech and language, occupational therapy
- If children come into school with an EHCP, statement or medical diagnosis already in place.

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

- The child's class teacher
- The Inclusion Manager is Miss Z Mann
- The Headteacher is Mr Mark Carter Tufnell
- The Learning Mentor is Mrs Samantha Smith

If parents/carers have concerns relating to their child's learning they initially discuss these with their child's teacher. This may then result in a referral to the school Inclusion Manager.

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

- **Formal – These may include:**
 - o Parent consultation meetings
 - o Termly review/One Planning meetings
 - o Parent views
 - o Annual reviews for children with an Education Health Care plan
 - o Invite parents in to meet with professionals

What arrangements do we have for consulting young people with Special Educational Needs and involving them in their education?

• Informal – These may include:

- o Informal discussion with staff
- o Home - school books
- o Emails
- o Text messages
- o Phone calls

These include:

- Person centered planning tools
- One-page profile
- Pupil Voice
- Conversation with staff
- Progress reviews
- School Council
- Discussion with professionals working with the child

What arrangements do we have 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?

These may include:

- Progress reviews/One Planning meetings
- Range of assessments in school and by outside agencies.

These include

formal assessments and teacher assessment over time.

- Pupil views
- Parent views
- Pupil progress meetings / school tracking systems
- Observations

What arrangements do we have for supporting children and young people in moving between phases of education?

These may include:

Pre-school to Foundation:

- Home visits
- Nursery/Pre-school/Child-minder visits
- Welcome meetings and booklet
- School tours
- Stay and Play afternoons
- Photo books
- Liaison with pre-school SENCo

Foundation to Key Stage 1:

- Transition visits
- Welcome meetings to set out expectations (Meet the Teacher)
- Key Stage 1 teachers to visit Foundation children

Key Stage 1 – Key Stage 2:

- As above
- 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 appropriate secondary provision for their child
- Liaison with Secondary school SEN and have them attend reviews where possible
- Staff supported visits if needed
- Support for parents when visiting secondary schools if needed
- Open Days and Taster Days
- Annual Reviews
- Transition Books if needed
- Additional transition meetings as necessary

Moving between school

- Meeting with the parent and child
- Visit to school
- Liaison between the SENCOs
- Paperwork to be forwarded as soon as possible

In addition, some children may have the following:

- Team Around the Child (TAC), Team Around the Family (TAF), Child in Need (CIN), Child Protection (CP) meetings where appropriate
- Children in Care (CIC) and Personal Educational Plan (PEP) meetings where appropriate
- Transition overseen by Specialist Teacher or Statutory

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

Assessment Service

- '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 Teaching / SEN Support / TAC and outcomes for learning/ Education, Health and Care Plan
- Provision which is 'additional to and different from' • Relevant research-based intervention programmes linked with provision guidance
- Taking account of recommendations from specialist outside agencies

How do we adapt the curriculum and the learning environment of children and young people with Special Educational Needs?

- Changes and adaptations to the physical environment
- Use of assistive technology – iPads, Alpha Smarts, microphones.
- Visual timetables /Specific timetables
- Specialist resources
- Playtime provision
- Personalised Curriculums
- Pupil suggestions

What expertise and training do our staff have who support children and young people?

The Inclusion Manager is a qualified teacher of 20 years (Bed Hons) with the additional National Award for SEN Coordination.

- All staff have received training relating to SEN
- All staff will receive specialist training when required and available
- Various training programmes organised by the local authority or other professionals

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

In addition, staff may have access to the following:

- Specialist Teacher advice
- Educational Psychologist advice
- Speech and Language Therapist advice
- Occupational Therapist advice
- Physiotherapist advice • Advice from Emotional Well-being and Mental Health Service.
- Play Therapist support • Home / school liaison worker
- Outreach support
- Support workers
- Counsellor
- SENCo update meetings and specific training
- School Improvement Nurse
- Art Therapy

We constantly review the impact of our provision through a range of evidence which includes:

- Raise Online
- Fischer Family Trust [FFT]
- Pupil Asset data showing pupil attainment and progress
- Age Related assessment/ end of Key Stage statements/EYFSP/Phonics screening assessment
- Intervention reviews and monitoring
- Lesson observations
- SEND school improvement meetings
- Annual Reviews / Person Centred Reviews / Parent consultation/ Progress Meetings / Termly Reviews
- Pupil Progress Meetings
- Parent Views
- Child views
- Teacher reports
- Ofsted reports (Office for Standards in Education).
- Annual school reports
- Exit assessments for interventions
- Ongoing informal assessment

This includes:

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

- High Quality Teaching
- Appropriate differentiation
- Inclusion in activities / curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to after school clubs
- Social skills groups
- Support for school residential and trips as needed
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum under the advice of professionals
- Life skills
- Enrichment activities
- School council
- Lunchtime Club

What support do we use for improving emotional and social development?

This includes:

- Counsellor/Learning Mentor
- Home / school liaison worker
- Parent groups
- Nurture groups
- Play therapy
- Traffic light behaviour system
- Pupil surveys
- Enrichment days
- School council
- Well-being mentor
- Worry boxes
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Resilience training
- Access to the GROW project

How do we involve other bodies, including health and social care professionals, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Invites to EHCP meetings
- Invites to Team Around the Child
- Open door policy
- Referrals as appropriate to:
 - General Practitioner [GP]
 - Paediatrician
 - Emotional & Well-being Mental Health Service [EWMHS]- Previously CAMHS
 - Speech and Language Therapist [SALT]
 - Social Care
 - Educational Psychologist [EP]
 - Specialist Teacher Team [STT]
 - Occupational Therapist [OT]
 - Family Solutions or Early Youth Offending Service
- Family Support to include signposting to:
 - Families in Focus
 - Parent Partnership
 - MAZE parenting programmes
 - MEND
 - CHIMPS
 - And various other local support groups

Please see the Local Authority Offer for details

What arrangements do we have 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



- This information should be read alongside the information provided by the local authority which can be found Your child/ren may receive some but not all of the above

Glossary:

SEN – Special Educational Needs SEND – Special Educational Needs and/or Disability

SENCo/Inclusion Manager – Special Educational Needs Co-ordinator

LA – Local Authority

EWMHS - Emotional Well-being and Mental Health Service

ECC – Essex County Council. EHCP – Education and Health Care Plan

TAC – Team around the Child meetings

EP – Educational Psychologist

S&L – Speech & Language

OT/PT – Occupational Therapist/Physical Therapist

LSA – Learning Support Assistant (sometimes known as TA – Teaching Assistant)

The Local Authority publishes its own Local Offer which contains contact details relating to the support services available to parents and carers of pupils with SEN in Essex:

<https://schools-secureessex.gov.uk/Pages/EssexSchoolInfolink.aspx>

Examples of support services which can be accessed by parents/carers of pupils with SEN include:

- Parent Partnership <http://www.parentpartnership.org.uk/>

- Families in Focus <http://www.familiesinfocus.org.uk>

- National Children's Bureau <http://www.ncb.org.uk>

- Essex Information, Advice and Support Service

<http://www.essex.gov.uk/EducationSchools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx>