



High Halstow

Primary Academy

SEN Local Offer 2019-2020

The Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families within an individual school setting and became law from 1st September 2014.

The Medway framework allows the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Medway's Local Offer can be accessed via <https://www.medway.gov.uk/localoffer>. The website has advice for parents of SEND pupils.

High Halstow Primary Academy SEN Local Offer

The Academy aims to give every pupil the opportunity to develop his/her full potential. It recognises that all pupils have their own particular needs and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

The Academy is committed to ensuring all pupils receive their full entitlement to a whole-school curriculum and makes reasonable adjustments for pupils as appropriate.

What kinds of special educational needs might the children at High Halstow Primary Academy have?

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
- Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

How are children with Special Educational Needs identified and assessed?

At High Halstow, all our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Pupils' progress is assessed and discussed within 'Pupil Progress Meetings'.

What are the different types of support available for children with SEND in the academy?

Class teacher input, through targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching builds on what your child already knows, can do and can understand
- That different ways of teaching are in place, so that your child is fully involved in learning in class; this may involve things like using more practical learning
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

Specific group work

- Intervention programmes for pupils receiving SEN Support, which may be:
 - Run in the classroom or a group room/ area
 - Run by a teacher or a teaching assistant (TA)

Specified Individual support

This type of support is available for children whose learning needs are more severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

- Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.
- For your child this would mean:
- The academy (or you) can request that professionals within the Local Authority carry out a statutory assessment for an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child if their needs are considered to be severe, complex and lifelong.
- After the request has been made to the Local Authority Panel of professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support and will offer you a Way Forward Meeting where the school, Local Authority and parents can come together to discuss next steps.
- After the reports have all been sent, the Local Authority panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It

will also have long-term and short-term goals for your child and the school will meet with you annually to review these goals and to update the plan.

What specialist services and expertise are available at or accessed at or by the academy?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Marlborough Outreach Team
- Bradfields Support Service
- Early Help
- Medway Young Persons' Wellbeing Service
- AAP (Attendance Advisory Practitioner)
- Snapdragons Team at Medway Community Health
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Medway Hospital (Paediatricians)
- School Nurse
- Educational Psychologist from Medway
- Educational Psychologists from Leigh Academy Trust

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (In School Review).

In School Review (this section has been taken and adapted from <https://www.medway.gov.uk/info>)

These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties and discuss how to best support the pupil in order to take their learning forward.

It is usually chaired by a senior member of the school staff such as the special educational needs co-ordinator. The educational psychologist attends, as well as other professionals. Parents are not invited to this meeting, but at High Halstow Primary Academy the SENCo will provide a summary of the meeting and next steps to keep parents informed.

The meeting focuses on pupils who experience some difficulties with learning or behaviour. The school staff decide which pupils will be discussed but other agencies can suggest additions to the agenda. It is the school's responsibility to inform parents or carers that their child will be discussed at this meeting.

With many different professionals present, the needs of those pupils discussed can be considered and recommendations for the next steps can be agreed.

Possible outcomes of the ISR could include:

- revising a pupil's provision map or school based plan
- referring to an external agency

The Leigh Academy Trust will offer additional support from their team of Educational Psychologists as needed throughout the year.

What training have the staff supporting young people had?

- The SENCo, as part of their role, will provide support to the class teacher in planning for children with SEN when needed, but it remains the responsibility of the class teacher to ensure that their SEN children are having their needs met.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

How will I be involved in discussions about and planning for my child's education?

- All parents/carers are encouraged to contribute to their child's education.
- All parents/carers are invited to attend two parents' evenings for their child.
- All parents/carers are invited to attend a third parents' evening, specifically related to their child's end of year achievement.
- Parents/carers are invited to attend meetings held in school regarding the progress of a pupil with SEN status.
- Any changes to the provision in place for a SEN status pupil are communicated to parents /carers.

How will the academy prepare and support my child when transferring to a new school or next stage of education?

- At High Halstow we work closely with the educational settings used by the pupils, before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. Communication between the school and pre-school settings ensure that we have background knowledge of the children before they join us. There are transition times where the children join us for a range of different activities and where the parents can meet the teacher. SEN needs and provision is discussed with the parents and the pre-school setting before the child joins the school and with any other professionals who may be working with the child. These meetings will continue to ensure that the needs of the child are being met.
- We also contribute information to a pupils' onward destination by providing information to the next setting. For a pupil with SEN arrangements to support transition, at the end of each Key Stage, is considered and planned. Transition arrangements at the end of KS2 will begin in Year 5 and the SENCO from the secondary setting will liaise directly with High Halstow Primary Academy. This may mean that the pupil will visit the secondary school for more occasions than a pupil without SEN. Parents will also be involved in this transition process and will be invited to the secondary school to view their provision. Where other professionals are involved with the pupil, they will also be involved in the transition process.

How are the academy's resources allocated and matched to children's special educational needs?

- The Special Educational Needs Co-ordinator controls a designated budget of resource provision for special educational needs students.
- The individual needs of each pupil on the SEN register once established are reviewed at least six times a year at Pupil Progress Meetings and where appropriate interventions are adapted to better meet the changing needs of each pupil.
- The SENCO is responsible for overseeing and assessing the successful impact of resources deployed for each pupil with SEN.

How is the decision made about how much support my child will receive?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- Once needs have been identified, the academy will use the model of SEN provision as identified in the Department for Education and Skills Code of Practice for Special Educational Needs 2014.
- The academy has a system of provision mapping to document the range of support available to pupils with SEN. The pupil will be provided with an Individual Provision Map which will be shared with parents/carers at parent's evening and reviewed throughout the school year.
- All pupils with SEN status will have their provision and support reviewed regularly. Where appropriate, some may be removed from the register, others added or the level of support adjusted. We also have an Additional Needs register to track vulnerable pupils who may not meet the criteria of the SEN register.
- Decisions regarding the provision in place for a pupil with SEN status or EHCP are made by taking into consideration the views of the parents/carers and the pupil.
- Pupils with EHCPs have an Annual Review to which parents and any relevant agencies are invited; this discusses the more complex needs of these children.

Who can I contact for further information?

- Mrs G Stangroom (Principal) or Miss R Heard (SENCo - Monday & Tuesday) via the office email office@highhalstowprimaryacademy.org.uk or by calling 01634 251098

Glossary of frequently used SEN terms

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| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit & Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| BESD | Behavioural Emotional & Social Difficulties |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| COP | Code of Practice |
| CP | Child Protection |
| EAL | English as an Additional Language |
| EHCP | Education, Health and Care Plan |
| EP | Educational Psychologist |
| FSM | Free School Meals |
| HI | Hearing Impairment |
| ISR | In School Review |
| KS | Key Stage |
| LEA | Local Education Authority |
| SE N | Special Educational Needs |
| SEND | Special Educational Needs & Disability |
| SENCO | Special Educational Needs Co-ordinator |
| SpLD | Specific Learning Difficulty |
| VI | Visual Impairment |