

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN/D in the local area.

The Act aims to:

- get education, health care and social care services working together
- tell children, young people and their parents what they need to know about their disability or special educational needs
- make sure children, young people and families know what help they can get when a child or young person has special educational needs or a disability
- make sure that different organisations work together to help children and young people with special educational needs
- give children and young people and their parents more say about the help they get
- set up one overall assessment to look at what special help a child or young person needs with their education, and their health and social care needs, all at the same time
- give a child or young person just one plan for meeting their education, health and social care needs, which can run from birth to age 25 if councils agree that a young person needs more time to get ready for adulthood
- make sure children, young people and their parents can choose some of the help they need
- provide ways to help sort things out if a child or young person or their parent needs to appeal about the help they get

Newham's Local Offer is available on the Newham website, please see the link below:

<http://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

Alongside this, schools are also required to publish information about their arrangements for identifying, assessing and making provision for children with SEN/D. Details below describe the arrangements we make that are 'additional' and 'different' for children across our Federation.

For more information about the SEN/D provision across the Federation please follow these links:

- Information about how our schools are compliant with their duties under the Equalities Act 2010
- Accessibility Plan
- Pupil Premium allocation, how the funding is spent and the difference it has made
- Behaviour, SEN and Disability provision policies

The following information outlines the support and provision all children can expect across the Federation. It details our 'standard offer' of teaching, learning and care, plus the *additional* provision which may be needed by some children, and *specialist* provision needed by a few children with more significant or complex needs.

Our Offer:

Cognition & Learning:



All children will access:

- Language enriched environments
- Quality first teaching and learning opportunities
- An exciting, relevant and differentiated curriculum
- Reasonable adjustments to the environment and equipment for those with disabilities
- Planned and specific Assessment for Learning opportunities
- Personalised target setting
- After-school clubs and Educational Visits
- Daily Phonics in EYFS and KS1
- A nurturing environment
- Access to extracurricular activities with 1: 1 support where needed

Some children with additional SEN needs will access:

- Differentiated curriculum planning, activities and outcomes
- The use of visual aids, speaking & writing frames, scaffolds and modelling
- Focused group support from both the Class Teacher & member of Support Staff
- Targeted interventions and support matched to need
- Visual timetables
- Auditory memory groups
- The use of ICT & Technology to aid access to learning
- Both tactile & sensory resources
- Targeted homework and booster provision
- RML Phonics in KS2

A few children with complex or significant needs will access:

- Interventions additional to, or different from, those provided as part of our usual differentiated curriculum
- Individualised target setting
- Assessments from the Educational Psychology Service
- Access to specialist services and therapists
- Access to specialist programmes from Advisory teachers and Therapists, e.g. Speech and Language programmes, Language groups, Occupational Therapy, Physiotherapy etc.
- Small group or 1:1 additional adult support
- A personalised timetable, which could include additional Educational Visits

Communication & Interaction



All children will access:

- Quality first teaching and learning opportunities
- Language enriched environments
- An exciting, relevant and differentiated curriculum
- Reasonable adjustments to the environment and equipment for children with disabilities
- Increased visual aids/modelling etc.
- Visual timetables
- Use of symbols
- Structured school and class routines
- Access to extra-curricular activities with 1:1 support where needed

Some children with additional SEN needs will access:

- In class support from the Class Teacher & member of Support staff with a targeted focus on supporting Speech and Language
- Social Skills group
- Specialist Language enrichment and auditory memory groups
- Colourful Semantics to aid language development

A few children with complex or significant needs will access:

- Input from the LCIS team to support Social, Interaction and Communication
- Speech and language programmes delivered by our school-based Speech Therapist
- Speech and Language support, from an NHS Speech Therapist
- Support by the use of the Picture Exchange Communication System (PECS)
- "Signalong"
- Personalised timetables

Emotional, Behavioural, Social and Mental Health



All children will access:

- Our Federation-wide Behaviour Policy
- Whole School/Class rules, rewards and sanctions
- School Assemblies
- SEAL-based programmes
- Healthy School programmes
- Themed Curriculum days/ weeks with a focus on *Social Aspects to Learning*
- Religious Education
- Extra-curricular activities

Some children with additional SEN needs will access:

- Differentiated Behaviour Plans with personalised sanctions and rewards
- 1:1 sessions with the Learning Mentor in KS2
- Self-Esteem Groups

A **few** children with complex or significant needs will access:

- Support from the EP, via a special intervention, e.g. the *Resilience project*
- Assessments from the Educational Psychologist
- Advice and Recommendations from the Behaviour Support Advisory team
- Input & advice from colleagues with the Health Service
- Targeted small group and individual sessions, e.g. Therapeutic sessions, A *Social Story* programme and support from the Learning Mentor in KS2

Sensory and Physical



All children will access:

- Flexible teaching arrangements with reasonable adjustments made to both the curriculum & environments
- Trained staff to support learning
- A creative curriculum by use of differentiated resources and technologies
- Extra-curricular activities with 1:1 support where needed

Some children with additional SEN needs will access:

- Sensory and Soft Play provision
- Adapted resources and equipment
- Specialist support from the Sensory Service with regards to Hearing and Visual impairment

A **few** children with complex or significant needs will access:

- Specialist equipment, resources and support from outside agencies
- 1:1 support in class throughout the day
- Individualised programmes provided by specialist therapy services
- Specialist equipment identified through risk assessments and care planning

SEN Information report:

Admission procedures for children with SEN/D

There are no specific arrangements regarding SEN/D. The Governing Body follows the Local Authority's admissions criteria when offering places to children. Where a child is known to have significant needs, home visits are arranged and risk assessments undertaken with support from the appropriate Advisory Services to ensure our mainstream provision adequately meets the needs of individual children. A specific transition programme is put in place and where necessary, appropriate training and resources are organised to maximise learning for children.

How does the Federation know when a child has learning difficulties or special educational needs?

Our child-centred approach to working with all children enables us to know them and their families well. Our positive relationships with a range of partners mean that children's needs are identified quickly and the most appropriate support strategy put in place.

- Tracking indicates that a gap is developing between children's attainment and rate of progress compared to that of their peers
- Observations by the SENCO and Class teachers indicate identified children are having difficulties processing and applying learning independently
- Teachers complete an 'initial concern' form and following this, express a direct concern in termly Inclusion Consultations, Pupil Progress meetings and SEN/D consultations
- Concerns are raised by parents/carers
- Specific concerns are identified on school application forms and during subsequent admission/induction meetings
- Information/reports are received from other professionals, e.g. learning support, health colleagues, social care, etc.
- Specific assessments, e.g. for Wave 3 interventions, indicate children's *additional* needs
- When children present with a high level of need the Federation follows guidance given by the Local authority. Appropriate external and internal assessments are carried out and documents is presented to Local Authority where consideration is given to whether these children meet the threshold for an EHC plan or High needs funding

How does the school support and monitor the progress of Looked after Children?

When a pupil is Looked After regular Personal Education meetings (PEPs) are held in school to support Looked After Children. These meetings are multi-disciplinary and adopt a holistic approach to the child's development. Their progress is monitored carefully and support is put into place where needed. Good communication exists between Cares/ Social Services and the school in order to support and plan for needs of our Looked After Children.

How is the curriculum matched to meet children's needs?

From the outset, staff have a clear understanding of the nature of need and are in a position to:

- Differentiate tasks appropriately
- Set-up individualised and personalised learning programmes
- Organise appropriate additional adult support (small group or 1:1)
- Establish teaching groups within the class
- Organise and establish targeted intervention groups
- Access specialist resources/expertise, e.g. Soft-play room, Sensory room, Children's Centre and EYFS provision
- Identify additional equipment/resources to meet individual need
- Offer a wide range of after-school clubs
- Apply and review strategies recommended by Advisory staff, Advisory services and Therapists
- Encourage participation in *additional* activities funded by Pupil Premium funding

How do we know children are making progress?

Our staff are reflective practitioners and pro-actively *plan–review-revisit-implement change* if needed.

- Clear baselines assessments are carried out to ensure that progress is tracked from individual children's starting points
- Daily evaluations of sessions/lessons identify successes and areas requiring further input/support
- Staff's knowledge, understanding and experience tell us if children are on track or falling behind
- Termly assessments identify individuals and/or groups of children that are 'working below', 'working within' or 'working above' age related expectations
- Our in-house monitoring cycle informs our formal tracking of children's attainment and rate of progress (Target Tracker)
- Regular pupil progress meetings and SEN consultation meetings support class and cohort discussions re. progress
- Half-termly tracking of progress for target/specific children
- Effective communication in weekly year group meetings supports awareness of all staff for identified children
- Leadership Team members are regularly in classes, partner-teaching and supporting children
- Children have a strong pupil voice - they tell us about their learning, what they're enjoying, what's going well, what they need help in, etc. these discussions are both informal and formal, e.g. subject leader audit trails, children's interviews, learning mentor groups, etc.

How are parents/carers informed about how their child is doing?

Communication is strength, our 'open-door' policy means that parents can always see a member of the Leadership team. On admission a very clear message is shared, reinforcing that effective learning for our children is a partnership between school and home. Throughout the academic year this means we have:

- Regular formal Parent Evenings and termly parent information sessions
- Parent/carer conferences
- Support Plans/target setting meetings with parents and pupils to gather their views on the progress and to consider and action the appropriate next steps
- Mid-term and Annual review meetings for those children in receipt of *High Needs Funding* which are 'person centered'
- Annual reports to parents/carers
- Regular meetings and discussions with Advisory staff and therapists
- Other more informal meetings
- Parents and carers welcomed in school with prompt access to teachers and members of the Leadership team
- Leadership team are in the playground every day at the beginning and end of the school day

How does the Federation monitor the satisfaction of parents/carers of children with SEN/D ?

The Federation has an open-door approach where parents are involved at every step of a child's journey through our school. This is done through the use of annual and mid-term review meetings, where parents and class teachers discuss the progress and changing needs of the child; parents attend planning meetings for children who have a high-level of need and are involved in the support planning and target setting. In addition, during Key Stage transition times, we are proactive and support parents when visiting new settings and meeting new staff. This ensures direct communication between the school and the new setting.

What arrangements do we make to support children's transition?

Transition involves many different 'phases', i.e. from EYFS → Key Stage 1 → Key Stage 2. In reality this means, from Home → Children's Centre → Nursery → Infant school → Junior school. In our context, it also involves physically moving school sites from Altmere to Lathom. Sharing and transferring information is key, this ensures that our provision supports seamless transition for children as they grow and access different parts of our Federation. To enable this:

- SENCOs meet regularly to discuss identified children with SEN/D or children who we consider to be vulnerable. This involves discussing needs, support strategies, recommended interventions and support from outside agencies
- During Term 6 receiving Year 3 staff spend time with their new classes, team teaching in both Altmere and Lathom
- Consultation time for receiving Year 3 staff to meet Year 2 staff to discuss and share information

- *Extra* transition visits are arranged for identified Year 2 children, so that they become more familiar with their new surroundings
- Members of the Leadership team have responsibility to ensure continuity of provision from Year 2 to Year 3
- Ensure that staff have opportunities to teach across the Federation
- Identified support staff have a two-year cycle of support for specific children (more complex needs)
- All SEN/D information is discussed and transferred to Lathom along with children's files.
- Initial transition meetings are arranged with all of our destination schools (KS1 and KS3) for any other children who present with SEN/D (this could be within the LA or out of borough)

How is support organised for children with identified special educational needs?

Our staff body has a range of experience and expertise and an appreciation of the effectiveness of flexible working and timetabling. This enables us to deploy our staff as particular needs arise and for less experienced colleagues to have strong models of practice to increase their own knowledge and skill-set.

- Staff deployment is organised well in advance of the new school year with careful consideration given to the classes, groups and individual children staff will work with
- Well trained Support staff work with children in small groups in class, in intervention groups, by supporting 'Wave 3' interventions or supporting children on a 1:1 basis
- Children in receipt of High Needs Funding are supported by 1:1 adult support for the whole or part of their learning day (as appropriate)
- Access to appropriate training enables our staff to meet the needs of identified children.

How accessible is our Federation to children with SEN/D

We are fully accessible across the Federation with adaptations made to the building that ensure that children with SEN/D are able to fully participate in the learning across both school. These include:

- wheelchair accessible classrooms
- disabled toilets
- hygiene room
- sensory room at Altmore
- soft play room at Altmore
- medical room
- lift access
- personal emergency evacuation plans (PEEP)

How are decisions made about how much support individual children receive?

Support for our children is needs-led. Their ability to independently access and learn alongside their peers is an important factor in the decision-making process re. the amount of support they receive. For our most needy children, information is also collated from specialist support services that make recommendations re. appropriate levels of necessary support to enable children to access our provision.

- Children in receipt of High Needs Funding are supported by 1:1 adult support for the whole or part of their day
- Discussions/review meetings with parents/carers and other professionals support us in providing the appropriate support for individuals
- Attendance at SEN Locality Meetings and SENCO Network Meetings with fellow SENCO/Inclusion Leaders and other professionals (Cluster and Advisory Panels) ensure consistent expectations and equity of provision
- Termly Inclusion meetings ensure that children's needs are being appropriately met and that our support/provision continues to be relevant
- Regular pupil progress meetings ensure that support for individuals is continuing to have positive impact on their learning outcomes
- Recommendations from Advisory staff or Therapists, ensures that our support is focussed and targeted on developing specific skills

- Tracking children's attainment and rate of progress ensures that support is regularly reviewed and adjusted as appropriate
- Class teachers also make decisions about support needed in class for specific purposes, e.g. 1:1 reading, reading comprehension etc.
- Information from early health checks and health screening programmes are used to make appropriate adjustments to provision .
- Where children are educated for a short period at home and/or hospital due to health needs the following is actioned
 - The Senco liaises with both the parents and the appropriate service to ascertain the duration of absence
 - Staff are informed and curriculum and resources are shared to meet the child's needs.
 - Ongoing liaison and monitoring to ensure that progress is maintained

How does the school know if the extra support is helping children to make progress?

Our effective in-house systems enable us to measure the impact of strategies, which are informed by:

- Close tracking of identified children's attainment and rates of progress
- Regular progress and update meetings with class teachers and families
- Feedback received from parents/carers
- Termly meetings to discuss the effectiveness of Intervention groups

How are parents/carers informed about their child's needs and what support they are receiving?

Positive relationships with our families enables key information from a range of sources to be shared, and agreed strategies implemented. This process is supported by:

- Regular parent/carer meetings
- Update meetings with Advisory staff and Therapists
- Copies of reports from external Advisory staff and Therapists
- Formal Annual review meetings and informal day-to-day meetings with the SENCOs and/or class teachers

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

Our positive relationships with our families tell us that they trust us to support their children in meeting specific learning outcomes. Partnerships are key - those with our families and a range of support agencies ensure that we have a 'holistic' approach to targeting support. This enables us to:

- Liaise with parents/carers in termly mid-phase review meetings
- Share targets/support plans highlighting key actions to be working towards/achieved
- Co-ordinate Annual Review meetings and share feedback/successes
- Share and discuss reports from Advisory staff and Therapists, explaining 'next steps...'
- Convene informal meetings with the SENCO and/or class teacher re. short-term outcomes

What expertise and training do the staff that support SEN/D children have?

Our staff have a range of experiences and expertise enabling them to effectively support children with SEN and offer guidance to families. In our Federation's context we:

- Complete an audit of training needs at the end of each year in line with our Development Plan targets and specific profile of needs of children with SEN/D
- Devise a menu of specific training which staff receive in the following ways:
 - In-house/school based training delivered by subject leaders and SENCOs
 - LA training
 - Advice on strategies, etc. by Advisory staff and Therapists
 - Training from outside agencies or providers

- Offer appropriate advice, strategies and use of specific resources, monitored by our SENCOs

What specialist support or services does the school access for children with SEN/D?

Our pro-active and collaborative relationships with a range of support and specialist services ensure that our provision meets the needs of children very well. Our partnerships include those with:

- LCIS (Language, Communication and Interaction Service)
- Behaviour Support Service
- Complex Needs and Dyslexia Service
- Educational Psychology Service
- Educational Psychology Service Resilience Project
- NHS Speech and Language Therapy Service
- School Based NHS Speech and Language Therapy Service; extra 'bought in' expertise
- CFCS (Child and Family Counselling Service)
- DAC (Development Advisory Clinic)
- Child Development Centre (CDC)
- NHS Occupational Therapy Service
- Health Visiting and School Nurse Services
- Sensory Service

How are classrooms and other areas of the school adapted to meet children's individual needs?

Security, the organisation and flexible timetabling of all available spaces throughout our provision means that children can access a breadth of provision that supports their individual and collective needs. Adaptations are made as necessary and specific resources acquired to ensure access to safe and appropriate learning and play spaces. To support this:

- We deliver regular Federation-wide Health & Safety Training
- Training and Risk assessments for manual handling
- The Leadership team conducts learning walks focussing on learning environments
- Access to our Children's Centre provision supports children's sensory needs
- Both sites are currently undergoing building expansion projects that will fully comply with Disability Regulations Act (completion August 2015)

What arrangements are made to support children with SEN/D or CLA taking part in after-school activities outside the classroom, including school journeys?

All children are able to participate in our creative curriculum and if they choose, our extended day provision. High staffing ratios ensure equity of access and parity of provision through appropriate risk assessment. The following are also taken into consideration:

- Curriculum planning ensures that Educational visits, Residential visits, etc. are carefully considered and accessible/offered to all
- Some children may require extra preparation and support before a visit – pre-visits ensure that potential risks are identified and measures agreed to ensure safety/enjoyment
- Special considerations and particular arrangements are planned for, i.e. children's medical needs, information in care plans, dietary requirements, mobility and transportation, e.g. stairs, lifts, taxis, wheelchairs, etc.
- Differentiated activities are planned to ensure appropriate engagement
- Extra adult support is organised
- Input from specialist services e.g. Health visitors, School Nursing, Advisory staff, etc. informs planning
- On rare occasions, parents/carers may also accompany their child enabling participation

How will the school prepare and support children who are transferring to secondary school?

Our positive relationship with our colleagues in KS3 supports our children in making a smooth transition to the next stage in their learning journey. Our pro-active approach ensures that all relevant staff are involved, information is shared and discussed in a timely manner, enabling receiving KS3 settings preparation time to ensure they are ready to accept the new cohorts of Year 7 children. To further support this transition:

- Parent meetings are held throughout October to support them in completing the Secondary School application form
- Our SENCO arranges meetings for parents (July of Year 5 or September of Year 6) with secondary schools to support parents in making an appropriate choice/placement for Year 7
- Transition forms are completed by Year 6 staff, SENCO and Learning Mentor detailing academic progress, barriers to learning and successful strategies used to date
- Transition visits to new secondary (or alternative primary) schools are arranged for some children, especially those with more complex or significant needs
- Transition booklets are created for particular children with more complex or significant needs with photos and information about their new school
- Communication passports are also created for some children with more complex or significant needs. These are for receiving staff in Year 7 with information about the child, their preferred learning style and strategies that have proved useful
- Extra advice and recommendations from Advisory staff and Therapists is also discussed
- Our SENCO and Learning Mentor attend SEN Secondary Transition meetings in June and discuss individual children with colleagues in our receiving secondary schools, highlighting particular requests, e.g. around friendship, etc. to support transition
- Year 6 Annual Review meetings for those children in receipt of High Needs Funding include our secondary colleagues
- PHSCE lessons and circle time activities encourage discussion re. any concerns, anxieties, etc.
- Our Learning Mentor organises social groups, individual sessions, drop-in time, etc.
- Our participation in the Educational Psychology Service's *Resilience Project* to develop children's 'coping' mechanisms in times of stress and change

How does the school prepare their children for their next stage of education and for adult life?

Our high academic expectations and resulting outcomes, along with our success at equipping children with the necessary skills that they confidently apply in their new learning environments, means that they are ready to leave us and are excited about the next phase in their learning journey. To support this process further:

- Our SENCOs and Learning Mentor attend SEN Secondary Transition meetings and discuss individual children with colleagues from their secondary schools, highlighting recommendations for particular children
- Transition is in the form of physical movement and transfer of information, raising awareness of specific points for individual/groups of children
- Good communication means that receiving schools are equipped with all necessary information and can make the appropriate provision accessible/available for particular children, e.g. in Annual Review meetings for those children in receipt of High Needs Funding all colleagues are invited
- Transition visits to new secondary schools are arranged in a group or individual basis for some children, especially those with more complex or significant needs
- Additional responsibilities are given to Year 6 children, e.g. playground monitors, lunchtime monitors, etc.
- Nominations to be Playground Heroes, Buddy experts, Play Leaders, School Council and Eco-Committee members and supported by Peer and Learning Mentors

Who can parents/carers contact to talk to about their child's special educational needs?

- Any member of the Leadership Team, Class teachers, SENCOs, Learning Mentor, etc.
- London Borough of Newham - SEN Assessment and Commissioning Lead Officer/Monitoring and Assessment Officer
- Newham Parent Partnership Service :
Orchid Spencer
The Web Building
49-51 The Broadway
Stratford
London
E15 4BQ
Tel: 0203 373 2871 ext 32871
Fax: 0208 472 7340
Email: orchid.spencer@newham.gov.uk

Who should parents/carers contact if they have a complaint about the SEN provision in the School?

- Sarah Rowlands: Headteacher
- Carolyn Marles: Head of School & SENCO at Atmore Infant School & Children's Centre
- Martin Stanley: Head of School & SENCO at Lathom Junior School

If parents/carers still remain unhappy or discontent then the LA may suggest mediation as detailed in the LA's Complaints Procedure.

Updated March 2017

Review date March 2018