



## **SEN provision for Children and Young People at Grange Primary school – The Local Offer**

**Date: September 2014**

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 (Special Educational Needs) in the local area.

Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about how they identify, assess and make provision for pupils with SEN.

This is the local offer for Grange Primary school. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEN. This information has been produced together with parents, carers and our children and young people. It will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Grange Primary school.

At Grange Primary school all staff seek to ensure that:

- A child with special educational needs and disability (SEND) will have their needs met.
- The view of the child will be sought and taken into account.
- There is partnership with parents/carers in the education and planning for their child.
- All barriers to learning are removed to enable children with SEND to be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation stage and the National curriculum.
- All people involved in the education and care of a child with SEND, will have the highest aspirations for that individual and promote high expectations.
- All pupils with SEND are equipped with the skills to be independent learners, thus preparing them effectively for adulthood.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

*For more information please also see the [SEN policy](#) and the [SEN information report](#).*

# The Grange Primary School Local Offer

## ALL pupils will access:

- High quality teaching and learning
- A differentiated curriculum – work is set at the right level for each pupil.
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning – the teacher uses strategies such as questioning to identify the level every child is working at in each lesson.
- Personalised target setting – targets are set for maths and literacy to move children forward in their learning.
- Breakfast club, lunchtime club, after school clubs and educational visits

## Some pupils with additional SEN needs will

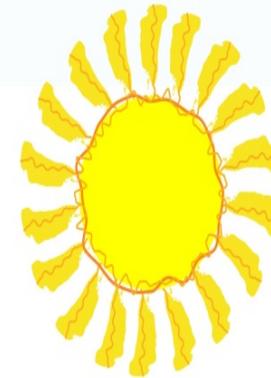
### Access:

- Targeted interventions and support matched to their need – this could include extra maths or literacy groups, social skills groups, communication groups, life skills groups etc.
- Individualised target setting – these targets are personal to the child, and may be around any area, not just maths or literacy.
- Personalised progress tracking and assessment of need – the pupil's needs and progress are tracked and reviewed regularly.
- Access to flexible working groups – groups may change as and when needed to accommodate the needs of individual pupils.
- Access to additional adult support for specific tasks – e.g. a pupil who struggles in maths may get extra support just for maths lessons.
- Access to specialist services – e.g. referral to the dyslexia team.

## A few pupils with complex or significant needs will access:

- A personalised timetable – a pupil may not follow the same timetable as the rest of their class, they may have a specific timetable matched to their needs.
- Access to specialist services and therapists - e.g. speech and language service, occupational therapy services, educational psychologist etc.
- Access to evidence based specialist programmes – these will be provided or suggested by the above services.
- High levels of adult support and small group working – this may include 1:1 adult support.
- Adapted resources specific to the pupil's need – e.g. using visual supports for those with autism, touch typing for visually impaired etc.

Grange Primary School



## **Here are some of the questions asked by our parents and carers about the SEN provision in our school:**

### *What is a SEN?*

A child has SEN if he/she has a learning difficulty, which calls for special educational provision to be made for him/her, that is 'additional' or 'different' to that provided for all children in the school. A child has a learning difficulty if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability, which either prevents or hinders the child from making use of educational facilities provided for children of the same age in the school.

### *When is the new code of practice coming in?*

From 1 September 2014 a new SEN code of practice will come into place. This Code of Practice is statutory guidance for organisations who work with and support children and young people with SEN and their parents. These organisations include:

- Local authorities (education, social care and relevant housing and employment and other services)
- Schools, including early years and further education providers
- NHS England and trusts
- Clinical commissioning groups (CCGs)
- Local Health Boards

One of the aims of the new code of practice is to develop the link between education, health and social care services to ensure the best possible support is provided for the child/young person and their families.

### *What will the change be for parents?*

The new framework has a much larger emphasis on ensuring the views of the child/young person and their parents are included in decisions. Schools must have regard to:

- The views, wishes and feelings of the child or young person, and their parents.
- The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.

- The need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

*Does the new code of practice mean that the school will get more money?*

No, there will not be any more money attached with the new code of practice. However, the school has a specific SEN budget which it receives every year from the local authority. This money is used to support the needs of all SEN pupils across the school, through the variety of methods previously discussed. If the school feels an individual child needs extra support for their complex or significant needs, Miss Eva can apply for additional high needs funding from the local authority. The outcome of this depends on the decision of a panel made up of SENCOs and other members of the local authority's SEN team. They will look at each case individually and decide whether extra funding should be given, or whether the needs of the child can be met within the SEN budget of the school.

*How is funding used in school?*

The school's SEN budget is used to support pupils through a variety of means including:

- Small intervention groups for literacy and numeracy.
- 1:1 sessions for literacy and numeracy.
- Specific, tailored programmes for individual pupils.
- Speech and language/communication groups.
- Social skills groups.
- Behaviour support groups.
- Extra support in class for specific areas of difficulty.
- Purchasing specific resources or equipment
- Purchasing I pads to support SEN pupils.
- Staff training to ensure all members of staff are up to date with strategies to support the needs of SEN pupils.

If additional high needs funding is awarded for pupils with more complex or significant needs then this funding may be used for 1:1 support.

*Will my child keep his funding next year?*

When a school is awarded additional high needs funding for a child with more complex or significant needs the school is required to complete an annual review every year to detail the progress and next steps of development for that child. When the child comes to the end of Reception, and the end of Year 3, the school also has to complete 'review of funding' paperwork. This is where Miss Eva, along with the child's class teacher, reviews the effect of the additional funding on the child's progress, and whether we feel the funding needs to stay the same. This paperwork is then sent to the local authority who can either keep the funding the same or reduce it. A child's funding will

not be affected at any other time throughout their primary schooling, only at the end of Reception and/or the end of Year 3.

*Who do we approach if we are concerned about our child?*

In the first instance parents can speak to their child's class teacher if they are concerned about their child's progress or worried they may have a SEN. The class teacher will then raise these concerns with Miss Eva, the Inclusion Manager. If more detail needs to be gained then Miss Eva will request a meeting with the parents and will be able to discuss the concerns in more depth.

Parents are also more than welcome to request a meeting directly with Miss Eva if they have concerns.

*What services can the school access in Newham to support SEN pupils?*

At Grange Primary School we access the following services for our SEN pupils:

- Speech and language service, who work with children with communication, understanding or speech difficulties.
- Occupational Therapy service, who can create programmes to support children in their motor skills, toileting, movement etc.
- Language, Communication and Interaction Service (LCIS), who work with children with a diagnosis of autism.
- Complex needs and dyslexia service (CNDS), who work with children who have complex needs, and/or assess children for dyslexia, including creating programmes to support them.
- Behaviour Support Service, who work with children with particularly challenging behaviour.
- Educational Psychology service, who can help schools to identify how they can support children with specific emotional, cognitive or behaviour difficulties.
- Child Development Centre (CDC), who can assess children who are not developing in line with their peers.
- Child and Family Consultation Service (CFCS), who can support individual children with particular emotional concerns and/or their families. This service also work with children with ADHD.
- School Nurse, who works with parents and children that have care plans or health needs.
- Community Nursing Team, who work with children with more complex health concerns.

*Are there any holiday clubs for SEN children?*

Holiday clubs are run regularly throughout Newham, many of these cater for SEN children, and some clubs are run specifically for SEN children. Look out for holiday clubs in things such as the Newham Magazine. Mrs Apps (Family Support Worker) and Mrs Loades (Learning Mentor) also make referrals for

SEN pupils to weekend and holiday clubs, to provide the families with extra support. For more information please contact Mrs Apps.

## **Here are some of the questions asked by our children and young people about the SEN provision in our school:**

*What is a SENCO?*

SENCO stands for Special Educational Needs Coordinator. This is a teacher who is in charge of making sure the needs of all children with SEN in school are met. The SENCO might also be called an Inclusion Manager, Miss Eva is the Inclusion Manager at Grange.

*What is a SEN?*

A child has SEN if he/she has a learning difficulty, which calls for special educational provision to be made for him/her, that is 'additional' or 'different' to that provided for all children in the school. A child has a learning difficulty if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability, which either prevents or hinders the child from making use of educational facilities provided for children of the same age in the school.

*What is Miss Eva's (Inclusion Manager) job role?*

The Inclusion Manager works with other members of staff in the school e.g. teachers or teaching assistants to identify if a child has a SEN. They then decide on the support the child needs to ensure they make good progress. This might be including them in a literacy or numeracy group, ensuring the child has extra support in their own class, providing the child with a specific programme or referring the child to an outside agency. The Inclusion Manager also ensures that the work the children are doing is at the correct level for them, and supports teachers with this. The Inclusion Manager then helps to assess and monitor the children through meetings with teachers and teaching assistants to discuss the progress a child has made. The Inclusion Manager also meets with parents frequently to ensure they know about the support in place for their child and the progress they are making.

### *Who helps a child with SEN?*

All adults in the school support all the children throughout the school with their learning, to ensure they make good progress. In the case of a child with SEN, however, a variety of people provide extra support including:

- Their class teacher - who will ensure the work set is at the correct level to ensure progress.
- Teaching assistants - who may work with the child in an intervention group, or supporting them in class.
- Miss Eva - who oversees the provision and ensures it is having a positive impact on their learning and progress, academically, socially and emotionally.
- Ms Carter and the Governors - who will oversee the work done by Miss Eva and have regular meetings with her.
- Outside agencies - Miss Eva may refer a child to an outside agency that has more specialist expertise to get extra advice and guidance on supporting SEN children.
- Parents - the parents of the child support them in their learning.

### *What does Mrs Loades (Learning Mentor) do?*

Mrs Loades is part of the inclusion team, her job title is Learning Mentor. She is one of the people that any child or parent in the school can come to if they have something that is worrying them. She will always make time to talk to that person and try to come to a solution. If a teacher is concerned about a child in their class they can speak to Mrs Loades who will meet with the child and sometimes the parents to see what can be done to support them. Mrs Loades also works with groups or 1:1 with some children who may need some extra time to talk about things or work through any concerns they have including social groups. She also works with children who start the school part way through the year, and their parents, to check they have settled in. Mrs Loades is also responsible for signposting parents to specific outside services e.g. CFCS, holiday clubs, community links etc.

### *What does Mrs Apps (Family Support Worker) do?*

Mrs Apps is part of the inclusion team. She encourages parents to be involved with activities with their children across the school, including those parents of SEN children. She arranges activities such as cooking,

visits out, cake sales etc. She also runs parents groups, including one specifically for parents of children with SEN, and toddler group. Further to this she arranges the after school clubs and makes sure everyone in the school has the opportunity to take part in clubs. Mrs Apps also runs family clubs such as gardening and science, where parents attend with their children. She also runs a SEN lunchtime gardening club. Mrs Apps is responsible for signposting parents to specific outside services e.g. nutritionist, grassroots, 3Hs, community links etc.

*What happens if you have a SEN and need extra help, but your class teacher is always busy with someone else?*

Any child that feels like they need extra help in school can always ask for extra support from their class teacher or any other adults working in their class. If, after speaking to their teacher, the child feels that they want to discuss their concerns further, they can speak to Miss Eva or Mrs Loades. Miss Eva will then approach their teacher and discuss any concerns. She will advise the teacher in recognising methods to support the child to ensure they make progress. These may include altering the way the lesson is taught, breaking the work down into smaller chunks, providing extra adult support during specific parts of the lesson etc.

*Who sets up all the groups in school?*

Miss Eva meets with various members of staff, including the teaching assistants, the class teachers, and Mrs Carter to discuss the progress of various pupils. From this information Miss Eva and Mrs Carter work together to decide on which children will work in which intervention groups and with which member of staff.