

Rochford Primary and Nursery School (Academy Status)



SEN School Offer

Updated November 2019



Rochford Primary and Nursery School – **SEN SCHOOL OFFER**

In September 2014 a new Special Educational Needs Code of Practice came into effect. From then on, Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs. (SEN)

The Local Offer, provided by Essex County Council, has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Further information on what is available from Essex County Council can be found at www.essexlocaloffer.org.uk

Additionally, schools have to provide details of the school specific offer, which we at Rochford Primary and Nursery School are calling the SEN Information Report. This reflects the Local Offer and elaborates on it.

How does the school know if a child needs extra help and what I should do if I think my child may have special educational needs?

The identification and assessment of needs of all pupils and the subsequent intervention is an important part of what our school offers; this process will include class teachers, parents, the child and established data monitoring procedures as well as outside agencies. We use a graduated approach which allows us to match the level of targeted intervention to specific needs.

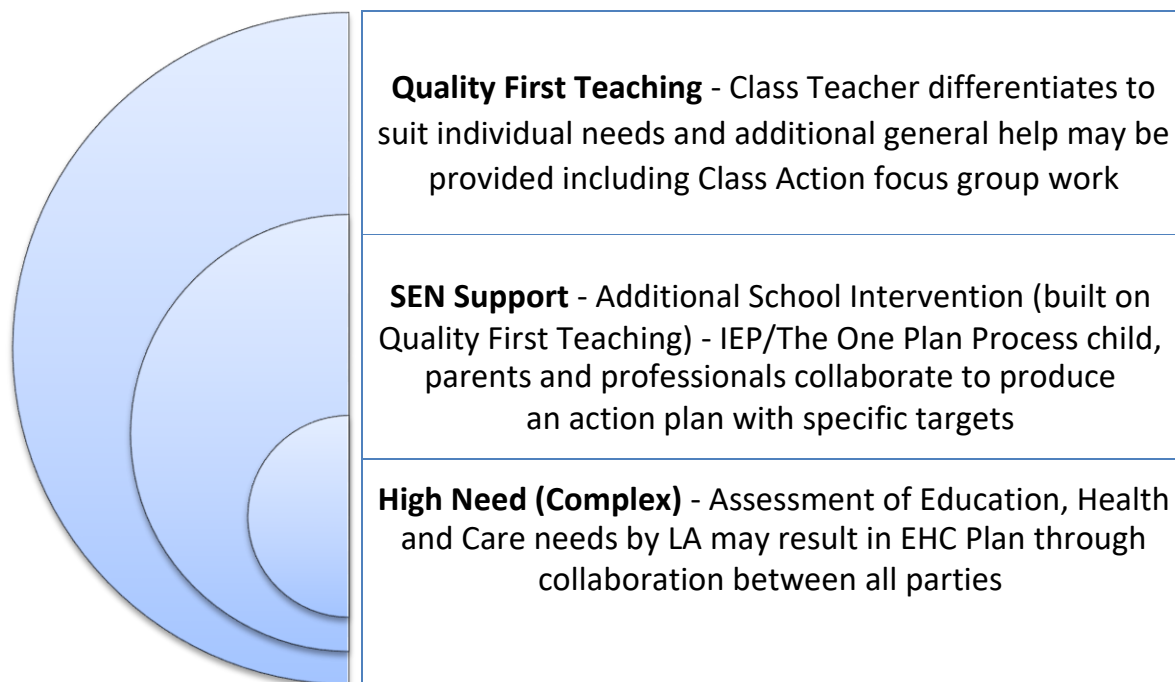
Identification may initially be from

- Concerns raised by parents/cares, teachers or the child
- Information provided from previous setting
- A change in the pupil's behaviour or progress
- Concerns raised by external agencies
- On-going assessments which are recorded, discussed and monitored at Pupil Progress meetings (Termly)

Parental concerns: if you have concerns about your child's progress you should initially raise it with the Class Teacher and then with the Headteacher/SENCo. Further discussions may then take place between all the relevant parties to determine the best way forward for your child.

What type and how much support will my child get?

Identification of Need – The Graduated Response



Quality First Teaching is the essential element in the education of all our children. It is planned by the Class teacher and is differentiated to suit each pupil's individual needs. Where more specific areas of need are identified such as handwriting, spellings, mathematics or literacy skills then the pupil may be placed in a small focus group. These interventions are monitored regularly to ensure the effectiveness of the provision and to inform future planning.

If a pupil's needs are additional this may result in specific targets being set following input from the child, the family and professionals involved. These will be reviewed termly with all involve in the process.

When a pupil's needs are more complex an assessment of education, health and care needs maybe undertaken by the authority and an EHC Plan developed. This is developed in collaboration with the pupil, the family and other professionals. EHC Plans will be reviewed annually.

How will my child and I be involved in making decisions about my child's education?

We believe in a child centred approach whereby the thoughts and feelings of the child and their parents/carers together with the views of the school's staff and relevant professionals are taken into account when making decisions about their education. We have found following the structured conversation framework very successful and will continue to use a similar structure as we undertake the One Plan Process.

How will I be kept informed of my child's progress and how will I know how to support them at home?

We will continue to hold termly One Plan meetings with the SENCO.

What training have the staff supporting children with SEND had?

Our staff members have received training related to each of the broad areas of need please see the tables that follow.

We have also included a table of interventions are staff are trained to deliver.

The following tables will help you identify the provision we have in place blocked by the broad areas of need. These should help you identify the specialist services and expertise that are available at or can be accessed by the school.

Broad areas of need

Communication and Interaction - These include but are not limited to:

Speech and Language difficulties

Disorders on the Autistic Continuum

Provision Available

Communication and Interaction Needs	Speech, Language and Communication Needs	<ul style="list-style-type: none">• Individual speech and language programmes provided by a Speech and Language Therapist• Social Skills and Nurture Groups• Interventions – group and individual support• Nuffield Dyspraxia Programme• Makaton trained staff
	Autistic Spectrum Disorder (including Asperger's Syndrome and Autism)	<ul style="list-style-type: none">• Access to Specialist Teacher for support and advice (until January 2020)• Identified contact adult• Use of Social Stories, visual timetables, calm down/time cards, sensory boxes etc

Cognition and Learning - These include but are not limited to:
Mild and Moderate Learning Difficulties
Severe or Profound Learning Difficulties
Specific Learning Difficulties

Provision Available

Cognition and Learning	Mild and Moderate Learning Difficulties	<ul style="list-style-type: none"> • Screening Programmes to identify targeted support • Interventions – group and individual support
	Specific Learning Difficulties	<ul style="list-style-type: none"> • Screening Programme and further assessment to devise a bespoke programme of study • GL Assessment screening • Lexia • Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist (access to an OT can only be gained through the GP)

Social, Emotional and Mental Health Needs - These include but are not limited to:
Emotional and Behavioural Difficulties

Provision Available

Social, Emotional and Mental Health Needs	Behavioural Needs	<ul style="list-style-type: none"> • Consistent Management Plans • Social Skills Groups • Referral for Specialist Support (dependent on meeting the criteria set by the service)
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> • Access to EWMHS (Emotional Well-being and Mental Health Service) - dependent on meeting their criteria
	Social Needs	<ul style="list-style-type: none"> • Social Skills Group • Joined up working with Social Care and other outside agencies dependent on need and meeting that agencies access criteria

Sensory and Physical Needs - These include but are not limited to
Hearing Impairment
Visual Impairment
Multi-sensory Impairment
Physical Impairment

Provision Available

Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to Hearing Impairment Specialist Teacher • Reasonable adjustments will be made through recommendations from medical professionals
	Visual Impairment	<ul style="list-style-type: none"> • Access to Visual Impairment Specialist Teacher • Reasonable adjustments will be made through recommendations from medical professionals • Braille trained staff
	Multi-sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and additional support provision as identified • Reasonable adjustments will be made through recommendations from medical professionals
	Physical Impairment	<ul style="list-style-type: none"> • Access to Specialist Teacher as appropriate • Disabled toilet • Reasonable physical adjustments • Access to support and advice from Physiotherapist and Occupational Therapist as required

Medical

This can encompass many things and will be dependent on the needs of the individual child. Medical needs need to impact on learning for a child to be placed on the SEND register.

Provision Available

Medical		<ul style="list-style-type: none">• Access to school nursing team• Individual care plans• Medical room• Procedure for storage of medication• Reasonable adjustments will be made through recommendations from medical professionals
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Interventions currently used as part of our graduated approach

English Including areas of Speech, Language and Communication development	Phonological awareness Phonics Intervention 5 minute box Lexia Action Words S2S Letters & Sounds Precision Teaching (Monitoring) Daily Reading	Reading Inference Group Gym Trail Talk Partners 1:1 tuition & small group Boost sessions 11plus group Nessy Communication Cookbook
Maths	Numicon 5 minute box Success at Calculation My Maths Maths Extension Group 1:1 Tuition & small group Boost sessions 11 plus group	
Social, Emotional and Behavioural needs	SEAL Silver pack Time to Talk Socially Speaking Smart Thinking Mentoring	

How we work with families and our pupils

If you would like to discuss your child's progress, please speak their class teacher first. Our pastoral and SENCO team are also available to speak to either before or after school most days or through appointments made at the office.

We believe working closely with parents and carers leads to the best comes for all learners.

If you are a new parent or thinking of joining us and what you feel your child's need is not identified here please ring and make an appointment so that we can discuss your child specifically.