

**Rise Park Junior School**

**SEN and Local Offer 2019/20**

At Rise Park Junior School our intention is to create a happy, balanced, caring and safe environment in which all pupils thrive and meet their full potential. We aim to work in partnership with parents and outside agencies to provide a high quality education with equal opportunities for all.

The Special Educational Needs and Disability (SEND) reforms came into force on September 1st 2014. The provisions in the Children and Families Act 2014 and the new 0 -25 Special Educational Needs and Disabilities Code of Practice are a significant set of changes which are designed to improve the outcomes of children with SEND.

**The key principles of the new legislation are:**

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person’s progress.
2. Education, Health and Care Plans (EHCPs) will replace Statements of Special Educational Needs. New assessments for additional educational needs commenced in September 2014.
3. School Action and School Action Plus have ceased and have been replaced by a single based category for children with extra specialist support.

The new code makes it clear that additional interventions and support cannot compensate for a lack of good teaching. High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible Special Educational Needs. For pupils who require special educational provision, the code sets out the principle of a graduated response. This acknowledges that some children will benefit from specific support from the school or external experts.

**Local Offer**

At Rise Park Junior School, we recognise the diverse educational needs within our community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

a. they have a significantly greater difficulty in learning than the majority of children of the same age;

b. they have a disability, as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track the progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

**Support for children with Special Educational Needs and/or Disabilities in this school**

**Class teachers are responsible for:**

* Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child’s individual needs (known as differentiation).
* Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing any amendments with the SENCo as necessary.
* Writing Individual Learning Plans (IPPs) and sharing and reviewing these with parents at least once a term and planning for the next term’s targets.
* Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/ or conditions and what specific adjustments need to be made to enable them to be included and make progress.
* Ensuring that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work or resources
* Implementing specific strategies suggested by the SENCo or external agencies.

You may contact your child’s class teacher by talking to them at the end of the day or by making an appointment to meet them via the school office or by telephone.

**Rebecca McClean is the SENCo**. She can be contacted by talking to her at the beginning or end of the day or by making an appointment to meet via the school office or by telephone. She works Monday, Tuesday and Wednesday and is working towards the National Award for Special Educational Needs Co-ordination (NASENCO).

**The SENCo is responsible for:**

* Coordinating all the support for children with Special Educational Needs and/or Disabilities, and developing the schools SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
* Ensuring that as parents you are :
	+ Involved in supporting your child’s learning
	+ Involved in the support your child is getting
	+ Involved in reviewing how well they are doing
	+ Part of the planning process for their future
* Liaising with all the other people who may be coming into school to help support your child’s learning
* Updating the school’s SEND register - a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood and making sure that there are records of your child’s progress and needs.
* Providing specialist support for teachers and support staff in the school so that they can help all children with SEND to achieve their potential.
* Supporting the class teacher with individual educational plans that identify specific targets for your child to achieve.
* Organising training for staff so that they are aware and confident about how to meet the needs of your child and others within the school.
* Ensuring that the Governing Body and Trust is kept up to date about any issues in the school relating to SEND.

**Learning Support Assistants:**

A learning support assistant (LSA) may provide additional support to pupils with exceptional Special Educational Needs and/ or Disabilities. Whilst they take a very valuable role in your child’s education, if you have specific queries about your child’s progress, it would be best to direct these questions to the class teacher. Of course, as a school we welcome dialogue between parents and actively encourage feedback. Children with exceptional special educational needs will be given a communication book for parents and staff to have a daily dialogue.

**The SEND Governor is responsible for:**

* Making sure the school has an up to date SEND policy.
* Ensuring that the school has appropriate provision and has made appropriate adaptations to meet the needs of all children in the school.
* Making sure that the necessary support is provided for any child who attends the school who has SEN and/ or disabilities.
* Monitoring and evaluating the support given to children with SEND at the school and being part of the process to ensure all children achieve their potential in school.

**Children with specific barriers to learning that cannot be overcome through Quality First Teaching:**

* Children who are significantly below their expected levels of progress will be referred to the SENCo by the class teacher, either at termly review meetings or at any other time during the term.
* The class teacher will then complete an individual education plan and share this with parents.
* If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school to enable your child to make progress.
* Before referrals are made, you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.
* If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist, Educational Psychologist. This will help the school and yourself understand your child’s particular needs better.

**Education and Health Care Plans (EHCPs):**

* The school can request that the Local Authority carry out a statutory assessment of your child’s needs
* Information will be collected by the SENCo, other agencies and parents and sent to the Local Authority. They will decide whether the child’s needs seem complex enough to require an assessment.
* After the reports have been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong. If this is the case then an Education Health Care Plan will be produced for your child.

**Support for children with identified special needs starting at this school:**

* You will be invited to visit the school with your child to have a look around and speak to staff.
* If other professionals are involved a team meeting will be held to discuss your child’s needs, share strategies and ensure provision is put in place before your child starts school.
* We may suggest adaptations to the settling in period to help your child to settle more easily
* if your child has an Educational Health Care Plan then we may need to provide support from an additional adult.

**Literacy and numeracy support:**

Strategies and interventions are in place to support literacy and numeracy. Teachers and LSAs ensure the classroom environment is language rich with well-organised wall displays to support learning in all areas of the curriculum. For children with specific learning needs activities include: reinforcement and pre-teaching in small groups, 1:1 tuition, specific programmes for literacy (such as Lexia, Rapid writing, Rapid Reading, Phonics, guided reading), and for maths (such as setting, PA Maths, Numicon, Talking Maths, Mathletics).

**Support for speech and language development:**

Teachers ensure their classes have lots of language support and opportunities for vocabulary development. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties. Individual speech therapy sessions are carried out by Mrs Dunn who liaises with the SALT team and regularly sources materials and resources from the Speech centre at Corbets Tey Special School, Upminster.

**Support for emotional well-being:**

Emotional well-being is supported by making sure that children who find “change” difficult are well prepared for any changes or transitions. Social stories are a resource that is also used to support with understanding change or a new concept in a visual method. To promote positive friendships, we may use a ‘circle of friends’ or ‘circle time’ involving the whole class. Relate, a professional counselling service is based in school and provides some children with weekly counselling as well as the opportunity for children to request a time to talk with an adult. Mrs Mellor is is undertaking her training to become an Emotional Literacy Support Assistant (ELSA). The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, utilising use a range of activities such as games, role-play with and arts and craft activities.

**Support for physical needs:**

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups. The ground floor of the school is fully accessible to all including ramps & wide doors. Classes are regularly switched around to meet the needs of all pupils. A disabled toilet is situated on the ground floor.

**Frequently asked questions**

**How can I let the school know that I am concerned about my child’s progress?**

* If you have concerns about your child’s progress you should initially speak to your child’s class teacher.
* If you are not happy that your concerns are being properly managed and that your child is still not making progress, you should speak to the SENCo.

**How are adults in school supported to work with children with SEND?**

* The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
* Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

**How will we measure progress of your child in school and how will you be informed?**

* Your child’s progress will be carefully monitored by the class teacher and SENCo.
* Every term you will be invited to a review meeting to inform you about how well your child is progressing. New targets will be set for the following term and you will be given ideas about how you can also support your child at home.
* If your child has an Education Health Care Plan (EHCP) you will have a termly meeting with teachers, any LSA who supports your child, the SENCo and any other external agency who may be involved. Once a year we will hold a formal review of the EHCP to see if it is still relevant or needs amending.

**What support do we provide for you as a parent of a child with SEN and/ or disabilities?**

* We would encourage you to have a regular dialogue with your child’s class teacher so that we know what they are doing at home and we can share what we are doing at school. This is to ensure that we are doing similar things to support them both at home and at school and we can share what is working in both places. This may be a verbal or written conversation.
* The SENCo 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 be discussed with you. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
* Individual Education Plans will be reviewed each term.
* Homework will be adjusted as required to meet your child’s individual needs.
* A home/ school contact book may be used to support communication.

**How is this school accessible to children with physical difficulties?**

* The building is accessible to all children with physical disability via ramps or disabled access.
* We ensure that any equipment used is accessible to all children regardless of their needs.
* All of our classrooms are located at ground level.
* Physiotherapists and Occupational Therapists provide specific advice and guidance for specific children.
* The school has a 3 year accessibility plan which is written in compliance with the Equality Plan 2010.

**How will this school support my child’s medical needs?**

* The school nurse will visit the school to provide advice and deliver any necessary training.
* She will also assist the SENCo to write Health Care Plans.
* Medication is stored securely in the Junior school office.
* There is a team of staff who are trained to deliver any on-going or life saving medication as directed by the parents and the school nurse.
* Most staff within the school have current first aid qualifications.

**Will my child be able to attend any clubs/ activities and school educational visits?**

* This school is an inclusive school and all children are welcome to attend any clubs or activities held on school premises.
* As most of our clubs are run by outside providers you would need to inform them about any specific needs that your child may have.
* Educational visits are properly planned. Risk assessments and procedures are put into place to enable all children to participate.
* Transport, which has disabled access, can be arranged if required.

**How will we support your child when they are leaving this school or moving on to another class?**

We recognise that moving on can be difficult for all children, but especially for a child with SEN and/ or disabilities and we take steps to ensure that any transition is as smooth as possible.

* If your child is moving to another school we will contact the new school’s SENCo and ensure they know about any special arrangements or support that need to be made for your child. We usually hold a Transition planning meeting with the new school staff.
* We will ensure all records are passed on as soon as possible.
* When moving classes within the school, information will be passed on to the new teacher in advance. If your child has significant needs, a meeting will be arranged with the new class teacher so that they are well prepared to meet your child’s needs.
* The Infant and Junior SENCos work very closely together. There will be a transition meeting between relevant Infant and Junior staff and parents in the summer term before entering the junior school so that transition can be a smooth process for the child and parents.

**Who are the other people providing services to children with SEND at this school?**

* Educational Psychology Service
* Visual/ Hearing Advisory Service
* Speech and Language Therapy
* Occupational Therapy
* Physiotherapy
* Professional training for school staff to deliver medical interventions
* Behaviour Advice Service
* Parents in Partnership Service (To support families through the SEN processes and procedures)
* School Nurse if required
* CAMHS (Child and Adolescent Mental Health Service)
* Attendance and Behaviour Support

**How can I let the school know that I am concerned about my child’s progress?**

If you have concerns about your child’s progress you should initially speak to your child’s class teacher. If you are not happy that your concerns are being properly managed and that your child is still not making progress, you should speak to the SENCo.

**What support is there for children with identified special needs starting at this school?**

You will be invited to visit the school with your child to have a look around and speak to staff. If other professionals are involved a team meeting will be held to discuss your child’s needs, share strategies and ensure provision is put in place before your child starts school. We may suggest adaptions to the settling in period to help your child to settle more easily.

**Havering Local Offer**

The Local Authority publishes a Local Offer, setting in one place information about provision available across Education, Health and Care ( EHC) plans.

The Local Offer provides clear, comprehensive, accessible and up to date information about the available provision and how to access it, and can be found on the Havering website at: <https://familyserviceshub.havering.gov.uk/kbh/havering/directory/home.page>

I hope this information has answered any queries you may have regarding SEN provision at this school but please do not hesitate to contact the school if you have further questions.

 **Illustrative Regulations for Committee**

**Special Educational Needs ( Information) Regulations**

**Clause 65**

**Citation and commencement**

1. These regulations may be cited as the Special Educational Needs (Information)Regulations and come into force on the 1st September 2014

Interpretation

1. In these regulations- the “Act” means the Children and Families Act 2014; “ transferring between phrases of education” means transferring from-

1.Relevant early years education to school, infant school to junior school etc

2.finding employment

3.finding accommodation

4. participation in society

**Prescribed Information that must be included in SEN information report**

1. For the purpose of section 65(a) of the Act the SEN information which the Trust and governing body must include in a report containing SEN information is set out in the Schedule.

**Manner of publication of the report**

1. A school must publish its report containing SEN information on its website.