	Name of School	Suttons Primary School
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	Who reviewed this policy?	Claire Moscow
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"We will be your favourite story"

School Offer for Special Educational Needs & Disabilities (SEND)

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Introduction

Under the Children and Families Bill (2014), schools are required to publish, and review information about the services they offer for children and young people with Special Educational Needs and Disabilities aged 0-25. This is called the Local Offer and is intended to improve choice and transparency for families.

Many children experience some difficulties in learning from time to time; some will need extra help either on a short or long term basis. Class teachers, Higher Level Teaching Assistants and Learning Support Assistants have the day to day responsibility of ensuring that appropriate academic, social and emotional support is given to the child and is monitored.

The Senior Leadership Team, SENCDo (Special Needs Co-ordinator) and SEND Governor have overall responsibility for the provision of necessary support. The quality of teaching for pupils with SEND, and the progress they make, is part of the school's performance management arrangements and professional development schedule for all members of staff.

The Code of Practice adopts a 'graduated approach' which is cyclical and involves a process of 'assess', 'plan', 'do' and 'review'. Suttons is an inclusive school; we try to ensure that all barriers to equal access in our school are removed or overcome. We pride ourselves on: the systems we have in place for the early identification of need; the provision of carefully tailored interventions and our procedures for monitoring and tracking. The school recognises that the early identification of SEND alongside effective provision improves the long-term outcomes for a child.

How will I know if my child has special educational needs?

If you are concerned that your child may have SENDs, in the first instance you should speak to their class teacher. The Special Education Needs Co-ordinator (SENDCO) is Miss Claire Moscow; she will oversee the identification of those with SENDs. Our SENDs Governor monitors the quality and effectiveness of our provision.

Children are provided with support based on broad 4 areas of need:

Communication and interaction
Children with speech, language and communication needs (SLCN) may have difficulty in communicating with others. The needs of individual children may be different and may change over time.
Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning
Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning and encompass conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties
Children may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. Some behaviour may reflect underlying mental health difficulties, such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs
Some children require special education provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning. The new, purpose built school is fully accessible to children/adults in wheelchairs we have: ramps, disabled toilets, a lift and changing facilities.

How are pupils with special educational needs identified at Suttons Primary School?

Class teachers, supported by the SENDCO, identify pupils making less than expected progress given their age and individual circumstances. In the first instance high quality teaching is targeted at specific areas of weakness.
The decision to make special educational provision will be made by the class teacher and SENDCO, taking into consideration the views of parents, assessment data and where necessary the advice of external agencies.

In judging whether a child has SENDs we use various indicators including:

- Infant and Junior speech and Language Link tests are used to screen all newcomers for speech and language needs;
- Read, Write, Inc. assessment tasks and phonic screening tests pinpoint phonic knowledge;
- PM Benchmark tests are used to assess reading ages;
- Class teacher assessments and experience of the child alongside parental concerns;
- Rising Stars tests;
- Learning pathways
- Class teachers assess against NC levels and our school 'non-negotiable' lists;
- Discussions at Pupil Progress meetings;
- Liaison with outside agencies and other schools.

What interventions are in place at Suttons Primary school?

All of our Learning Support Assistants (LSAs) are timetabled to support children through carefully tailored, well researched interventions. All LSAs have specialist areas of expertise and are trained to deliver support programmes.

We have an Emotional Learning Support Assistants (ELSA) who are able to offer support to children and families in times of difficulty. The ELSA can offer 1:1 or small group sessions which focus on addressing emotional developmental needs and building resilience and resourcefulness. The approach is proven to decrease the risk of mental health illness, reinvigorate learning and helps those who are underachieving to re-engage with learning.
We also have a school counsellor that comes in once a week to speak with specific children

We are keen to address potential mental health issues and are involved in several projects aimed at alleviating anxieties, improving self- esteem and building resilience. All children complete a Daily Mile, which aims to build stamina as well as improve fitness. There is a member of staff with a mental health senior leader in school and a mental health governor. If there are concerns with the mental health of a young pupil which goes beyond the support of an ELSA , a CAMHs referral can be made.

We use Corbet's Tey Learning Pathway Assessment System. It is based on the Early Years Foundation Stage Early Learning Goals and provides a structure of small steps of progress that can be assessed for learners working below National Curriculum Year 1 expectations. We use this to inform next steps in learning.

At the end of each year an end of year process will be applied to all Learning Pathway achievements so that each year progress will show on each learner's long term annual progress charts. This will provide a meaningful measure of current against prior progress for each learner across the 17 developmental areas.

Some of our interventions may include:

Speech and Language interventions	Time to Talk Speech link Infant language Link Junior Language Link Programmes devised by speech therapists Colourful Semantics
Social Communication interventions	Sensory circuits Intensive Interactions Attention Bucket Work station Learning Pathway assessments/ targets Social skills groups Lego therapy
Literacy	Read, Write Inc. small group session 1:1 Read, Write Inc. catch up programme 1:1 reading with adults and peers Precision teaching Booster classes Interventions which focus on covering our 'non-negotiable' year group objectives.
Maths	My Maths Interventions which focus on covering our 'non-negotiable' year group objectives. Precision teaching Booster classes
Social skills/emotional needs	Positive play Restorative Approach social skills groups Functional skills group/pathway to adulthood

How does the school evaluate the effectiveness of SENDs provision?

We formally test pupils every half term and have a robust tracking system. SLT and teachers have pupil progress meetings with class teachers to discuss progress of all children; there is a particular focus on children with SEN. We expect staff to set new challenging targets, track progress precisely and evidence this progress at meetings. Decisions regarding levels of support are negotiated and reviewed at these meetings. We focus on short, sharp, effective support rather than lengthy programmes.

LSAs provide current precise, progress data for the programmes/interventions they teach. It remains the responsibility of the class teacher to oversee groups taught away from the main class and to ensure additional support has an impact on a child's progress.

How will my child be included in activities outside the classroom?

At Suttons we have many opportunities for 'out of school' learning. As well as using our school grounds, all children are encouraged to take part in all trips; reasonable adjustments will be made to make this possible. We liaise with parents when planning trips and invite them to accompany us where we can. We have a breakfast and after school club. There are also several before and after school clubs including: tennis, dance and film clubs; they can be accessed by all children. Years 3 and 5 have swimming lessons each week, provision can be made for a hoist to be used at the pool if needed. Risk assessments are carried out for trips and clubs. Some children need support at the start or finish of the school day or at lunchtimes: this can be provided. Children can access indoor 'positive play' or 'chill and chat' sessions at lunchtimes.

What strategies are used to ensure behaviour is good and support emotional well-being?

We consider ourselves a welcoming, friendly school, committed to meeting the physical and emotional needs of every child. We have an 'open door' policy and meet regularly with parents to discuss concerns. It is school policy that class teachers will contact parents if an important issue arises.

We have clear, positive whole school behaviours strategies in place. Children are rewarded for following the school rules; they can earn silver stickers, gold postcards sent home, headteachers award, star of the week and mathematician of the month. Staff and pupils have a clear understanding of the sanctions used; we adhere to them consistently.

Achievement is shared every week in our Celebratory Assembly; these successes are communicated to parents via school newsletters and the website. At the end of each year we select one child for our Citizenship award and reward outstanding efforts and achievements. Names are engraved on a plaque in the school's entrance.

Break times are staffed to ensure safe adult/pupil ratios. There is a wide range of supervised equipment available to all children. Reception children have a separate play area. At lunchtimes we have play leaders and school 'sports collective' who are trained to resolve minor conflicts and ensure no child is left out and help to lead games.

We seek advice from our 'Team around the school' when necessary. This consists of communication and interaction advisor and teacher, SEMH advisor and educational psychologist. LSAs are timetabled to support children with EHCPS or a form of behaviour plan, in class, small groups, 1:1 and at break times.
We ensure that the transition between year groups and into secondary schools is as smooth as possible. For some SEN children moving into reception or into year seven, we host Person Centred Reviews.

How does the school provide for children with disabilities and /or medical needs?

Our school has ramps, a lift, a changing room and toilets with disabled access. When necessary, physiotherapists and occupational therapists provide guidance for target children and train staff. The school nurse visits regularly to meet with parents, update Health Care Plans, attend multi-agency meetings and train staff. Most staff have completed first aid training, several LSAs have paediatric first aid certificates. We have clear systems in place for dealing with medical emergencies. We have a dedicated medical area and a policy for storing and administering medicines in school.

How can my child access specialist services/equipment?

We work closely with outside agencies who can offer support and advice to help us cater effectively for each child's needs. We regularly meet with other services including Speech and Language Therapy, Home School Support and Educational Psychology. We can refer children to other services, such as Child and Adult Mental Health (CAMHS) and the CAD 0-5 and 5 -19 Support Teams and 'Team around the School', who provide advice covering sensory impairment, learning difficulties, social communication difficulties, physical and medical and speech, language and communication needs. If your child has a specific need which we haven't encountered before, we will ensure that staff are suitably trained to support them.

All pupils have access to computers and iPads. Specialist programs, such as Mathletics, support children's learning. Pupils can access online learning at home, e.g. Bug Club and My Maths. We ensure that Remote Learning is of a high standard; children have differentiated work, bespoke support and online sessions.

How are parents involved in the school?

We welcome full engagement from parents and carers; the close relationships we develop with families are central to our school's success. Our 'open door' policy means that you will see the class teacher at the start and end of every day.

Parents can make appointments to meet with teachers at any point during the year. We have more formal Open Evenings in the Autumn and Spring terms. We write mid-year reports in the Spring term and end of year reports in July. We ensure parents know how well their child has performed in relation to national expectations, how much progress they have made and what their targets are. Pupil Passports are reviewed termly; we ensure that review meetings take place for children on the SEN register. We seek child and parental opinions and advice when devising programmes of support.

Education Health Care Plans (EHCPs) are reviewed annually or 6 monthly for the under 5s.

What is the Local Offer and where can I find it?

The local authority publishes a Local Offer, setting out in one place information about provision available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and can be found on the Havering website at www.havering.gov.uk/directory