



# High Beech Church of England Primary School

## Special Educational Needs and Disabilities (SEND) School Offer:

A document that summarises the school's SEND ethos and details what the school offers children with additional or special educational needs and disabilities (AEN/SEND)

### Our Aims

- All staff will have high aspirations and expectations of children with SEND
- We will endeavour to identify a child's needs as quickly as possible and address these needs using a 'graduated approach' (see below)
- We will communicate with parents/carers at all stages of our involvement
- The aspirations of the child and their parents/carers will be sought and valued at all times

### How do we identify that a child has additional needs?

Throughout the school year Class teachers complete a cycle of 'plan, teach, assess and review'.

A range of assessments, both informal and formal, are carried out which tells us how well children are progressing. These assessments, the Class teacher's knowledge of the child plus information from parents and carers and sometimes staff from outside agencies, provide the information needed to determine if a child has any additional educational needs.

### Who is responsible for meeting these needs?

Your child's Class Teacher is responsible for meeting the needs of any AEN/SEND child that they teach.

The Special Educational Needs Co-ordinator (SENCo) has responsibility for SEND within the school and supports and advises staff and parents as required. The SENCo can access support from external agencies and may be involved in meetings with parents/carers, children and Class teachers. The SENCo will also organise staff training as necessary.

The Headteacher has overall responsibility for ensuring that provision for pupils with SEND meets Government requirements and the needs of the individual child.

### How are these needs met?

Needs are met in a range of ways inside the classroom. For example, by providing work of a suitable ability level, teaching with an awareness of different learning styles and/or providing additional support sessions. Learning Support Assistants (LSAs), following the guidance of Class teachers and specialist staff, will be used effectively to support the progress of SEND children.

Additional individualised support may also be provided to meet specific needs. This could include specialist speech and language sessions or social and emotional learning.

The Class teacher will use their own and their colleagues subject knowledge - plus refer to documents and reports from specialist staff - to identify how best to support each child's specific needs.

### Addressing Needs through the Graduated Approach

The graduated approach is simply the level of support that is provided for a child with additional needs, starting from additional support within the classroom, up to intensive 1-1 support for some children with Education, Health and Care plans (EHCPs). The following table explains each stage more fully.

Initial Concern/Monitoring Period	Stage 1 General Support Plan (Quality First Teaching)	Stage 2 Targeted SEN support (Additional School Intervention and Support - ASI)	Stage 3 High Needs Specialist Support
When the academic, social and/or emotional progress of a pupil is causing some concern, information will be gathered from relevant parties and the situation monitored. Early targeted interventions may be put in place.	If, following a period of monitoring, progress remains a concern, a general support plan will be agreed. This means that the Class teacher and/or SENCO, in consultation with the child and parents/carers, will ensure that there is provision in place to address the identified needs.	If class based interventions are proving not to be effective, or a greater degree of support is needed, a SEN support plan will be agreed between all parties. Specialist documentation will be accessed and advice from external agencies may be sought. Support will be provided that is 'different to' or 'additional to' standard	Occasionally, despite a vigorous approach at the SEN stage and the involvement of a range of professionals, a small percentage of children require a very specialist and high level of support in order to meet their full potential. Education, Health and Care plans (EHCPs) will address such



## How might my child be supported?

This will vary depending on individual needs. Listed below are some of the ways in which we may support your child:

### In Class

- Differentiated teaching and learning
- 1:1 and/or small group work
- Encouragement to use, and easy access to, appropriate support resources
- General additional learning support – reading; writing; maths
- Daily social, emotional and behaviour support
- Ensuring that all learning is accessible regardless of any physical difficulties

### Targeted Interventions

- Language based programs such as 'Talk Boost' that focus on extending vocabulary and improving verbal confidence to express ideas and support writing
- Speech & Language Therapy as directed by a qualified Speech & Language Therapist
- Daily individual programmes such as 'Toe By Toe' or 'Precision Teaching' that help children remember key facts and knowledge e.g. letter sounds, spellings, times tables.
- Additional group learning provision in phonics, reading comprehension and spelling
- Social, emotional and behaviour support, sometimes with a Learning Mentor
- Activities that address physical needs e.g. to improve fine and gross motor skills

### Children with specific physical disabilities and/or medical needs

- We will adapt the environment as best as we can in order to support a child with a physical disability e.g. install additional hand rails to aid mobility
- We will ensure that a child with physical disabilities is able to access the school curriculum alongside his/her peers at all times e.g. by adapting lessons and providing specialist resources
- We will ensure that all relevant staff are trained to support children who have specific physical and/or medical needs, accessing external specialists as needed
- We will ensure that a member of staff is available to administer specialist medication if required

### Use of external specialist staff

At High Beech we have access to a range of specialist staff including:

- Specialist teachers in the following areas: Physical and Neurological Impairment; Learning Difficulties and Disabilities; Speech, Language and Communication Needs; Autism and Social Communication Difficulties and Social, Emotional and Mental health needs
- Educational Psychologists
- Health care staff such as Speech and Language Therapists, Occupational therapists and Physiotherapists
- Counsellors and Family Therapists
- Family Support Worker
- The School Nurse

Following parental involvement, the SENCo can make referrals to these services if they are believed to be helpful in identifying and/or addressing the needs of your child.

### Questions you may have

#### When do I, the parent/carer, become involved?

If you, or a member of the school team, consider that your child requires any additional support, you will be contacted to discuss how, together, we might address the needs of your child. Your involvement therefore is immediate. Children who are supported with any additional needs at home make the greatest progress - shared goals are very effective in achieving success.

#### How and when do you assess my child's progress?

The Class teacher continuously assesses your child's progress by talking to, and working with, your child; taking feedback from other members of staff and specialists who work with your child; marking their work and completing informal assessments; this process - known as 'Assessment for Learning (AfL) - is on-going and provides the Class teacher with the information that enables them to plan for your child's next steps. We also complete formal assessments once a term which provides additional information.

**How will I know if my child is making good progress?**

School staff are happy to speak with parents/carers on an informal basis to discuss targets and progress. If you would like to arrange a meeting with a Class teacher and/or the SENCo, please contact the school office to arrange a mutually convenient time.

We will also meet with you at school open evenings in the autumn and spring terms and may also request additional meetings with you at other times to assess progress and update targets. If your child is not progressing as hoped, we will discuss different strategies with you and possible next steps.

**Will my child always need extra help?**

Not necessarily. For example children on Stage 2 could make good progress and move to Stage 1 support. If they are on Stage 1 and make good progress, additional support can be (gradually) withdrawn. We will always discuss your child's progress with you before making any changes.

**Contact details and complaints procedure****Who should I contact if I have any questions or concerns about my child's additional needs or disabilities?**

Always speak to your child's Class teacher first. Say what your concern is and ask if the Class teacher can assist. In most situations the teacher will be able to help but in the event that they cannot, they will put you in contact with the SENCo or another relevant member of staff. If your concern is not a class based matter, please speak to the SENCo direct (see below).

Once you have reported your concern and actions have been agreed, you should continue to monitor the situation and return to the Class teacher or SENCo if you believe there to be no improvements. If you are not satisfied with the actions of the Class teacher, please contact the school office to make an appointment with the SENCo, Mrs S Beardsmore who has overall responsibility for ensuring that the needs of all children with SEND are met. If, following meetings with both the Class teacher and SENCo, you are still dissatisfied with our service, you may wish to contact either the Headteacher of the school, Mrs S Roffey, and/or the Chair of Governors, to discuss your concerns further. You may also wish to refer to our school complaints procedure.

**SCHOOL SWITCHBOARD: 0208 508 6048**

**SCHOOL EMAIL: [admin@highbeech.essex.sch.uk](mailto:admin@highbeech.essex.sch.uk)**

**SENCO: Mrs Susan Beardsmore**

**SENCO EMAIL: [senco@highbeech.essex.sch.uk](mailto:senco@highbeech.essex.sch.uk)**

**SEND Governor: Mrs Louise Gunn**

**HEADTEACHER: Mrs Sarah Roffey**

**CHAIR OF GOVERNORS: Peter Walker**

**CHAIR OF GOVERNORS EMAIL: [pwalker@highbeech.essex.sch.uk](mailto:pwalker@highbeech.essex.sch.uk)**

Additional information re services and support for SEND can be found within each local authorities 'local offer' document.

**The Essex local offer** can be accessed via [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

The **Essex SEND 'Information, Advice and Support Service' (IASS)** can also offer information, support and impartial advice to parents of children with SEND. They can be contacted on 0333 013 8913. Email [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)