



## SPECIAL EDUCATIONAL NEEDS Information Report (Local Offer)

### Colne Engaine C of E Primary School

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 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?**

- If we or you, as parents or carers have a concern about your child's learning or wellbeing, we will meet to discuss those concerns and plan how best to support your child. This may lead to a 'one page profile' being developed with your child, to outline their strengths and area for development, as well as highlighting how your child feels we can best support him or her. Should we all feel that more guidance and support would be of benefit, we will arrange a 'one plan' meeting, when all appropriate professionals will attend and a clear action plan will be developed. We use the following tools to identify needs;



- Baseline tests – reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / gut instinct
- Parent information concerns
- Tracking progress through intervention groups
- Data analysis from Pupil Asset
- Phonics screening
- Speech and language screen
- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Working memory assessments
- Provision guidance banding descriptors (when available)
- Pre-school assessments and liaisons between settings
- Therapists e.g. speech and language
- Boxall Profiling
- 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 Julie Sarti
- The governor responsible for SEN is Jane Lambert
- Our Emotional First Aiders are Moira Mizon and Pauline Martin
- We also have a 'Family and Schools Together' (FAST) practitioner

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

- *Formal*
  - Termly Learning Consultations [TLC] – we work together at one meeting, with all the people that can help support your child present. This is called 'one planning' and means that we can all share our views and strategies to support your child at one meeting.
  - Parent consultation meetings
  - Termly review meetings
  - Parent views
- *Informal*
  - Ongoing discussion
  - 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?**

- The 'One page profile' which is a one page document created by the child with support, which outlines strengths and successes, areas that are more challenging, hobbies and favourite things and some advice to others on how best to support the child to do well in learning and to be happy.
- Conversation with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- Emotional First Aider sessions
- Progress reviews
- Learning 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
- Tracking meetings
- Observations
- Boxall profiling

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

- *Pre-school to Foundation*
  - Nursery/pre-school/home 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 or specialist teachers
  
- *Foundation to Key Stage 1*
  - Transition programme
  - Welcome meetings to set out expectations
  - Transition days
  - Key Stage 1 teachers to work with Foundation children
  - Joint moderation and hand over meetings
  
- *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 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
  - Lifts
  - Sensory garden
  - High marking – making the edge of steps more visible
  - Sensory room
- Use of assistive technology
- Visual timetables
- All advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parents recommendations
  
- Please see the following documents which can be found on our website
  - Disability Policy
  - Accessibility plan
  - Equality policy

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

- All staff receive 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
  - FAST team advice
  - Senco update meetings and specific training
  - School nurse
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- 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?**

- Pupil Asset
  - P scales
  - National Curriculum levels / end of key stage statements
  - Intervention reviews
  - Boxall Profiles
  - Annual Reviews / Person Centred Reviews
  - Parent Views
  - Child's views
  - Teacher reports
  - Ofsted
  - Annual school reports
  - Exit forms from interventions
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- 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
- Nurture groups
- Play therapy
- Traffic light behaviour system
- Forest schools
- Gym trail
- Pupil surveys
- Enrichment days
- School council
- Emotional First Aiders
- Worry boxes
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Smart Thinking
- Bereavement counselling – St Helena Hospice
- 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
  - FAST



- Educational Psychologist [EP]
- Specialist Teacher Team [STT]
  
- Family Support to include signposting to:
  - FAST
  - 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

**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