SPECIAL EDUCATIONAL NEEDS School Information Report

Bocking Church Street 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 and Disabilities (SEND). 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.

Attain Academy Partnership aims to provide an outstanding education for all children in all schools, relevant to the world in which they live. We would like all members of Attain to become:

- Ambitious, knowledgeable, capable learners who are resilient and independent thinkers
- Enterprising, creative and articulate pupils who have a real love of learning and strive for aspirational goals
- Ethical, informed and responsible citizens who value differences and inclusivity
- Healthy, confident and caring individuals who contribute to a mutually supportive environment

What kinds of Special Educational Needs Disabilities [SEND] are there and how do we support them?

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: cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical.

	Cognition and Learning	Communication and interaction	Social, Emotional and Mental health	Sensory and/or physical
WAVE 1 **Quality first Teaching and Differentiation**	• Differentiated curriculum planning, activities, delivery and outcome. • Focused and modelled group work with teacher/ LSA e.g. guided reading/writing/ maths • In class support from a LSA/ teacher • 1:1 reading with LSA • Visual timetables • Use of writing frames • Thesauri & dictionaries • Daily readers	• Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language. • Increased visual aids/modelling etc. • Visual timetables • Use of symbols • Structured school and class routines	• Whole school Behaviour & Learning Policy School Values • Class reward and sanction systems • Pupil voice interviews • Circle time • PSHE curriculum • Assemblies • Themed weeks • Buddy system • Play Leaders	• Flexible teaching arrangements • Staff informed and aware of impairment. • Medical support • Access to equipment, e.g. sloping boards, pencil grips, etc. • Modified worksheets
WAVE 2 – Catch Up level (multi-vulnerability group) ***LSA-led***	• Booster Literacy Groups • Booster Maths Groups –In class support from LSA • Precision teaching • Additional phonics intervention • Memory skills training.	• In class support from LSA with some focus on supporting speech and language. • Speech and language intervention • Modelled language activities • Talk Boost	• Small group support groups – social skills • Time to talk • Socially Speaking • Talkabout • Adult support for unstructured activities • After school Clubs • Circle Club – Year 3	• Write from the Start – Teodorescue Percepto-Motor Programme KS1/KS2 • Access to equipment, e.g. sloping boards, pencil grips, etc. • Access to IPads Additional handwriting practice using Pen Pals • Access to assisted technologies

WAVE 3 – Single category level *Teacher/LSA led* -	• Additional phonics support • Additional 1:1 reading support • Toe-by-Toe reading intervention • Additional Literacy and Maths 1:1 and small group support/tuition • Booster Maths (Year 6) • Booster Writing (Year 6) • Booster Reading (Year 6) • Support from the School Inclusion Partner • Termly One plan meetings and reviews. • Plus 1/Power of 2 • Memory and Attention	• S&L therapy sessions (tailored programme) • Support from the School Inclusion Partner • Termly One plan meetings and reviews. • Talk Boost • Social Stories	• Individual rewards charts • 5 Step Consistent Management Plans • Support from Emotional Wellbeing and Mental Health Services. • Support from Social Care • Support from Early Help Team • Support from LA Social Services • Support from the School Inclusion Partner • Termly One plan meetings and reviews. • Emotional support • Bereavement support • Physiological Awareness • Incredible 5 Point Scale • SEAL • Kids Inspire • Well Being Mentor • Comic Strip Conversations • Talk and Draw Therapy • Play Therapy	• Motor skills programme for small group or individuals. • Support from the Physiotherapist • Support from Occupational Therapy Services • Support from the Specialist Teaching Services. • Termly One plan meetings and reviews.
Education, Health and Care Plan	• Access to external SEND resources and advisory teachers • Support from Educational Psychologist • 1:1 LSA support • Annual Person-Centred Review meetings (PCR)	• S&L support, e.g. speech therapist and/or LSA • S&L therapy programme • Access to Social & Communications Clinic • Autism Outreach Team • Annual Person-Centred Review meetings (PCR) • EHCP Assessment and reviews	• Support from Educational Psychologist • Annual Person-Centred Review meetings (PCR) •	• Individual support in class and PE • Physiotherapy programme • Tailored Occupational therapy programme. • Access to ICT programmes • Annual Person-Centred Review meetings (PCR)

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

Children with SEND may be identified by a range of means, and assessed according to the perceived need(s) by one or more methods, as detailed below:

- Baseline tests to include assessment of reading ages and/or spelling ages
- Teacher / LSA / SENDCo identification through observation, marking, intuition, or the receipt of outside agency reports
- Parent information concerns
- Tracking progress through intervention groups
- Target tracker analysis
- Phonics screening
- Speech and language screening
- Early Years baseline assessment
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Use of Essex County Council's Provision Guidance
- Pre-school assessments and liaison between settings
- Therapist assessments e.g. speech and language
- An Education, Health Care Plan in place either pre-admission or obtained during child's placement at school
- Liaison between feeder pre-schools or previous placements as part of transition planning

• Personal, Social Development (PSD) levels

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

• The SENDCo, responsible for the co-ordination of SEND provision throughout the school, is Mrs. Anna Slatter who can be contacted via senco@bockingstreet.essex.sch.uk

• The governors responsible for SEN is Mrs Sarah Weeks, who can be contacted via the school office admin@bockingstreet.essex.sch.uk

• The Family Support Worker is Mrs Sharon McCormick who can be contacted via the school office admin@bockingstreet.essex.sch.uk

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

We consult parents formally through:

o Termly Parent Consultations meetings

o Weekly Parent drop in class sessions

o Annual reviews for children with an EHCP

o Termly One Plannning meetings

o Parent views

We consult parents informally by:

o Discussion at the door

o Messages in communication books

o Sending emails

o Inviting parents in to meet with the specialist teachers, E.P.s and outside agencies.

o Phone calls

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

It is important that children feel involved in the discussions that lead to decisions being made about them, which will affect their future. To find out what our children thing we use:

- One-page profiles
- My views document
- Conversations with teacher / learning support assistant [LSA]/ Special Educational Needs Co-ordinator [SENDCo]
- Participation in progress reviews
- Completion of pupil questionnaires

All of which are conducted appropriate to the age and needs of 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?

In order to find out how well our children are responding to the support they are receiving and discuss this progress with them and their parents we use a range of methods:

- Baseline assessments to show the starting point followed further in-school assessments or by outside agencies followed by progress reviews
- Pupil views, collected as detailed above

- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach - One Planning Tools
- TAC meetings
- Specialist teacher /outside agency feedback meetings

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

We consider the transfer of knowledge from one setting or key stage to another to be imperative in ensuring continued effective support for pupils with SEND. Below are detailed the arrangements in place to make sure that there is ample opportunity to ensure informative communication and preparation at each stage of transition.

From pre-school to EYFS:

o Home visits

o Nursery / pre-school visits and liaison, including exchange of any relevant written information

o Team around the child [TAC] meetings

o Welcome meetings and booklet

o School tours

o Additional transition visits, if necessary, to support the school induction programme

o Transition programme

o Photo books to reinforce class structures, resources, staff etc.

From EYFS to Key Stage 1:

o Transition programme

o Transition visits

o Liaison with SENCo

o Hand over meeting

o Photo books to reinforce class structures, resources, staff etc. if necessary

From Key Stage 1 to Key Stage 2, as above plus:

o Transition programme

o Transition visits

o Liaison with SENCo

- Hand over meeting

o Photo books to reinforce class structures, resources, staff etc. if necessary

From Key Stage 2 to Key Stage 3, as above plus:

o Additional visits to secondary schools if required

o Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child

o Support for parents when visiting secondary schools

o Year 7 children to visit to share their experiences

o Secondary SENDCo to visit children in primary school

o Year 6 annual reviews with Secondary SENDCo invited.

o Photo books to reinforce class structures, resources, staff etc. if necessary

Moving between schools

o Liaison between the SENDCos/Specialist teachers and Outside Agencies

o Paperwork to be forwarded as soon as possible

o Meeting with the parent and child

o Visit to school

o Photo books to reinforce class structures, resources, staff etc. if necessary

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

We recognise that, '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]. This includes quality first teaching, but, in addition, may include:

- A graduated approach linked to Assess, Plan, Do, Review (SEND Code of Practice)
- Placement on SEN Register according to need and severity as needing SEN Support or in receipt of an Education, Health Care Plan
- Provision which is 'additional to and different from'
- Relevant research-based intervention programmes linked to the Essex Provision Guidance Toolkit
- 1:1 support, if felt appropriate, decided by school in consultation with parents
- Response to advice received from specialist outside agencies, e.g. educational psychologist reports, speech and language therapist assessments and plans, reports from occupational therapists, physiotherapists, or other health professionals such a paediatricians etc.

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

Adaptations may be made by making reasonable changes to the physical environment, such as:

- Ramps and handrails to make the site accessible
- Toilets adapted for disabled users
- Double doors in some parts of the building
- Changing hoists/shower room

In addition, where appropriate:

- Use of assistive technology
- Visual timetables
- Advice taken from School Inclusion Partner / Specialist Teaching Team PNI
- Specialist resources
- Adjusted playtime provision
- Parent recommendations

Please also see the following documents for further clarification, available on our school website:

- Disability Policy
- Accessibility plan
- Equality policy

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

All staff have received some training relating to SEN, including:

- Precision Teaching
- Magic Maths
- Talk Boost
- STEPS approach
- Attachment Aware training
- Ready2 Learn Level 2

• Specific medical training for staff – Epipen

In addition, all staff will receive training when required and available (including medical training); they will attend various training programmes organised by the local authority as available, when appropriate.

The SENCo has:

•National Award for SEN Coordination

• Attendance by SENDCo at update meetings to ensure knowledge and practice is relevant and informed

Specialist expertise is secured from a range of sources, including:

• School Inclusion Partner / Specialist Teaching Team PNI

• Paediatricians / Community Paediatrician Teams

• Educational psychologists

• Speech and language therapists

• Occupational therapists

• Physiotherapists

- Emotional Wellbeing and Mental Health Service (EWMHS)
- Play therapists
- FAST (Families and Schools Together) team, home / school liaison worker
- Counsellors
- School nurses
- Lead Practitioners in Autism meetings

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

The provision given to pupils is evaluated using a range of assessment tools, starting with a baseline assessment to identify progress made, and includes the use of:

- ASP – Analyse School Performance system
- Target Tracker [TT]
- EYFS (Early Years Foundation Stage) profiles
- Personal, Social Development (PSD) levels
- Attendance and exclusion data
- Attainment and progress evaluations
- Intervention reviews
- Annual Reviews (for pupils in receipt of an Education Health Care Plan)
- Parent Views

- Child's views
- Teacher reports
- Ofsted
- Annual school reports
- Exit forms from interventions
- Soft data forms
- School Inclusion Partner/ Specialist Teacher/ Educational Psychologist
- One Planning reviews/meetings

If appropriate progress has been made, children may be removed from the SEN register

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

It is imperative that any child with additional needs, no matter what, feel included within the school community and can take advantage of the opportunities offered to all children, albeit with some adaptions, if necessary. Apart from general inclusion in activities within school and the curriculum, sometimes aided by adult or peer support, pupils are encouraged to attend after-school clubs and take part in educational visits, including residential trips. Additional support or adaption may also be necessary to enable participation, such as:

- Social skills groups
- Circle time
- Development of a bespoke curriculum
- Practice with life skills
- Enrichment activities

• School council

What support is there for improving emotional and social development?

Emotional and social development is essential for our overall health and wellbeing. When our children are socially and emotionally well, they can realise their abilities, cope with the normal stresses of life, work productively and contribute to their community. As a result, we fully recognise the need to support children in this area by using a range of strategies and support systems, such as:

- Counselling – Well Being Mentor, Talk and Draw Therapy
- Home / school liaison worker support
- Parent groups
- Nurture groups
- Play therapy
- Staged behaviour system
- Pupil surveys
- Enrichment days
- School council
- Worry boxes
- Social and Emotional Aspects of Learning [SEAL]
- Personal, Social, Health Education [PSHE]
- E-safety
- Community police

For details of how we respond to any concerns regarding bullying, please see our Anti-Bullying Policy available on the school website.

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?

- Invitation to take part in Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals, as appropriate, to:
    - o General Practitioner [GP]
    - o Paediatrician
    - o Emotional Wellbeing and Mental Health Service (EWMHS)
    - o Speech and Language Therapist [SALT]
    - o Social Care
    - o Educational Psychologist [EP]
    - o Specialist Teacher Team [STT]
    - o Community police
- Family Support to include signposting to:
    - o Families in Focus
    - o Family Solutions
    - o APEX parent support group
    - o Play and Resource Centre [PARC]
    - o ARK
    - o Parent Partnership
    - o Essex Dyslexia Support
    - o ADHD Chelmsford Group, and various other local support groups

o Home / School Liaison worker

o Please see the Local Authority Offer (details below) for additional information

What arrangements are in place for handling complaints from parents of children with SEN?

At Bocking Church Street Primary School, we want to know when things are not right with your child's learning. We aim to resolve any issues swiftly, coming to mutual understanding and agreement. The following steps should be followed:

1. Parents contact the class teacher to discuss concerns.
2. If concerns remain parents should the head teacher. It is the head teacher's job to hold staff accountable if things are not right or to explain to parents why the school is unable to meet a request.
3. The school's governors are the next stage in trying to resolve a complaint. There is a named governor for SEND and this governor, with the other school governors, is expected to hold the school to account if things do not work.
4. Should none of these stages resolve a parental complaint then the Attain Academy Partnership can become involved or, in the case of a child with an EHCP, the local authority as they retain responsibility for the education part of the EHC plan. ***The Attain Academy Partnership's Complaints Policy is available on the school's website or a copy can be obtained from the school office.***

- If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide for you or the school, the school will help you find the right contacts to help resolve the issues.
- The school cannot make other services act; both health and social care have complaints procedures you can follow.
- Talking about concerns early and understanding who can help resolve them is important to getting a prompt response.

What are the contact details of support services for parents of pupils with SEN?

Further information can be found through the following websites:

SEND Code of Practice (2014): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Essex Parent Partnership Information, Advice and Support Service: http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx Tel: (01245) 436036

Families in Focus: 01245 353575

Family Solutions (contacted through the Children and Families hub): 0345 603 7627

Play and Resource Centre [PARC]: 01376 528999 email: info@parc-essex.co.uk

ARK (therapy centre for children with autism): 01245 467355 email: admin@thearkcentre.org

Parent

ADHD Chelmsford Group: email (preferred): steve@adhdplus.support 0786 612 9728

Who are the named contacts within the school when young people or parents have concerns?

In the first instance, the first point of contact should be the class teacher. If appropriate the concern will be shared with the SENCo – Anna Slatter. Further discussions will then take place to determine the best outcome for your child.

What is the school's contribution to the local offer and where is the LA's local offer published?

- To access the Local Offer contact SENCAN at Causeway House, Bocking End, Braintree, Essex or online at: http://www.essexlocaloffer.org.uk

Summary

All the information here applies to children with special educational needs, including those who are looked after by the local authority.

At any time according to need, a combination of any of the above strategies may be in place. An information leaflet detailing the main points of our provision can be obtained from the school office.