

The James Oglethorpe Primary School



SEND Information Report

Policy Review Date	September 2022
Date of next Review	September 2023
Approved by Governing body Name: Sept FGB 2022	Signed: H Durrant

Under the Children and Families Act 2014, schools are required to publish, and keep under review, information about services that they offer for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of this is to improve choice and transparency for families. The James Oglethorpe Primary School is an inclusive school which offers a variety of provisions to support children with a range of needs. The support offered to all of our pupils is designed to encourage increasing learning independence and resilience. The range of support provided is tailored to individual need, following thorough assessment by internal and/or external agencies, taking into account parental views which are warmly welcomed. The progress of all children is regularly monitored and evaluated in order to ensure that the support provided is as effective as possible. We aim to ensure that any barriers to equal access are removed or overcome.

<p>Who are the staff responsible for SEND?</p>	<p>Fiona Moore SENCO Pat Brown – SEND Governor All teachers have a responsibility to meet the needs of all pupils in their class.</p>
<p>What is SEND?</p>	<p>A pupil is identified as SEND when their learning difficulty or disability requires provision that is additional to or different from that which is normally available to pupils of the same age. In line with the 2014 SEND Code of Practice, James Oglethorpe classifies the four areas of special educational need as:</p> <ul style="list-style-type: none"> ● Communication and interaction – including speech and language difficulties and autism ● Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. ● Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety. ● Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child’s learning.
<p>How does James Oglethorpe know when children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>A pupil is identified as having a special educational need or disability if provision is required that is ‘additional to and different from’ that which is normally to pupils of the same age. This could be identified from:</p> <ul style="list-style-type: none"> ● Parental concerns ● Having significantly greater difficulty in learning than the majority of others of the same age ● Limited progress being made ● Observations

	<ul style="list-style-type: none"> • A change in the pupil's behaviour or progress • A pupil asks for help <p>If you have concerns about your child, talk to your child's teacher who will discuss your child's progress with you.</p>
How will the school know if my child requires additional support and what will they do about it?	<p>If the class teacher feels that your child may have SEND they will follow the school's procedures. The class teacher may feel that your child has SEND for a variety of reasons and these would be discussed in a parent/ teacher meeting.. Slow progress and low attainment are not the only indication that a child has SEN. At The James Oglethorpe Primary School we would consider the four categories of SEN, set out in the Special Educational Needs and Disability Code of Practice: 0-25, to measure the nature of your child's SEN.</p>
What happens if my child is registered as having SEND?	<p>First the class teacher, with input from the parent, pupil, SENCo and any other outside agencies (if necessary) will create an Individual Education Plan (IEP). This provides an opportunity for a positive dialogue culminating in a single document with the purpose of supporting the pupil in their learning journey. The IEP will include a clear set of outcomes and success criteria. Once on the SEND register, the pupil will work under the 'Assess, Plan, Do, Review' strategy of support. This will mean that their progress is closely monitored. It is hoped that, with targeted interventions and personalised learning, a pupil will make accelerated progress. However, in some circumstances, the school may feel it is necessary to apply for an Education Health Care Plan (EHCP). At this point, the SENCo would make an application for an EHCP, in consultation with the parent/ carer, if we felt that the pupil required additional support to that which cannot be provided through the school's current SEN funding; for example when a child requires 1:1 support.</p>
How will the school assess my child's progress and how will they inform me about this?	<p>Your child's progress will be discussed at Parent Consultation Meetings which are held in October and March. In addition to this, as part of the 'Assess, Plan, Do, Review' strategy, the class teacher will meet with the parent/ carer and pupil termly to review the outcomes set in the pupils Learning Plan. Depending on the outcome, the child will either: be set new outcomes, be removed from the register or recommend applying for an EHCP. If at any point before or after the termly review meeting, the parent/ carer or class teacher has concerns regarding the pupil then a meeting with the SENCo will be arranged.</p>
How will the curriculum be matched to my child's needs?	<p>Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiation in lessons. Targeted interventions may be used to support particular skills..</p>
What specialist provision is available for my child's SEN?	<p>There are many outside agencies that can provide support and be accessed by school. These include:</p> <ul style="list-style-type: none"> • Educational Psychologist • CAMHS (Child and Mental Health Service) • Speech and Language team • Child and Family Support team • Counselling services • Learning Support services (visual, hearing and other physical impairments) • Behaviour support • Attendance Support • • School Nurse • CAD team 5-19 • • Occupational therapy

<p>Have any staff received specialist training in SEND?</p>	<p>The School's SENCO is an experienced qualified teacher who is has completed the National Award for Special Educational Needs Coordination.</p> <p>Some examples of staff training are:</p> <ul style="list-style-type: none"> ● Colourful semantics ● ELSA (Emotional Literacy Support) ● Phonics – catch up sessions ● Speech and Language ● Precision teaching
<p>How will the school ensure that my child will be included in all activities at school?</p>	<p>Activities and school trips are available to all. All school trips require a risk assessment to be completed. If this suggests that 1:1 support is required for a pupil, then we may ask the parent/carer to attend. All extra-curricular clubs and activities are open to all pupils and if 1:1 support is required then this will be arranged.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>The school offers a range of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These includes access to a counsellor as well as access to outside agencies. Members of staff are readily available to pupils and parents to discuss issues and concerns. The school has a Learning Mentor and ELSA.</p>
<p>How are parents involved in the school?</p>	<p>Parents are involved through;</p> <ul style="list-style-type: none"> ● Parents evenings ● Individual Education Plans (IEP) ● Person-centred reviews ● New intake meetings ● Regular communication/open door policy
<p>How is the school accessible to children with SEND?</p>	<p>All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. A ramp has been put in place so that the dining hall is now wheelchair accessible. There is an infant disabled toilet and changing area.</p>
<p>How will the school support my child's medical needs?</p>	<p>The school works closely with the School Nurse to ensure pupils with medical needs are supported effectively. If a pupil has a medical need a detailed Healthcare Plan is compiled by the School Nurse in consultation with parents/carers and a member of school staff. These care plans are discussed with all staff involved and if necessary appropriate training is given.</p>
<p>How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?</p>	<p>On entry to the school parents/carers are invited to a meeting so that they know what to expect and are encouraged to discuss any concerns with the school. Home visits are completed for all children in the EYFS. Where concerns are raised the school SENCO/EYFS Lead may also visit the setting and a Person Centred Review Meeting may be held. At the end of every academic year, the pupil's current class teacher will meet with the class teacher for the next year. In this meeting they will discuss the needs of the whole child, including discussion regarding their IEP. For mid-year transitions there are tours of the school and transition meetings if necessary. For pupils in year six with an EHCP or where it is felt necessary, the SENCO will arrange to hold a Person Centred Review Meeting (PCRM). A PCRM provides an opportunity for the parents and pupil to lead a meeting to answer any concerns they may have regarding secondary school.</p>

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The SEN Budget is allocated each financial year and is used to provide additional support or resources dependent on individual needs. The level of support needed is individual to each child and is decided in consultation with the class teacher, SENCo and Senior Leadership Team.</p>
<p>What can I do to find out more information?</p>	<p>To find out more information you can:</p> <ul style="list-style-type: none"> • Contact your child's class teacher • Contact the school office for an appointment with the school SENCo.
<p>Where can I find information about Havering's Local Offer</p>	<p>Visit Local Offer Havering Directory for information about the Local Offer from Havering</p>
<p>How do I make a complaint about the provision my child with SEN receives from the school?</p>	<p>If you have any complaint about the Special Educational Provision we make for your child, you should address that to the Head Teacher or SENCO in the first instance. Your complaint will be investigated and you will be contacted as soon as possible afterwards. If the matter has not been resolved to your satisfaction, you can ask for it to be referred to the Chair of the Governing Body who will consider the complaint, investigate and contact you soon after to resolve the issue.</p>