

JYS SEND Report

The Local Offer: Support for children with Special Educational Needs or Disabilities

at

Jessie Younghusband Primary School 2018-2019

Background: The Children and Families Act 2014

The Children and Families Act 2014 takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs and disabilities (SEND), so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: It sets out a new approach to special educational needs and disability: Progress and next steps are implemented by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHCP)
- Extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need
- Improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together

What is the 'Local Offer'?

The Local Offer is a key requirement of the government reforms within the Children and families Act 2014. Each local Authority is required to collaborate with children and young people with Special Educational Needs or Disabilities (SEND) and those caring for them, to co-produce a Local Offer. This offer will provide information about the services available to support disabled children and children with SEND and their families and demonstrate how these services can be accessed and what can be expected from them. Each school is required to contribute to this offer by publishing the details of how they endeavour to support and enhance the learning experience for pupils with SEND. The intention is that this easy to understand information will set out what you and your child can expect from the school, in response to the individual attributes and challenges they face. In order to communicate this offer effectively, 14 questions have been devised in consultation with parents, carers and other agencies. These questions reflect their concerns and interests and the answers to them are intended to provide the essential information you need to plan for the best learning experience for your child.

Whilst providing useful information, we are aware that the answers to these questions cannot replace the understanding you will gain from a visit to the school and discussion with the school Special Educational Needs Co-ordinator, (SENCo) Mrs. Rachael Potter. We welcome visits to the school and the opportunity to meet your child, discuss their particular strengths and the challenges they might face.

Jessie Younghusband Primary School Local Offer

1. How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

Pupils' progress is assessed and monitored throughout their school career by class teachers; the senior leadership team, the SENCo and the Governors. Teachers collect data using various tools including observation, assessing Early Years Early Learning Goals, the phonics screening check, monitoring pupil progress and standard attainment tests. This assessment data is both moderated and analysed to create a detailed picture of the progress, attainment and targets for each pupil. If expected progress is not being made, additional in-class support is offered. This support is identified in planning and progress is closely monitored. Often this is sufficient to bridge the gap; however some pupils require further support and intervention.

If this is the case we will talk with you to agree the next steps. Various screening checks are available to help us identify areas of strength and specific gaps in learning. These can be completed by the SEND team in school or through the involvement of outside agencies such as the Educational Psychology Service, Speech and Language Therapist or Learning Inclusion Team, according to the child's identified needs. Through ongoing assessment and observation, a detailed picture of the pupil's learning needs can be established, which is used to inform the delivery of suitable support or intervention. The child will be placed on the SEND register and identified as receiving SEND support. If the child makes good progress and no longer needs extra support, they may be removed from the register after discussion with you.

2. How will the school support my child?

In order to help children who have special educational needs, the school will adopt a response that matches the child's needs and may bring in specialist expertise if necessary. The school will record the steps taken to meet the needs of individual children as necessary. The pathway to additional support is likely to be different for each pupil as their needs change and they progress through school; therefore identification takes place at different points in their school life. Having identified a child's individual learning needs, specific interventions are planned which will provide additional support and personalised learning opportunities. The impact of these individual and group interventions are evaluated each term to ensure pupils make the best progress they are capable of.

This targeted provision is planned, delivered and monitored by class teachers with the support of teaching assistants. The SENCo supports class teachers with this process and is available to offer advice and support. SEND provision is recorded and monitored using an individual learning passport. All children are involved with, and supported in their own target setting process.

The school's governing body are involved in supporting children identified with additional needs and we have a designated governor with responsibility for SEND.

3. How will the curriculum be matched to my child's needs?

Quality-first teaching is essential to meet the needs of all children. Thorough, appropriately differentiated planning is used to support the learning needs of all pupils and will involve a range of learning styles, targeted support, teacher guided groups and the use of effective learning resources and ongoing assessment for learning.

The range of resources that are available is considerable and can range from everyday equipment to specialist resources. A range of out of class interventions are also used in school to support learning when class based action does not fully meet a pupil's learning needs.

4. How will I know how my child is doing and how will you help me to support my child's learning?

An overview of your child's topic; the "Curriculum Jigsaw" is published at the start of each term and is accompanied by a curriculum letter which provides useful information including ways in which you can support your child. We hold regular teacher-parent consultations to review the progress and attainment your child has made; for children with SEND we allow additional time to plan outcomes and agree future targets together. You will also receive your child's termly topic books which features a three-way evaluation sheet so that you can share their work with them and give us your feedback. Annual reports provide information on progress and attainment at the end of each academic year. Children receive regular homework which enhances their learning and children are expected to read at home regularly.

If you have minor concerns, the headteacher, class teachers and the SENCo are available for informal discussions. If you have more significant concerns you will need to make an appointment with the appropriate member of staff to ensure that they are available and have the correct information to hand. If your child has a statement of SEND or an Education Health and Care Plan, an annual review will be held to consider the impact of current provision and future plans.

Some pupils benefit from regular communication between home and school and a home-school communication book can be used to record significant events and achievements. This also helps to provide a consistent approach in both settings.

5. What support will there be for my child's overall well being?

The safety and well being of all pupils forms the foundation of all we do in school. We strive to see each child reach their potential in an environment where they know they are safe, valued and accepted. As a team, the experienced teachers, support staff, learning mentors and Senior Leadership Team work to create an ethos where pupils want to learn and achieve and where they know they are supported and encouraged as they face different challenges. There are many opportunities for children to excel, including an extensive range of clubs. We have different ways of rewarding effort and achievement, including a school badge system and special awards in assembly.

The Staff and Governors of Jessie Younghusband School believe that children learn best when they all participate in their education work as partners. Our whole school values: "Aspire, Respect and Enjoy" underpin everything that we do in school to support all of our learners. We believe that our values and the "School Aims" apply to all governors of the school, staff at the school and all families who are part of the school.

The staff and governors of the Jessie Younghusband School believe that the school should:

- provide a happy and safe environment where everyone is valued and respected
- seek to achieve good relationships with all those involved in the school through mutual support and open and honest communication
- encourage everyone to aim high and try to achieve their full potential, whether in academic work, artistic work, sport or play
- collectively create a stimulating environment which fosters excitement and enthusiasm for learning
- develop a sense of identity within the school community
- encourage active participation and involvement in our local community and appreciation of our place in the wider world

All staff, governors, parents/carers and members of Jessie Younghusband School's community will be made aware of and have access to the Medicines in School Policy. Establishment staff do not have a statutory duty to give medicines or medical treatment. However medicines will be administered to enable the inclusion of pupils with medical needs and to enable regular attendance of all pupils. Furthermore, in an emergency all teachers and other staff in charge of children have a common law duty of care to act for the health and safety of a child in their care – this might mean giving medicines or medical care. For more information on medical care please refer to our 'Managing Medicines Policy'.

6. What specialist services and expertise are available at or accessed by the school?

The school has access to a number of specialist agencies who can be called upon for support. These include:

Health services: including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Clinical Psychology, School Nurses and Child and Adolescent Mental Health Service (CAMHS),

Education services: Educational Psychology Services, SEN team, Inclusion Support, Social Communication Team, Ethnic Minority and Traveller Achievement Service (EMTAS).

Social Care: Integrated Services, Children and Young Peoples Planning Forum, Social Services, Family Link worker, Family Resources Team,

Parent/Carer support: Parent Partnership, Think Family

SEND support: National Association for Special Educational Needs, The Autistic Society.

We will not contact external providers or specialists without discussing it with you first. Parents will be invited to discuss the outcomes of any intervention by outside agencies and will be sent copies of any reports we receive.

7. What training have the staff supporting children with SEND had or are having?

Each staff member undergoes a program of continual professional development. This includes in-service training days, performance management reviews, lesson observation, work scrutiny and staff meetings. In addition, staff have undertaken training in a range of areas including:

SENCO PGCiPP

Child Protection

Safeguarding

Speech and Language

Jump Ahead – physical development program

English as an additional Language

Visits to other settings

Bereavement Support

Emotional Support

Attachment Difficulties

First Aid and managing medicines

Epi-Pen Training for children with severe allergies

Precision Teaching

8. How will my child be included in activities outside the classroom including school trips?

The school is committed to providing effective learning opportunities for all pupils. As outlined in the New Code of Practice (2014), the school aims to:

Use our “best endeavours” to make sure that a child with SEND gets the support they need – this means doing everything we can to meet children and young people’s SEND.

Ensure that children and young people with SEND engage in the activities of our school alongside pupils who do not have SEND.

Staff will communicate regularly with the parents of pupils with additional needs and seek the views of the pupils themselves on a regular basis. Parents /carers and pupils will be involved, for example in review meetings and transition planning. All pupils will be encouraged to take part in school and class councils and if necessary adult support will be provided to enable this to happen.

The views of all stakeholders with additional needs will be considered when reviewing or creating school policies and procedures.

9. How accessible is the school?

The doors which lead on to our playground are wide enough to allow wheelchair access and our front doors can both be opened to provide access when required. We have one accessible toilet facility for staff, visitors and pupils. Although our school is on two levels, there is a level path from the front of the school to the back and across the field to the back gate.

We also liaise with EMAT (Ethnic Minority Achievement Team) who assist us in supporting our families with English as an additional language.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When a child joins the school, a transition program appropriate to their needs is devised, in consultation with the pupil, parents, carers and school. For many, a single pre-visit and information pack is all they require before starting at the school. Others may require one or more of the following; visits to their pre-school by teaching / support staff, additional visits to JYS, a social story or a graduated timetable upon joining. It may be deemed appropriate to write an individual transition programme in consultation with those concerned to reduce potential anxiety, uncertainty and distress. This process is supported by obtaining the relevant information from all parties to support the pupils and maintain levels of progress and attainment.

Transition to the next setting will follow a similar pattern of pre-visits, information sharing and a graduated transition. A transition plan can be put in place if required by liaising with the secondary school in question. Parents will be invited to be part of this process.

11. How are the school's resources allocated and matched to children's special education needs?

The Headteacher and Governors allocate the resources for all pupils bearing in mind the budget allowance. Class teachers, subject leaders and the SEND team allocate specific learning resources. The specific allocation of resources is dictated by individual need and the statutory requirements of a statement of SEND or EHCP. The guiding principle is for all pupils to be able to access their learning effectively and by so doing make good progress. We have a team of teaching assistants who deliver programmes designed to meet groups of children's needs and are designated to work with identified children after reviewing pupil progress and discussion with parents and teachers.. Individual Pupil Premium payments are used to support that pupil's learning. Additional funds are received for pupils with a Statement of Special Educational Needs/EHCP.

12. How are the decisions made about what type and how much support my child will receive?

Having identified the strengths and gaps in learning, the desired outcomes for your child is the starting point for making decisions about the types of support they will receive. With an agreed set of outcomes in place, the support, resources and time scales required to realise those outcomes can be established together. Regular discussions between the Headteacher, SENCo and class teachers ensure that sufficient support is in place and the level of support is appropriate for individual children.

13. How are parents involved in the school? How can I be involved?

All parents are encouraged to contribute to their child's education.

This may be through:

- informal discussions with the class teacher.
- Parent consultation meetings.
- Discussions with the Headteacher, the SENCO or other professionals.
- Parents are invited to meet teachers to plan targets for children with SEND together and to discuss progress.

Parents also play a vital role in the life of the school as Governors, by volunteering to come on school trips and by hearing readers, supporting Friends' events, helping on Grounds Day and in countless other ways.

14. Who can I contact for further information?

School staff can be contacted in the following ways.

Address:

Jessie Younghusband School,
Woodlands Lane
Chichester,
West Sussex
PO19 5PA

Telephone:

01243 782192

Email:

office@jys.org.uk

head@jys.org.uk

rpotter@jys.org.uk

Website:

www.jys.org.uk

**There are many SEND terms that are abbreviated and can be confusing.
This is a list of the most commonly used abbreviations you may hear.**

ADD

Attention Deficit Disorder

ADHD

Attention Deficit & Hyperactivity Disorder

ASD

Autistic Spectrum Disorder. Pupils who may find it difficult to understand and use non-verbal and verbal communication

Asperger's syndrome

Pupils on the autism spectrum and are higher functioning

BESD

Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning

CAF

Common Assessment Framework

CAMHS

Child & Adolescent Mental Health Service

CASPA

Comparative & Analysis Special Pupil Attainment

CF

Cystic Fibrosis

COP

Code of Practice

CP

Child Protection

DCD

Development Co-ordination Difficulty. also termed Dyspraxia

Dyscalculia

Pupils having difficulty in acquiring mathematical skills

Dyslexia

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia

Pupils with impairment of gross and fine motor skills

EAL

English as an additional Language

ECC

Every Child Counts – Maths intervention led by specialist ECC trained teacher

EHCP

Education, Health and Care Plan

EMAT

Ethnic Minority Achievement Team

EPS

Educational Psychology Service

EWO

Educational Welfare Officer

FSM

Free School Meals

GEP

Group Education Plan

HI

Hearing Impaired

HLTA

Higher Level Teaching Assistant

IEP

Individual education plan

Inclusion

School provides flexible curriculum and increased capacity to meet needs of all pupils

Integration

Where a child fits into existing school provision and curriculum

KS

Key Stage

LA

Local Authority

LAC

Looked After Child

LM

Learning Mentor – Teaching assistant who has undergone specialist training to equip pupils to access the curriculum more effectively; working through social, emotional and behavioural challenges.

PSP

Pastoral Support Programme

PPI

Pupil Premium Indicator

MLD

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

NASEN

National Association for Special Educational Needs

NC National Curriculum

Ofsted

Office for Standards in Education

OT

Occupational Therapist

P Scales

Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum

PD

Physical Disability

Portage

Home-based pre-school education for children with development delay, disabilities or any other special educational needs

PPI

Pupil Premium Indicator

PSP

Pastoral Support Programme

SALT

Speech and Language Therapist

SEN Code of Practice

Practical guidance to LEAs and the governing bodies of all maintained schools

SEND

Special Educational Needs and Disabilities

SENCo

Special Educational Needs Co-ordinator

SENS

Special Educational Needs Support. The single category that replaces the tiered system of School Action, School Action Plus and Statement.

SLCN

Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Statement of Special Educational Needs

Legally enforceable document that describes the special educational needs of the child and how these needs will be met

Statutory Assessment

Multi-disciplinary assessment by the LA of a child's educational need

SSS

Specialist Support Service

STS

Specialist Teaching Service

TA/LSA

Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

TES

Traveller Educational Service

VI

Visually Impaired