

Broomgrove Junior School

SPECIAL EDUCATIONAL NEEDS Information Report

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** what is normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
 - o Communication and interaction
 - o Cognition and learning
 - o Social, mental and emotional health
 - o 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 / Lexia screening
- Teacher / LSA / SENCO identification through observation / marking / professional instinct
- Parent information concerns are listened to and addressed
- Tracking progress through intervention groups and catch-up programmes
- Speech and language screening – Language Link
- Year 3 entry baseline assessments
- Maths assessments
- English assessments
- Provision guidance banding descriptors (when available)

- Pre-school assessments and liaisons between settings
- Therapist assessments e.g. speech and language, occupational therapy, educational psychologist
- If children come into school with an EHCP or medical diagnosis already in place

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

- The Inclusion and Special Educational Needs Coordinator is **Mrs Taffy Fuller**
- The Family Liaison and Pastoral Lead is **Miss Emily Bowen-Davies**

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

- Formal – These may include:
 - o Parents' evenings
 - o Termly review meetings
 - o Parent views
 - o One Plan meetings
 - o Annual reviews for children with an EHCP
 - o Meetings with professionals
- Informal – These may include:
 - o Informal discussion with staff
 - o Home - school communication books
 - o E-mails
 - o Phone calls
 - o Class Dojo messages

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

These may include:

- One page profile
- Pupil's voice
- Conversation with staff
- Progress reviews and One Plan meetings
- School Council
- Discussion with professionals working with the child

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?

These may include:

- Progress reviews
- Range of assessments in school and by outside agencies
- Pupil views
- Parent views
- Pupil progress meetings / school tracking systems / One Plan meetings
- Observations

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

These may include:

- Key Stage 1 – Key Stage 2
 - o Supported visits
 - o Transition visits
 - o Liaison with SENCO
 - o Parent meetings – early One Plans and Annual Reviews
 - o Parent and teacher meetings
 - o Social stories and transition booklets
- Key Stage 2 – Key Stage 3
 - o Supported visits
 - o Transition visits – additional for SEND pupils
 - o Liaison with SENCO and Pastoral support team
 - o Parent meetings – early One Plans and Annual Reviews
 - o Social stories and transition booklets
 - o Parent and teacher meetings
 - o Paperwork to be forwarded as soon as possible
- Moving between schools
 - o Liaison between the SENCOs

- o Paperwork to be forwarded as soon as possible
- o If children are from out of county, EHCP to be re-written into the Essex Format
- o Meeting with the parent and child
- o Visit to school

In addition, some children may have the following:

- o Team Around the Child (TAC), Team Around the Family (TAF), Child In Need (CIN), Child Protection (CP) meetings where appropriate
- o Children In Care (CIC) and Personal Educational Plan (PEP) meetings where appropriate
- o Transition overseen by Inclusion Partner or Statutory Assessment Service

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
- 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
- Taking account of recommendations from 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
- Use of assistive technology
- Visual timetables
- Advice taken from professionals
- Personalised/tailored planning
- Specialist resources
- Playtime provision
- Parental suggestions
- Pupil suggestions
- Please see the following documents:
 - o Accessibility Plan

o Equality Policy

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

- SENCo is a qualified teacher
- All staff have received training relating to SEND needs and support
- All staff will receive specialist training when required and available
- Staff attend various training programmes organised by the local authority or other professionals

In addition, staff may have access to the following:

- Inclusion Partner advice
- Educational Psychologist advice
- Speech and Language Therapist advice
- Occupational Therapist advice
- Physiotherapist advice
- Advice from Child and Adolescent Mental Health Service
- Play Therapist support
- Home / school liaison worker
- Outreach support
- Support workers
- Counsellor
- SENCo update meetings and specific training
- Local SEND charities

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

- ASP (Assessing Pupil Progress)
- Pre key stage standards
- National Curriculum levels / end of Key Stage statements/EYFSP/Phonics screening test
- Intervention reviews
- Annual Reviews / One Plan meetings / Parent consultation/ Progress Meetings / Termly Reviews
- Pupil Progress Meetings
- Parent Views

- Child views
- Teacher reports
- Ofsted
- Annual school reports
- Exit assessments for interventions
- Ongoing informal assessment

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

- High Quality Teaching and Ordinarily Available provision
- Appropriate scaffolding and adaptations to learning
- Inclusion in activities / curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to after school clubs
- Social skills groups
- Focus 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

What support is there for improving emotional and social development?

- Pastoral support
- TPP informed training for all staff
- ELSA
- Parent groups
- Therapy – Tendring Families First
- Behaviour policy and appropriate systems
- Outdoor learning opportunities

- Gym trail
- Pupil surveys
- Enrichment days
- School council
- Calm boxes in each classroom
- Sensory provision
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-bullying policy

How does the school 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/Annual Review/One Plan meetings
- Invites to Team Around the Child / Team Around the Family meetings
- Referrals as appropriate to:
 - o General Practitioner [GP]
 - o Paediatrician
 - o Colchester Primary Ophthalmic Clinic [CPOC]
 - o Child and Adolescent Mental Health Service [CAMHS]
 - o Speech and Language Therapist [SALT]
 - o Social Care
 - o Educational Psychologist [EP]
 - o Inclusion partner (IP)
 - o Occupational Therapist [OT]
 - o Family Solutions
 - o Early Youth Offending Service
 - o The Junction
- Family Support to include signposting to:
 - o Families In Focus
 - o Parent Partnership
 - o MAZE parenting programmes

o SWAN

o Various other local support groups (Please see the Local Authority Offer for details).

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 above applies to children with Special Educational Needs
- This information should be read alongside the information provided by the local authority which can be found on their website <http://www.essexlocaloffer.org.uk/>