



Limes Farm Junior School Special Educational Needs and Disability Local Offer

<p>School Ethos for SEND.</p>	<p>Limes Farm Junior School is committed to providing an appropriate and high quality education to all the pupils who attend our school. We believe that all children, including those with special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to respond to learners in ways which take account of their varied life experiences and needs and develop an environment where they can flourish and feel safe.</p>
<p>1. The arrangements for consulting parents of pupils with special educational needs.</p>	<p>At Limes Farm Junior School we work hard to get to know our pupils as individuals. We aim to take into account both the pupil's and the parent's perspectives and views and to identify what is the best way of supporting them to achieve the desired outcomes. We firmly believe that home and school should work together in partnership and we value their input.</p> <p>If the school has concerns about a pupil, whether it is about their academic progress or social, emotional or behavioural development, a member of staff will arrange to meet with parents to discuss the concern. We encourage parents to speak with their child's teacher or the SMT if they have worries relating to their child.</p> <p>Personalised plans are drawn up for SEND pupils where limited progress is identified, in conjunction with</p>

	<p>the pupil, parents and external professionals where required. The outcomes desired by all parties are recorded, targets are set and the best methods in which to achieve these are discussed. Success criteria for the targets are identified and review dates set.</p> <p>Formal meetings with parents are held each term to review progress with the targets identified in these plans.</p> <p>If specialists from outside agencies are needed, the Inclusion Leader will meet with parents and discuss the referral. Following any assessments by specialists, parents are informed of the outcomes and are involved in discussions about the actions which need to be taken.</p> <p>Where more than one outside agency is involved, there may be a One Plan meeting during which information about a pupil, the history of previous interventions etc and desired outcomes can be shared between the pupil, parents and other professionals and an action plan can also be formulated.</p> <p>Pupils with Education, Health Care plans (previously known as Statements) will have an annual review meeting at which the parents and pupils will be able to discuss the progress that has been made across the past year and set new targets for the following year. Copies of the report are sent to parents and the local education authority.</p>
<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p>Teachers and Learning Support Assistants discuss targets and progress with pupils regularly. All pupils receive feedback, both oral and written, on their work. Our learning mentor works with identified pupils to help them recognise ways in which they can make greater progress.</p> <p>In some cases the school will produce a 'One Plan' (a person-centred, outcome-focused action plan) which will identify what the pupil and family would like to achieve and the support that will be put in place to meet those needs. In other cases an IEP (Individual Education Plan) will be produced in conjunction with the pupil, parents and teacher/SENCO. These personalised plans will be reviewed each term with both parents and pupils.</p>

	<p>There is a whole school reward system in place which is used to acknowledge pupils' hard work and success with targets. All pupils, including those with SEN, are involved and enjoy celebrating their success.</p>
<p>3. The name and contact details of the SEN co-ordinator.</p>	<p>Miss D Symes is the Inclusion Leader. She is a member of the SMT and is responsible for ensuring pupils with SEND are identified and their needs met. She advises staff on ways to support pupils, sets up interventions, monitors the progress of SEN pupils and liaises with specialists from external agencies. The Inclusion leader is also responsible for the deployment of Learning Support Assistants within the school, arranging their training and monitoring their performance. She reports on SEN to the governors. The inclusion leader has also received training in meeting the needs of Looked After Children.</p>
<p>4. The arrangements made by the governing body relating to the treatment of complaints from parents from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The school has an open door policy and aims to resolve any issues swiftly and in person. Parents are encouraged to talk to the staff in the school about any concerns they have, so that we can help to resolve them quickly.</p> <p>Our complaints policy is available on the school website or from the school office.</p>
<p>5. Where the local authority's offer is published.</p>	<p>www.essexlocaloffer.org.uk</p>
<p>6. Identification and early intervention.</p>	<p>Class teachers carry out regular assessments, both formally and informally and monitor the progress of their pupils across the curriculum. These include end of unit tests in maths, mental arithmetic and multiplication tests, writing assessments across different genres and end of unit science assessments. Each term there is an assessment week for the whole school in maths and English. The results of these assessments are recorded on Target Tracker and monitored by the head teacher and subject leaders. Regular progress meeting are held with class teachers to discuss pupils who are not making the expected progress and to consider strategies that could be used to overcome this.</p> <p>We carry out termly reading and spelling tests across all year groups and from this we can begin to identify pupils who may be at a lower level than would be expected. Further individual assessments of their phonic knowledge and skills etc would then be carried out and interventions planned.</p>

	<p>The behaviour, social and emotional well being of pupils is also monitored and where there are concerns, parents are informed and there are further discussions about ways forward.</p>
<p>7. Kinds of special education provision made in the school</p>	<p>Interventions have pre and post assessment measures, whether qualitative or quantitative. A personalised plan is developed in collaboration with pupils, parents, class teachers and LSAs, specialists or other professionals. Progress is reviewed termly and adaptations to the support provided made, as necessary.</p> <p>Examples of intervention:</p> <ul style="list-style-type: none"> • 1:1 or small group phonics skill development • Small group support with spelling skills • Small group support in reading using Project X reading scheme • Individual daily reading with an adult • Classroom small group support from LSAs in key subjects – maths, writing, science • Speech and language programmes set by speech therapist or specialist teacher and delivered by trained LSA • Alternative teaching styles • Adaptations to the curriculum • Social skills development programmes • Trained counsellors offer individual and group sessions • Learning mentor to support pupils with development of learning behaviours <p>More extensive support will require additional core funding and at this point an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. The child and family will be fully involved in this process. It should take no longer than 20 weeks. Pupil Premium Grant is also deployed and its uses reported termly to Governors</p>
<p>8. The expertise and training of staff in relation to children with</p>	<p>The Governors and SMT are committed to providing support and training for staff. Attendance at courses and training opportunities are reported to Governors in the Head teacher's report at each meeting.</p>

<p>special educational needs and how specialist expertise will be secured.</p>	<p>Teachers, Learning Support Staff and Mid-day Assistants receive training related to SEND.</p> <p>We have a strong partnership with a Consortium of local schools which includes an SEND resource base and a SENCO support group. Training relating to SEND is frequently arranged for the group as well as liaison with Special Schools in the area.</p> <p>The school receives allocated visits from the educational psychologist throughout the year and children are referred as necessary after discussions with parents.</p> <p>The school is able to call upon specialist expertise from a speech and language therapist, occupational health therapist, behaviour support team and specialist teachers.</p> <p>We have two trained counsellors who work with parents and pupils in the school.</p> <p>We have a trained learning mentor who works with identified pupils.</p>
<p>9. Quality First Teaching and Personalisation.</p>	<p>The delivery of provision for children with special educational needs takes place predominantly in the normal class setting and is the responsibility of the class teacher. This is managed through differentiation whereby the teacher sets tasks at an appropriate level for each child and makes clear the success criteria expected from them to make progress. All pupils have targets and are responsible for applying these within their learning. The quality, appropriateness and impact of teaching are under regular review through observations, performance management and assessment results.</p> <p>When a child has a particular, identified area of difficulty, individual or small group interventions may be set up to provide extra support for them to develop the skills needed. These interventions have pre and post assessment measures and are monitored by the Inclusion Leader and class teacher.</p> <p>The learning mentor works with identified pupils to help them recognise difficulties that may be preventing them from making good progress and to find and develop strategies to overcome them.</p> <p>1:1 tuition (out of school hours) is provided for some pupils in the upper school to help them achieve the necessary standard before moving on to KS3.</p>

	<p>Pupils requiring more extensive support will require additional core funding. At this point an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. The child and family will be fully involved in this process. It should take no longer than 20 weeks.</p> <p>Pupils who have EHC Plans (Statements) have clear long and short term objectives and support is put in place to help them achieve these. It ay be through in class support or specific interventions which follow a programme set either by the Inclusion leader, therapist or a specialist support teacher.</p>
<p>10. Provision of equipment and facilities to support children with special educational needs.</p>	<p>Specialist resources are used to aid SEN pupils across the school. These include lower ability reading schemes, high interest/low level reading books, pencil grips, specialist computer programmes, laptops, coloured laminates to help Dyslexic pupils, visual timetables plus other resources as the need arises. The school has a disability access plan.</p>
<p>11. Involving health and social care bodies, local authority services and other bodies in meeting needs of pupils with SEN.</p>	<p>The School Nurse visits the school regularly and is consulted when we have concerns about the health or welfare of a pupil. She is involved in meetings relating to the safeguarding of identified pupils. Reports are provided for the paediatrician when requested.</p> <p>We work alongside Social Services to ensure the safeguarding of identified children.</p> <p>The school works with CAMHs, Family Solutions, the Social and Emotional Difficulties Team as well as the Educational Psychologist when required.</p>
<p>12. Contact details of support services for the parents of pupils with special educational needs.</p>	<p>Essex Parent Partnership Service parentpartnership@essex.gov.uk 01245436036</p> <p>Educational Psychologist Helpline Monday 1-5pm 01245 433293</p> <p>Childline www.childline.org.uk 0800 1111</p>

	Social and emotional difficulties team -Parents' Helpline 03330 134168
<p>13. Arrangements for supporting pupils transferring between stages of education.</p>	<p>There is a clear and well established process for transition from KS1 to KS2 involving visits from year 2 pupils and their parents, liaison between KS1 and Year 3 teachers and also between the Inclusion Leader and the SENCO in KS1. This enables us to share information about all the pupils, including those with SEN and prepare any for any additional support they may need. Records relating to the SEN pupils, are passed to the Inclusion Leader who shares information with the new class teachers.</p> <p>When pupils move on to KS3 we liaise with the SENCo and pastoral staff at the secondary school sharing information about the SEN pupils and their needs. If necessary, extra visits to the new school are arranged. The learning mentor carries out transition work with pupils who need it, so that they are fully prepared for secondary school.</p>