

Essex have produced a Local Offer setting out what provision must be made to support SEND pupils, which is available here: <http://www.essexlocaloffer.org.uk/>

Throughout Essex all schools have created an SEN Information Pack, which links with the County's Local Offer. Old Heath's SEN Information Pack is outlined below



Old Heath SEND Information Pack

Our Ethos for SEND

Under the current 'Special Educational Needs Code of Practice' our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point, for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

- **How do we consult parents of pupils with special educational needs?**

The class teacher is the first point of contact should a parent have any concerns about their child's development, and our open door policy assures parents that an appointment can be made at any time.

The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCo/Interventions manager at any convenient time if they have a concern or need advice.

The SENCo attends multi agency meetings with parents if invited.

Parents of children who have a statement/EHCP are invited to discuss their child's progress at the annual review.

The SENCo ensures a smooth transition through to the chosen secondary school with essential SEN provision in place for the new academic year.

- **How do we ensure**

Children identified as having additional needs (referred to in the code of practice as 'SEN support')

<p>that children are consulted and involved in their education?</p>	<p>will have a one page profile which is created in partnership with the pupil, parents and school. This is updated termly to ensure the targets are current.</p> <p>Children with SEND are made aware of the targets set and are informed about their progress on a regular basis. One Plans are discussed with the child so he/she is aware of targets set and any interventions involved to achieve them. Pupils are then invited to make a contribution to the child view section of either the One Page profile or One Plan. These are reviewed regularly to ensure progress is tracked and strategies can be amended.</p> <p>Annual review meetings are held for children with statements/EHCP to analyse progress and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting.</p> <p>Pupils with additional needs are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<ul style="list-style-type: none"> • Who oversees SEND provision in the school? 	<p>The Special Educational Needs Co-Ordinator (SENCo) is a qualified teacher, who holds appropriate SENCo accreditation and regularly attends courses to keep her knowledge of SEND current.</p> <p>Our School's SENCo is: Mrs H. Humm Contactable on the main school phone number, 01206 794334 In addition to the SENCo, the school had a designated SEND governor who monitors SEND procedures and practice through termly meetings with the SENCo.</p>
<ul style="list-style-type: none"> • How does the school identify and monitor children with SEND? 	<p>Under current legislation children identified as having SEND are defined within two categories: SEN support, which at Old Heath we refer to as additional needs, and those with a statement/EHCP. This is how the school identifies the children who fall within these categories:</p>

	<p>Initial concerns about a child's progress or development will be made in class by the class teacher through observation or assessment results.</p> <p>A 'cycle of improvement' will be initiated by the class teacher, in which they will plan for the need, implement strategies and support and then assess impact.</p> <p>During this process parents will be informed that additional needs have been identified and of the actions that are being taken to support the child.</p> <p>If a child is deemed to fall into the category of 'additional needs' the SEND team will be informed and the child will be placed on the SEND register as having additional needs. At this point a One Page Profile will be created through collaboration with children, parents, and teaching staff. This document will state how best to support the child and replaces the old system of Individual Education Plans (IEPs).</p> <p>Once children have been identified as having additional needs support will be provided through a combination of in-class strategies, quality first teaching and targeted interventions.</p> <p>If sustained interventions are failing to have an impact the child may require a One Plan to co-ordinate information specific to their individual needs. This information will be gathered in collaboration with children, parents and any other agencies involved and may later form the basis for a referral to statutory assessment.</p>
<ul style="list-style-type: none"> • How do we support children with SEND? 	<p>Children identified with SEND will participate in targeted intervention groups which are suited to their specific needs. These are managed by our Interventions manager. The interventions which we currently offer are:</p> <p><u>Time to Talk</u></p> <p>A programme to develop oral and social interaction skills at Reception and Key Stage one.</p>

A letter will be sent home introducing the programme to parents.

Assessment and Evaluation will take place pre and post programme. This will identify progress and indicate whether a referral to a Speech and Language therapist is required.

The central character of the programme is '**Ginger Bear**'. The programme consists of 40 sessions.

The sessions include; The 'rules of listening', turn taking and 'best listener'.

Socially Speaking

A Social Skills Programme for Key Stage 2.

The Programme covers:

Unit one: Let's Communicate,

Unit two: Let's be friends,

Unit three: Let's Practise

Skills taught in the units include: eye contact, turn taking, using your voice effectively, listening, keeping still and asking/answering questions

Lego Therapy - (Working Together with Lego)

Working Together with Lego is based on 'Social Development therapy' for children with ASD.

The idea behind the initiative is encouraging children with autism or communication/social difficulties to communicate with each other and solve problems according to set rules, by working together in groups of three.

Selecting groups: Children who would benefit, are children with; Autism, ADHD, Communication

difficulties.

(Working Together with Lego aims to build emotional resilience)

Sessions will last for approx. 30 minutes and will run for a max of 6-8 weeks.

Children will be working in groups of three,

Children will be allocated a role within the group.

These roles include the following:

Engineer- Has the instructions and initially describes the bricks and building process to the others.

Builder-who builds the bricks

Supplier- who finds the bricks

Language for Thinking

A structured approach to teaching speech and language skills.

Provides a structure to help children's language develop from the 'here and now' to the 'how and why'

Enables children to apply their language skills to reading comprehension

Can be used flexibly by whole class, small groups or individual children

About the resource:

Drawings of different scenarios are used to promote children's verbal reasoning and thinking skills.

Assessment tools and tracker sheets are used to monitor progress.

Identiplay

An intervention to develop play skills.

Identiplay is a guidance to support collaborative play for pupils with Autism and Social Communication Difficulties.

The approach is an adult led intervention which uses common play equipment. This teaches pupils with autism/communication difficulties to engage in collaborative play through opportunities to copy a variety of play sequences.

The ultimate goal is for the child to initially engage in and then to extend into some spontaneous play with the adult.

Note: Typically developing children learn to play by copying others. Children with communication difficulties need adult modelling.

Musical Communication

An intervention for Early Years/Key Stage 1

Musical Communication supports children with emotional/social/language and communication difficulties

The session allows opportunities for children to practice both communication and social interaction skills, by singing rhymes through a structured/visual approach.

Props and symbols are used to support communication confidence and choosing skills.

The concept of over-learning supports understanding, repetition is fun and helps to consolidate

learning.

Songs are a great way of helping children learn particular concepts and generalise the ideas to other things.

Letters and Sounds

Six-Phase Teaching Programme to teach children systematic phonics

Intervention-phase, 1,2,3 only

Phase 1: Recognises the importance of speaking and listening skills as crucially important in its own right and for paving the way to high quality phonic work.

Phase 2: Marks the beginning of systematic, high quality phonic work-it begins the introduction of grapheme-phoneme correspondences.

Phase 3: Completes the teaching of the alphabet and children move onto sounds represented by more than one letter, learning one representation for each of at least 42 of the 44 phonemes.

Toe by Toe

A highly structured multi-sensory intervention to teach reading.

A researched proven intervention to accelerate children's reading progress.

Children work one-to-one with an adult to complete the workbook, developing an understanding of phonemes, syllables and words through repetition to ensure that the child has processed the word into their orthographic store.

This intervention works for any child struggling with reading, including children with Dyslexia.

	<p><u>First Class at Number</u></p> <p>This is a highly effective intervention aimed at bridging the gaps for children who have fallen behind in Mathematics. It is delivered weekly and provides opportunities for children to use concrete objects and real life experiences to develop children's understanding of maths.</p> <p>Taught over a period 12-15 weeks in a small targeted group by a trained Teaching Assistant.</p> <p>This intervention works well for children falling behind in maths.</p> <p>One-to-one support will be provided to support children with a One Plan or Statement/EHCP, as appropriate for their individual needs.</p> <p>Children's progress will be regularly monitored and reviewed to ensure their provision is suitable and their progression is maximised.</p> <p>Children with Speech and Language difficulties may be seen by Speech and Language Therapists. The setting has an SEN Teaching Assistant who supports the children's language based upon the recommendations made by the speech therapist, either one-to-one or in small group sessions. Occasionally a child may visit outside therapy clinics in order to access specialised support.</p> <p>Where assessment has indicated a need, the SENCo/ Interventions manager will make referrals to outside agencies to further support children's development in identified areas of need.</p> <p>Children with SEND have the opportunity to access following external agencies as appropriate to their specific needs; Specialist Teaching, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials. The school will implement the recommendations made by these agencies, including the purchase of specialist equipment and resources.</p>
<ul style="list-style-type: none"> • What expertise do 	<p>The SENCo holds the appropriate accreditation and attends regular cluster and update meetings to</p>

<p>we have in school to support children with SEND?</p>	<p>ensure the school is kept up to date with current legislation and guidance.</p> <p>The Interventions manager works with the SENCo to deliver small group/one-to-one input for pupils on the SEN register and attend regular updated training in specific SEN areas.</p> <p>Staff are employed and trained to support children with SEND throughout the school day.</p> <p>Staff have been trained in various aspects of SEND support, including attending courses on Speech and Language, Sensory Needs, Autism, and Behaviour support strategies.</p> <p>All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of the children.</p>
<p>7. How is the SEND provision in school monitored and evaluated to ensure that children's needs are being met?</p>	<p>In class, teachers plan and differentiate the curriculum appropriately for each child.</p> <p>The SENCo assesses children for Specific Learning Difficulties when concerns are highlighted by teachers.</p> <p>Children with additional needs will participate in targeted intervention groups chosen to suit their identified needs. These interventions may be carried out by class LSAs or the Interventions manager and are monitored using the 'red, amber, green' monitoring system consistently used across the setting.</p> <p>Children with One Plans in place will have short term targets in place, that all staff are aware of, and that are monitored and reviewed regularly.</p> <p>Annual review meetings are held for children with Statements/EHCPs to review progress, set new targets and determine strategies to improve attainment. Parental/child views are shared and documented.</p> <p>Multi agency meetings are held to analyse progress made and determine the way forward for</p>

	<p>children who have involvement with multiple outside agencies.</p> <p>The main source of Old Heath's progress data comes from the Target Tracker and Raise online programmes. The SENCo regularly analyses the data given by target tracker, which is based upon academic progress assessed by class teachers, and uses this information to ensure we are supporting the children's specific areas of need appropriately.</p>
<ul style="list-style-type: none"> • How do pupils with SEND access the school site and equipment? 	<p>There is a full Accessibility plan in place.</p> <p>Specialist resources are used to aid learning across the school.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and as recommended by outside agencies, such as specialist teachers or Occupational therapists.</p>
<ul style="list-style-type: none"> • How would parents of pupils with special educational needs access contact details of support services? 	<p>The contact details of all support services are available within the Local Offer website:</p> <p>http://www.essexlocaloffer.org.uk/</p> <p>Other specialist service contact details are given to parents as and when needed.</p>
<ul style="list-style-type: none"> • How does the school prepare children for transitions to other schools? 	<p>Transition plan arrangements for transfer from Primary to Secondary school</p> <p>All children on the SEND register remain on the SEND register as they transfer to the secondary school. All provision programmes and outside agency support in place at the primary school will continue.</p>

	<p>All children with SEND visit their secondary school on several occasions to familiarise themselves with the staff, school structure, and main areas including toilets, hall, playground etc.</p> <p>The SENCo /Interventions manager / LSA's from the secondary school visits the primary School prior to transition. Year 6 are invited to transition days in the term prior to transition.</p> <p>All information regarding the children's specific needs is passed over to the relevant school to ensure that the appropriate staff are aware of all recommendations from outside agencies involved, to prepare them to fully understand the child and what strategies have been the most effective.</p> <p>If a child moves school at any other time of the year, then the SENCo will contact the new school and discuss the specific needs with the SENCo. Parents will be able to take their child to visit if they so wish. Staff will support them so they can discuss their new environment and try and allay any worries</p>
<ul style="list-style-type: none"> • What is the procedure for compliments, concerns or complaints? 	<p>There is an opportunity for parents to meet with staff when they are not teaching. The head teacher is usually around to help alleviate any concerns. The procedure for a complaint is highlighted in the School handbook and website.</p>

