

Rise Park Junior School - SEN and Local Offer 2018/19



Rise Park
Junior School

Special Educational Needs

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 (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

Rise Park Junior School is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

Local Offer

Rise Park Junior School upholds children's right to education and recognise the diverse educational needs within its communities. 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 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.

At Rise Park Junior School our local offer is:

INTERVENTION

How we support children to access the curriculum:

- Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a teacher and a teaching assistant. If children have an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Classes are well resourced and for children with additional needs, specialised equipment such as writing slopes, radio aid systems can be arranged.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

We support literacy and numeracy:

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have 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, athletics.)

We support speech and language development:

Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties.

Individual speech therapy is carried out by experienced teaching assistants who liaise with the SALT team and regularly source materials and resources from the Speech centre at Corbets Tey Special School, Upminster.

We promote positive behaviour:

The Rise Park behaviour Policy describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class. *(See the school policy for the full explanation of the schools behaviour system.)* We ensure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focussed on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help such as collecting points or cards which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some children we use 'social stories' or comic strips to help their understanding.

We support children's 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. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. 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.

We support children's 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.

We support children's medical needs:

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children. In school we have a medical area for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office. There are a team of staff who are first aid trained, we are able to administer medicines to children as directed by parents/ carers. A disabled toilet is available on the ground floor.

We support children during unstructured parts of the day:

Lunch and playtimes are staffed to ensure safe adult: child ratios. There is a range of equipment available and different activities are led by staff and a children's team of PIPS (positive play leaders). Specific interventions for children with additional needs include having a named member of staff for support, lunch clubs & zoned areas in the playground.

We work in partnership with parents and carers:

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs. The inclusion manager arranges regular drop in sessions for parents.

We work in partnership with other agencies:

Rise Park Junior School has contracts with the NHS for Speech and Language Therapy and as a school we also work with services such as the Targeted Family Support and Child and Adolescent Mental Health Services, educational psychologists, counsellors etc. We have an extensive knowledge of services to support children and families in the local community.

We monitor children's progress:

We have a system to track and monitor all children's progress using an electronic database and progress tracker. Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this. For particular children more in depth assessments may be required. Some of these can be carried out by our SENCO and sometimes we ask external agencies to carry these out. (This is particularly in the case for applying for an Education, Health and Care Plan).

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- Coordinating all the support for children with special educational needs (SEN) 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 e.g. Speech and Language Therapy, Educational Psychologist etc.
- 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.
- To provide 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 is kept up to date about any issues in the school relating to SEND.

Mrs Campling is the Junior school 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. Mrs Campling has gained the qualification 'National Award for Special Educational Needs Co-ordination'.

The SEND Governor is responsible for:

- Making sure the school has an up to date SEND policy.
- Making sure 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.
- Monitor/Evaluate 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.

Education Health Care Plans:

- 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.

Frequently asked questions:

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
- CAMS (Child and Adolescent Mental Health Team)
- 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 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.

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 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 Health Care Plan 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 with you.

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 either in the Early Year Building or the classrooms in high level cupboards.
- There is a team of staff who are trained to deliver any on-going or life threatening 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 will make sure 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 issues then a meeting will be arranged with the new class teacher so that they are well prepared to meet your child's needs.

If you have any further queries then please do not hesitate to contact the school for further information.