



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.

**White Court School's 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 Special Educational Needs and Disability (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, emotional and mental health difficulties
  - Sensory and / or physical needs

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

- Parent information concerns
- Medical consultations and Therapists e.g. Speech and Language Therapists
- Pre-school assessments and liaisons between settings
- Statutory Assessment Service – statement/EHC already in place
- Teacher / Learning Support Assistant/ Special Educational Needs Coordinator (SENCO) / SENCO Teacher identification through observation / marking
- Baseline tests – reading ages / spelling ages
- Tracking progress through intervention groups
- Target tracker analysis

- Phonics screening
- Speech and language screen
- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Provision Guidance banding descriptors

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

- The SENCO is Mrs S Shambrook
- The governor responsible for SEN is Mr John Reilly

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

- *Formal*
  - Parent /Teacher consultation meetings
  - Termly review meetings of One Page Profiles with class teacher
  - Parent views
  - Annual Reviews for children with a Statement / EHC Plan
  - Parents invited to meet with the specialist teachers/therapists/nurses
- *Informal*
  - Discussion at the door
  - Blue Reading Record Book
  - Home School Book If needed

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

- **One Page Profile**
- 'My views' questionnaire for children
- Conversation with teacher / Learning Support Assistant/ Special Educational Needs Co-ordinator [SENCO]/ SENCO Teacher
- Progress 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

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

- *Pre-school to Foundation*
  - Nursery visits
  - Home visits if required
  - Team around the child [TAC] meetings
  - 'Meet The Teacher' meetings and booklet
  - School tours
  - Transition visits – 'Stay and Play' sessions
  - Transition programme
  - Photo books
  - Liaison with Pre-school SENCo
- *Transition between Year groups*
  - Class Turn Around morning
  - 'Meet The Teacher' meetings and booklet
  - Individual support given when needed
  - Teachers to liaise with previous teacher in a hand over meeting
  - Liaison with SENCO and SENCO Teacher
- *Key Stage 2 – Key Stage 3*
  - Year 5 or 6 Annual Reviews
  - Year 5 Taster Days
  - Additional visits to secondary schools when needed
  - Primary School Liaison Days
  - 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
- *Moving between schools*
  - Liaison between the SENCos
  - Paperwork to be forwarded as soon as possible
  - If children are from out of county, statement/Education Health and Care Plan (EHC) 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, and 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

At any time, according to the need of the child, a combination of strategies may be put in place to support the child in school.

**How adaptations are 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
  - The provision of an accessible toilet/ adjustable changing table
  - Double doors in some parts of the building
  - High marking – making the edge of steps more visible
- Visual timetables
- All advice taken from specialist teachers
- Specialist resources
- Playtime provision
- Parents recommendations
  
- Please see the following documents:
  - Equality Scheme which includes
    - Disability Policy
    - Accessibility plan

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

- All staff have received some training relating to SEN

- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist's advice
- Advice from Emotional Well-being and Mental Health Services (EWMHS)
- SENCO update meetings and specific training
- School Nurse Team /Community Paediatric Nurse Team
- 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?**

- Raise Online
- Target Tracker [TT]
- P scales
- National Curriculum levels / end of key stage statements
- Intervention reviews
- Annual Reviews / Person Centred Reviews
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- Annual school reports
- 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 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
- School Residential Visits
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Life skills
- Enrichment activities
- Pupil Task Force
- ECO Committee

### **What support is there for improving emotional and social development?**

- Behaviour Policy with clear and consistent whole school strategies including
  - Child of the Week
  - Class table points
  - Traffic light behaviour system
  - House Points
- Forest schools
- Pupil surveys
- Enrichment days
- Pupil Task Force
- Worry boxes
- Social and Emotional Aspects of Learning [Zones of Regulation and SEAL]
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy
- Yo Yo project (Farleigh Hospice) for bereavement
- Access to the GROW project
- Home School Liaison books

### **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
  - Speech And Language Therapist [SALT]
  - Social Care
  - Educational Psychologist [EP]
  - Specialist Teacher Team [STT]
  - Emotional Well-being and Mental Health Services (EWMHS)
  
- Family Support to include signposting to:
  - Family in Focus
  - Family Solutions
  - Play And Resource Centre [PARC]
  - 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 which can be found at **[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)**

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