



Local Offer for Eversley Primary School, Crest Avenue, Pitsea. Essex.

All Basildon maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and / or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs / Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>Class Teacher</p>	<p>He / She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Writing learning targets and sharing and discussing these with parents at least once each term (parents' consultations) and planning for the next term. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work / programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's Inclusion / SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

	<p>Inclusion Manager / Special Educational Needs Co-Ordinator (SENCO)</p>	<p>Mrs McLaughlin is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and / or disabilities, and developing the school's Inclusion / SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you are: <ul style="list-style-type: none"> ➤ involved in supporting your child's learning ➤ kept informed about the support your child is getting ➤ involved in reviewing how they are doing ➤ part of planning ahead for them. • 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 Psychology etc... • Updating the school's SEND records and making sure that there are up to date details of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and / or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write learning targets for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
	<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</p>	<p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and / or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback!</p>
	<p>Head teacher</p>	<p>Mrs Pepper is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and / or disabilities. She will delegate responsibility to the SENCO and class / subject teachers but will continue to be responsible for ensuring that your child's needs are met. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	<p>SEND Governor</p>	<p>Mr. Burnett is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date Inclusion / SEND Policy

		<ul style="list-style-type: none"> • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and / or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his / her potential in school.
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	Types of support	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and / or disabilities at Eversley Primary School?	Class teacher input via good / outstanding classroom teaching.	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task progress. 	All children in school receive this.
	Specific small group work / Intervention groups	<p>Your child's teacher regularly checks on all children's progress and will identify when a child has a gap in their understanding / learning and needs some extra support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> • He / She will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant / teacher will run these small group sessions using the teacher's plans, or a recommended programme. <p>The resources we would access would include: Gym Trail, Numicon, Black sheep tools, Motor Control programme, Social story / skills programme, Rapid Phonics, Rapid maths, Rapid reading, Rapid writing, Toe by Toe, 5 Minute box (Maths and Literacy), additional letters and sounds teaching, Phonological Awareness programme, additional reading programmes and additional spelling programmes</p>	<p>Any child who has specific gaps in their understanding of a subject / area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some extra support in school.</p>

	<p>Specialist groups run by outside agencies</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Team or Visual support or Hearing Impaired • Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy service, Physiotherapy and / or EWMHS 	<p>If your child has been identified as needing more specialist input (instead of or in addition to good and outstanding classroom teaching and intervention groups), referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • Before referrals are made we will discuss your child’s progress with you and together we will plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the referral to a specialist professional. An example may be a referral to a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better. • The specialist professional may work directly with your child on a particular intervention or may simply conduct observations or ask to meet with staff / parents to discuss possible interventions prior to observing the pupil. Possible recommendations may include: <ul style="list-style-type: none"> ➤ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ➤ Support to set targets which will include their specific professional expertise ➤ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. ➤ A group or individual work with an outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. If we feel that they need support in school to make good progress, we will discuss with all parties involved in making a request for an Education, Health and Care Plan (EHCP) assessment. If this is not the case, the outside agencies will ask the school to continue with the support at ‘School Based 2’ and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan will outline the outcomes and aspirations for your child, support your child with specific strategies. It will also have long and short term outcomes for your child. • An additional adult may be allocated to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need for an EHCP assessment.
<p>How we will support your child with identified special needs who is starting at our school?</p>	<p>We will invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, we will meet them or contact them to discuss your child’s needs, share strategies, and ensure provision is put in place before your child starts.</p>		

	<p>Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child to settle more easily.</p> <p>If your child is to have a key person involved we will arrange times when they can meet you and your child to get to know each other. We may ask if we can carry out a home visit to make your child feel at ease about starting at Eversley Primary School. When your child leaves us at the end of Key Stage 2 or at any point in the school year, we arrange transition meetings with the new setting.</p>	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher initially.</p> <p>If you are not happy that the concerns are being managed or feel that your child is still not making progress you should speak to the SENCO or Head teacher.</p> <p>If you are still not happy with the responses you receive, you may wish to speak to the school SEN Governor.</p>	
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. Our school also has pupil progress meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. We use target tracker as a way of measuring progress.</p> <ul style="list-style-type: none"> • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school we will discuss with you: <ul style="list-style-type: none"> ➤ Any concerns you / we may have ➤ Any further interventions or referrals to outside professionals to support your child's learning ➤ How we could work together, to support your child at home / school. 	
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget, received from Essex LA, includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ➤ the children getting extra support already ➤ the children needing extra support ➤ the children who have been identified as not making as much progress as would be expected and decide what resources / training and support is needed. • All resources / training and support are reviewed regularly and changes made as needed. 	
<p>Who are the other people providing services to children with SEN in this school?</p>	<p>Directly funded by the school</p>	<p>Highly Qualified SENCO 2 x Key Stage Two Booster Teachers (Part time) Behaviour support worker Learning Mentor Well trained Midday team and Supervisors</p>

	Paid for centrally by the Local Authority but delivered in school	Specialist Teacher Service which include Behaviour, Autism and Learning Educational Psychology Service Parent Partnership Service (to support families through the SEN processes and procedures). FACE
	Provided and paid for by the Health Service (NHS Trust) but delivered in school	For children who have medical issues the SENCO arranges meetings with the school nurse to complete Health Care Plans For children on medication including children with allergies we produce Health Care Plans Occupational Therapists Physiotherapist Speech and Language Therapy Professional training for school staff to deliver medical interventions
How are the adults in school helped to work with children with SEND and what training do they have?	<p>The SENCO's job is to support the class teachers in planning for children with SEN. The SENCO has completed the SENCO accreditation course.</p> <ul style="list-style-type: none"> • The school's development plan identifies training needs for staff to improve the teaching and learning of children with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc... • Whole staff training regularly takes place to disseminate knowledge, to share strategies and experience and ensure consistency of the school's approach for children with a SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher or SENCO / Inclusion Manager. 	
How will the teaching be adapted for my child with learning needs ? (SEN / and or disabilities)	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are differentiated in order to enable your child to learn as independently as possible.</p> <ul style="list-style-type: none"> • Specially trained support staff can implement the teachers modified / adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. (Access plan including disabled toilets, Equality Plan, Behaviour charts / rewards, Visual timetables, Left-handed scissors, writing slope, Occupational Therapy resources, Gym Trail resources, Wide range of reading materials, Interactive Whiteboards, Social stories, Coloured overlays. 	

	<ul style="list-style-type: none"> • Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer. <p>We have a skilled Learning Mentor and Behaviour Support Worker within our setting, which provides ‘wellbeing’ support to our pupils when needed.</p>
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<p>Your child’s progress is continually monitored by his / her class teacher.</p> <ul style="list-style-type: none"> • His / her progress is reviewed formally every term using current assessment tools. • If your child is in Year 1 and above and is underachieving, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P scales’. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed. Year 6 results are published nationally. • All children at the school have learning targets. • The progress of children with a statement of SEN / EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: Home / school book, letters / certificates sent home, additional meetings as required, reports, rewards and celebrations.
<p>What support do we have for you as a parent of a child with an SEN / and or disabilities?</p>	<p>We would like you to talk to your child’s class teacher (or LSA) regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them, both at home and at school and can share what is working in both places. If you wish to see the class teacher you can book an appointment for a convenient time.</p> <ul style="list-style-type: none"> • The SENCO (or Head teacher) 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 by the person involved directly, or where this is not possible, in a report. The SENCO is available to meet with you to discuss any new assessments and ideas, suggested by outside agencies, for your child and will always seek your involvement in matters of concern. • You will have an extra opportunity each term to discuss your child’s learning targets and progress with the teacher and / or SENCO • Homework will be adjusted as needed to your child’s individual needs • A home / school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

	In addition: If your child is undergoing an EHCP assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.
How will my child be included in activities outside the classroom?	At Eversley Primary School, we have a range of after school and lunchtime clubs these are available for all children to attend. These include internet Cafe, netball club, football, homework club, allotment club and Film club.
How have we made this school physically accessible to children with SEND?	The school setting is all on one level. We ensure that equipment used is accessible to all children regardless of their needs. The school has a disabled toilet.
How will we support your child when they are leaving this school or moving on to another class?	<p>We recognise that 'moving on' can be difficult for a child with SEN / and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ➤ Where understanding might be difficult your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. ➤ We will contact the new school's SENCO and ensure he / she knows about any special arrangements or support that need to be made for your child. ➤ We will make sure that all records about your child are passed on as soon as possible. This may include creating a 'Personal Passport' which includes information about themselves for their new school. ➤ We make arrangements for staff who have worked with your child to meet new staff. • When moving classes in school: <ul style="list-style-type: none"> ➤ Information, including learning targets, will be passed on to the new class teacher in advance. This may include creating a 'Personal Passport' which includes information about themselves for their new teacher. ➤ For children with EHCP and more complex needs, there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff. ➤ A transition book, to support your child's understanding of moving on, will be provided when needed. ➤ Those children who might find moving on difficult will attend a small group in school, to support their understanding of the changes ahead.

GLOSSARY OF TERMS

PLP - Personal Learning Plan

SEN - Special Educational Needs

SEN Code of Practice - The legal document that sets out the requirements for SEN

EHCP - Education, Health and Care Plan (EHC plan)

SEN - Special Educational Needs

SEND - Special Educational Needs and / or Disabilities

SALT - Speech and Language Therapist

EWMHS - Emotional Wellbeing and Mental Health Service

EP - Educational Psychologist

SENCO - Special Educational Needs Coordinator

ASD - Autistic Spectrum Disorder

FACE - Families Acting for Change Essex