

# **St Teresa's R.C. Primary School Local Offer 2018**

## **Parent Information Special Educational Needs and Disabilities (SEND) Information Plan**

### **Introduction**

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All Essex Local Authority (LA) schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction
- Social, Emotional and Mental Health difficulties
- Sensory and /or Physical
- Cognition and Learning

### **What is the Local Offer?**

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The Local Authority Local Offer

- The Children and Families Bill came into force in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review, information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'.

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

You can find the Local Offer for Essex at - <http://www.essexlocaloffer.org.uk/>

### **What is the Special Educational Needs Information Report?**

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- Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as The Special Educational Needs Information Report.

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# Who is the best person to talk to about my child's SEND?

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If you have concerns about your child's progress you should speak to your child's class teacher.

If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs Disabilities Co-ordinator (SENDCo)

The SENDCO is Mrs Hollingswoth who can be contacted via the school office on:

01702 547918

# What are the different types of support available for children with SEND in our school?

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Support can vary depending upon the needs of your child. It could be any of the following:

- Specific group work: This is intervention which may be:

Run in/outside the classroom

Run by a teacher or a Teaching Assistant (TA)

- Specialist groups run by outside agencies : e.g. Speech and Language therapy etc
  - Specified Individual support: This type of support is available for children whose learning needs are, severe, complex and lifelong. This support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child has been identified by professionals as needing a particularly high level of individual or small group teaching.
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### Question 3: How will the school let me know if they have any concerns about my child's learning in school?

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If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning

### Question 4: How is extra support allocated to children and how do they progress in their learning?

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The Head Teacher, leadership team and SENDCo regularly discuss all the information they have about SEND in the school, including:

- The children already getting extra support
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. Staff ensure the available resources match the needs of the child. Any extra support allocated will be reviewed regularly to ensure it is impacting on learning.
- The SENDCo identifies the needs of the pupils on a school provision map which highlights all resources/training and support. The provision map is reviewed regularly and changes made as needed.

The headteacher and all teaching staff meet once each half term to evaluate the progress and needs of children with SEND throughout the school

Children identified as having special educational needs will be given targets on a One Plan. These targets will be reviewed termly.

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## Question 5: Who are the other people providing services to children with SEND in this school?

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Through our school and Local Delivery Group extended service team we provide -

- Learning Support Assistants
- Attendance Officer
- An Educational Psychologist
- Family support Workers
- Nurture support in unstructured times (eg school lunch club)
- A Nurture Group is formed as required
- Counsellors

You can find out more about our extended service team on their website - <http://www.rochfordextendedservices.ik.org/>

Our Local Authority Provision which is available to school includes services such as -

- Specialist Teacher team
- Educational Psychology Service

Further details can be seen in the LA Local Offer –

<http://www.essexlocaloffer.org.uk/>

Health Provision is also made available to school (these services are dependent upon the needs of the individual child)

- Specific Speech and Language Therapy input
  - School Nurse
  - Occupational Therapy
  - Physiotherapy
  - EWMHS (Mental Health Services)
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## Question 6: How are the teachers in school helped to work with children with SEND and what training do they have?

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The SENDCo's job is to support the class teacher in planning for children with SEND and to provide training and support to enable all staff to improve the teaching and learning of children, including those with SEND. (This may include whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and Language difficulties).

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Include Me In training from the Local Authority.

## Question 7: How will the teaching be adapted for my child with SEND?

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We will ensure that teaching is adapted to support your child's learning.

- If your child is identified as having special educational needs they will be given individual targets that will be reviewed termly.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

## Question 8: How will we measure the progress of your child in school?

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We will monitor and measure your child's progress in a range of ways -

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing and maths.

- At the end of each key stage (i.e. at the end of Reception, year 2 and year 6) all children will be assessed using Standard Assessment Tests (SATs) and Key Areas of Learning in Reception (EYFS).
- Children will have a One Plan which will be reviewed termly and a future plan made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review meeting; this will include all professionals involved in the child's education. All professionals will produce an up to date report outlining your child's progress
- The Leadership team and SENDCo are responsible for monitoring the progress of children with SEND.

## Question 9: What support do we have for you as a parent of a child with a SEND?

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The class teacher can be made available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. If you wish to discuss your child's progress please ensure you make an appointment via the school office.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will, where possible, be discussed with you, or where this is not possible, provided in a report.

Personal targets/IEPs will be reviewed with your involvement. Your child will also be invited to attend the termly meetings and be part of the discussion around their progress.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication between you and school; this has proven to be useful for all parties concerned.

Our Extended Services Team offer the service of Family Support workers and specific parenting support groups and classes.

To find out more please visit - <http://www.rochfordextendedservices.ik.org/>

## Question 10: How is St Teresa's R.C. Primary School accessible to children with SEND?

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The building is accessible to all children whether able bodied or disabled. All classrooms have access directly onto the school playground and there are two disabled access points with ramps. The main entrance way is wheelchair access friendly. We also have a toilet designed to meet the needs of those with physical needs.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

Educational visits including our Year 6 residential trip are planned in order that they are accessible to all children including those with SEND.

Where possible, extra curricular activities are accessible to children with SEND

## Question 11: How will we support your child when they are leaving this school? OR moving on to another class?

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We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

In the Summer term, children will have an opportunity to meet their new teacher; this will take place over a series of carefully planned sessions. In September, all parents are invited to meet their child's new class teacher and to discuss goals for the forthcoming year.

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. One Plans will be shared with the new teacher.

Some children with specific learning needs would be helped with the aid of a photo book (of their new class teacher, support staff, new classroom etc) then this will be made for them, and would be ready to take home over the summer holidays.

In Year 6:

A transition meeting will be held with you, the primary SENDCo and the SENDCo from the secondary school. All parties involved will discuss the specific needs of your child.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.