Jotmans Hall Primary School

School Offer on Special Education Needs and Disability- September 2018

BATIC STATEMENT Jotmans Hall Primary Academy is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All of the schools in the group work closely and are committed to providing high quality education for all children with special needs and disabilities in the whole of the local area.

Local provision is very similar as no one school has a particular specialism, in relation to SEN.

Jotmans Hall Primary School Mission Statement.

We aim to inspire children to enjoy thinking and learning, enabling them to achieve their potential and provide them with the skills to succeed in the 21st Century.

Ethos

To attain this, the whole school community will work together to achieve and maintain the right to learn in a safe environment with mutual respect for others.

Aims

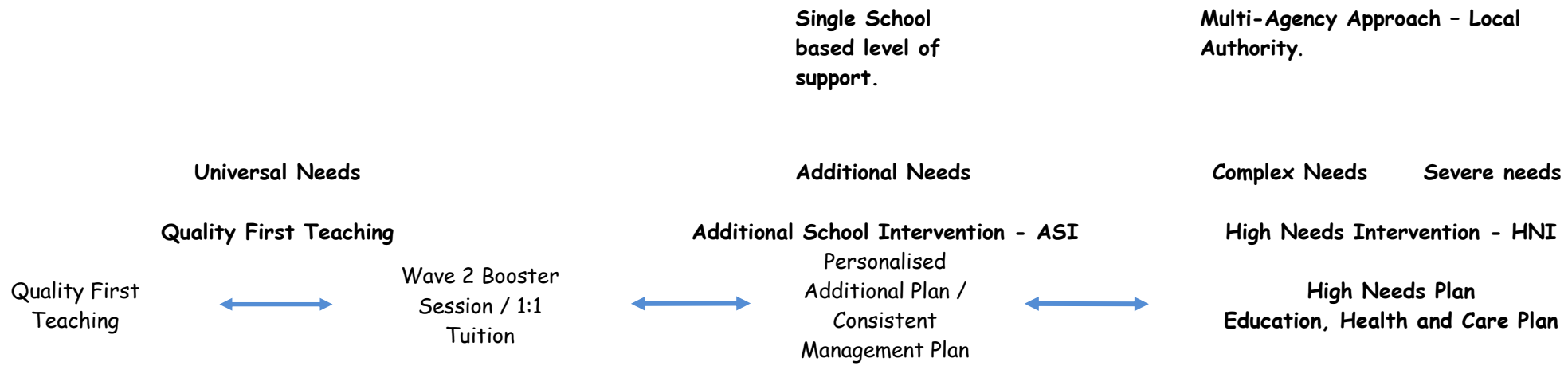
All children should:

- Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
- Have their work and contribution to the school recognised and valued.

- Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
- Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
- Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school
- and in the wider community.

As a school we also aim to:
Involve parents as partners in their child's education and to foster links between school, home and the local community.

Jotmans Hall Primary School Approach to SEP and Disability



Requirement	Our school's response to SEN requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
School Ethos for SEND (non-statutory)	The principles of the SEN and Disability Policy. Jotmans Hall Primary School provides a broad and balanced curriculum for all children through the School Development Plan and National Curriculum. The assessment of a child's learning and next steps are our starting points for planning that meets the specific needs of individuals and groups of children. When planning Teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that create barriers to learning. These requirements are likely to arise as a consequence of a child having Special Educational Needs and Disabilities. Teachers take account of these requirements and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Children may have SEN and Disabilities either throughout or at any time, during their school career. The SEN and Disability Policy ensures that assessment led planning for children with SEN and Disabilities takes account of the type and extent of the difficulty experienced by the child.	The school makes reasonable adjustments, as required, to meet the needs of individual pupils. The Headteacher and staff perceive the school's response as being the responsibility of all staff that share in working with children with SEN within the school. All teachers are teachers of children with SEN. These requirements are likely to a rise as a consequence of a child having Special Educational Needs and Disabilities. Teachers take account of these requirements and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. The main emphasis is on integrating and accessing these children to the National Curriculum through a whole school approach.	We value the contributions made by all children, parents and professionals to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school of life, ensuring they realize their maximum potential. We provide a broad, balanced, stimulating curriculum for very child regardless of race, gender or ability. We create a happy, caring community where all feel valued and secure. **A definition of Special Educational Needs.** A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.	Parents are able to: visit our school to meet with the SENCO to: Meet the Headteacher, Mrs N Kadwill or SENCO, Mrs P Lovett. Members of the Senior Leadership Team. Class Teachers Other adults who work within the school community. Discuss information about different partnerships and professional services. Find out about resources and provision provided within the school Look at our website for access to our documents. SEN and Disability Policy. Admission Policy Newsletters Curriculum Policies General Policies Equality Targets and Policy Pupil Premium information Home School Agreement Woodlands Club – before and after school provision. Extra curriculum clubs.

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1 The arrangements for consulting parents of pupils with special educational needs.	The school has an open door policy for parents to arrange structured conversations with teachers and staff about the well being and progress of their child. Whole School arrangements for Home / School links: Class Teachers are available to talk to Parents between 8.45 a.m. and 8.55 a.m. "Note to The Teacher' forms are available at the school Office. Biannual whole school Teacher and Parent meetings. Annual School Reports End of Year Statements Class Coffee mornings. Class based observations. Design and Technology pupil and parent sessions. We welcome the involvement of parents supporting at home, in class and on specific trips.	For children who require Additional Support Interventions – a Personalised Additional Plan, the SENCO and Class Teacher hold regular meetings with parents, to assess, plan, do and review each child's progress towards their national curriculum targets and stated outcomes on their PAP. For children who require High Needs Intervention the SENCO and Class Teacher hold termly meetings with Parents and outside agencies to assess, plan, do and review each child's progress towards their national curriculum targets and stated outcomes on their High Needs Intervention Plan. Parent's views are recorded on the Parent View section of the PAP or High Needs Plan. Parents can contact the SENCO at any convenient time if they have a concern or need advice. The SENCO attends transition meetings with Parents between preschool settings and senior school settings.	We work hard to include parents in their children's education. We firmly believe that home and school should work together in partnerships and we are happy to answer any questions or concerns. The SEN and equality governors report to the governing body. There is a good supportive relationship between staff and parents at the school. The SENCO is able to refer or signpost parents to relevant agencies, which can support a child's needs. The school welcomes regular liaison and information sharing with other professionals. Referrals may include contacting the School Nurse, Social Care, counsellors, speech therapists, Educational Psychologists etc. When pupils move from preschool settings, between primary schools and to senior school, the support they require is in place when they enter the school. The Senior Leadership Team meet weekly and issues regarding reasonable adjustments, as required, to meet the needs of individual pupils are discussed. The Accessibility Plan and budget implications are reviewed regularly to ensure the school building is accessible and well maintained. The SEN Governor will on occasions meet with parents and staff to discuss concerns regarding a child's support for their needs.	There is: An open door approach and staff work hard to form positive working relationships with parents. Strong communication links with class teacher, SENCO, LSAs and headteacher. On site access to other professionals including specialist teachers and counsellors. Signposting to relevant agencies to meet the needs of individual pupils, i.e. SENCAN. Access to a range of interventions to support a child socially and academically.

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2 The arrangements for consulting young people with special educational needs about, and involving them in, their education	All children are actively encouraged to participate fully in the life of the classroom and the school. Pupils are encouraged to attend The Woodlands Club and extra curricular activities. Pupils in Year 5 and 6 are encouraged to take positions of responsibility e.g. class monitors and tuck shop assistants. Pupils are democratically elected onto the School Council and SEN children are regularly represented. Pupils with SEN and Disabilities are encouraged to share and celebrate their out of school activities during Praise Assemblies. Pupils participate in Pupil Perception surveys. Pupils discuss their targets during Governor monitoring.	Through regular monitoring and review all children contribute their views regarding their progress and well being in school. Pupils concerns can be addressed through planned outcomes and support on a child's Additional Support Intervention Plan or High Needs Plan. They participate in Pupil Surveys and their views are taken into account and appropriately responded to. They are involved in decision making in class and School Council meetings. Pupils who have reward charts are able to contribute towards each Classes Class Point system, thus enabling them and their class to achieve whole class rewards e.g. art afternoons and non-uniform days.	Staff and pupils have age appropriate conversations about targets, progress, outcomes, including those after interventions. Pupil's views are recorded on the Pupil View section of the PAP or One Plan. Rewards and sticker charts are used to support and promote positive learning behaviours and progress. All children have equal opportunity to participate in the whole curriculum. There are opportunities, when needed, to take part in social and communication groups. The School Council is inclusive and all pupils have the opportunity to be actively involved in the life of the school, e.g. celebrations, including assemblies. Children are involved in the setting of next step targets and also have the opportunity and time to respond to them. Provision of additional 1:1 or small group visits to prepare for transition to secondary school. Pupils concerns and ideas are listened to and are discussed by the Senior Leadership Team.	We are proud of our caring ethos and the high level of support that we provide, with high expectations and mutual respect. Good communication between staff and pupils ensures that they are well informed about their targets and next steps. This allows the pupils to gain a good understanding on the goals they need to work on in order to improve and achieve further targets and outcomes set. There are opportunities for: Children to gain in confidence and flourish. Achievements, however small, to be celebrated.

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3 The name and contact details of the SEN Co-ordinator.	The details of the SENCO are readily available. The SENCO has access to and knowledge of the available resources for SEN and Disability.	The SENCO is also an Assistant Headteacher and a member of the senior management team. The SENCO is involved in the setting of the SEN budget and the devolvement of resources, human and physical. See SEN and Disability Policy.	Penny Lovett works full time as SENCO, Behaviour Leader, Pastoral Leader and Assistant Headteacher. P Lovett is contactable in person by phone. She is a respected, knowledgeable and highly experienced SENCO and qualified teacher. She plays a key role in the life of the school, regularly meeting with senior staff, teachers, teaching assistants, families, named governors and professionals. She identifies training opportunities and monitors the quality and impact of interventions. With Headteacher and Finance Officer, she is responsible for managing the SEN budget and the Headteacher and governors determining the strategic development of SEN policy and provision.	Contact: Mrs P Lovett, SENCO and Assistant Headteacher (Monday to Friday). Contact: School Office 8.30am-5.00pm Monday to Friday 01268 755456 office@jotmanshall.essex.sch.uk Parents are encouraged to contact the SENCO at any convenient time if they have a concern or need advice.

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4 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	There is a clear process in place to handle complaints. See Complaints Procedure. The school aims to address problems as they arise so they do not become complaints, therefore trying to achieve positive outcomes.	The Complaints Policy outlines clearly the process for parents to complain and how the complaint will be handled. The school always readily listens to parents' views; and there is a culture of accepting complaints as helping to improve the service. Claire Savage the SEN Governor also supports Parents and the School to resolve complaints in a positive manner.	There is an open door policy to make arrangements to see the SENCO or Headteacher. The school aims to resolve any issues swiftly in person, generally coming to mutual understanding and agreement. The Complaints Policy can be found on the website or is available from the School Office on request. www.jotmanshall.co.uk	The school is happy for parents to discuss any concerns or worries they may have. First point of contact will be the class teacher. Parents can read and follow our Complaints Policy on the school website. Parents can also contact SENCAN
5 Information on where the local authority's local offer is published	The Local Offer from Essex County Council can be found on their website.	The school will be able to direct parents to The Local Offer and make them aware of how this fits into our School Offer. Relevant Policies	Contact SENCAN at Ely House, Churchill Avenue, Basildon, Essex. SS14 2BQ. Telephone - 03330134746	The school will inform parents on The Local Offer and provide contact details for: ECC website SENCAN at Ely House, Churchill Avenue, Basildon, Essex. SS14 2BQ. Telephone - 03330134746 Essex SEND reforms – July 2016 update – School Website.

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Identification and Early Intervention				
6 Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support, which is available, activities, and emotional support, which is additional to those available for all pupils.	There are processes in place for the identification and assessment of SEN. All interventions used are evidence based. All processes are in place for children who have High Needs Intervention Plans (Statements) or Education Health or Care Plans. Pupil Premium funding is deployed in Jotmans Hall Primary School and is effectively monitored and reviewed. Links are made between SEN and Pupil Premium provision in line with the delegated SEN budget.	Jotmans Hall Primary School has a graduated response in place to the identification and assessment of children falling behind age appropriate expectations as found in the Code of Practice. There are clear systems in place for evaluating interventions and how they are working. A range of interventions are in place for each year group to meet the needs of individuals and small groups with targeted support to increase both academic progress and social outcomes. Relevant Policies	The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through normal classroom practice. Transition arrangements for pupils joining EYFS are robust and the SENCO and class teacher are closely involved where additional needs are made apparent. The school believes that parents and pre-schools have responsibility to liaise with us. A range of assessments and interventions are scrutinised to measure impact and progress. Interventions have a pre and post assessment measure, whether qualitative or quantitative (P Scales or National Curriculum Bands and Steps). Provision beyond the normal, differentiated classroom approaches and learning arrangements takes the form of a high quality Additional Support Intervention Plan (PAP) or High Needs Intervention Support Plan A High Needs Intervention Plan (Statement / EHCP) is developed in collaboration with staff, specialists, other professionals, child and family. Progress is reviewed at least termly and adaptations to the support provided are made as required. Plans relate to a clear SMART set of expected outcomes designed to stretch the child's learning and development. The quality, appropriateness and impact of the overall provision are also kept under regular review. Schools have funding	We regularly monitor and assess children's learning and progress and discuss this at least termly with parents. We have a large range of additional interventions to support children's learning and development. A comprehensive transition programme support children. Families are expected to liaise with the school and form a strong partnership to meet the needs of the child. All pupils with SEN and/or disability take part in all aspects of school life including out of school activities. All children have participated in a full range of opportunities and events arranged by the school including trips.

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			identified within their overall budget to provide high quality, appropriate support. When a child requires a High Needs Intervention Plan (EHCP) additional core funding is required. At this point, an assessment of the Educational, Health and Care needs of a child will be undertaken by the Local Authority and an EHC Plan developed. This should take no more than 20 weeks. The school, child and family will be fully involved in this process. The Pupil Premium Grant is also deployed and reported termly to governors. The annual statement is available on the school website. The SENCO monitors SEN provision within the school through various means: • Data analysis • Book scrutinises • SEN Climate walks • Parent and pupil views during review meetings Lesson observations.	

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7 Information on the kinds of special education provision made in the school.	There is a range of SEN provision available in Jotmans Hall Primary School, e.g. specialist support teachers that can visit the school. The school can draw on staff with specific expertise to meet the needs of the child.	Definitions of SEN provision are confirmed in the Code of Practice and are referred to regularly by the school.	The SENCO is experienced and knowledgeable. There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement. The SENCO, senior staff and governors are committed to providing necessary support and training. Attendance at courses and training opportunities are discussed and reported on a termly basis in the The Headteachers report to governors. We have a strong partnership with the BATIC (local schools) including sharing expertise and resources. The SENCO makes contact with specialist teachers as required. Staff will request hearing, sight and speech assessments as the needs arise. We ensure we purchase quality resources to support learning, i.e. Gym Trail, IT packages, Ipads, reading resources, Numicon, games, writing slopes, word wasp, word hornet and other specialist equipment. Training for staff and provision is implemented (from a range of resources within school and outside agencies) as and when individual needs arise to ensure positive outcomes for all.	Parents can talk to us about a range of services available to support their child. Parents can tell us when their child has a medical or specialist appointment and will ensure that we receive a copy of any report. Parents should share their ideas with the school. Contact: SENCAN - **033301 34736** **SEND Information, Advice and Support Service** (formally Parent Partnership) 07740 901662 School Nurse – Provide – 01268 686041 Specialist Teacher Team – South Ely House Churchill Avenue SS14 2BQ Telephone: 03330 133338 IPSEA (Independent Parental Special Education Advice) 0800 0184016 Make sure your child attends school regularly.

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8 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	There is a range of SEN expertise in school. Staff are suitably supported with a range of strategies to meet the needs of all pupils. The school has a system in place for triggering additional support in school and being able to access specialist local resources. The school provides opportunities for staff Continued Professional Development to cater for current provision and fill any gaps in specialist support/	The school's approach to SEN includes: access to specialist resources, direct teaching by the SENCO, deployment of TAs to support individuals and targeted groups promoting independent learning. Relevant Policies	The CPD plan for SEN is part of the overall School Development Plan, which is regularly reviewed by governors. The SENCO will make contact with any additional services required. Further to the above, TAs are employed and trained to support SEN: Fine and Gross Motor skills sessions, Gym Trail, speaking and listening groups, speech and language groups which include activities for receptive and expressive language difficulties. ATTACK spelling sessions, small group phonic sessions to support Letters and Sounds targets, small group writing sessions based upon pupil's needs, whole word reading approach e.g. Action Words, Numican, 5 minute maths boxes, visual maths prompts, strategies to support memory and perception skills and maths games Social, Emotional and Mental Health strategies include ASD and ADHD non negotiables in each classroom e.g. Class Visual Timetable. Zones of Regulation strategy and groups. Growth mind set activities, Social Stories, Art Therapy, Musical Communication and Resilience groups.	Parents can talk to us about a range of services available to support their child. The School will sign post parents to specialist agencies and support parents when contacting these agencies. Attend review meetings

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9 Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptions to curriculum, additional support and wider support	The school uses a range of tracking systems in respect of children with SEN. This is used in discussion with parents and young people. There is provision in place when interventions need to be escalated. There is also provision available for supporting emotional needs and wider engagement.	Jotmans Hall Primary School has a clear framework for the assessment of children they suspect are falling into the SEN category. We are focused on ensuring that the School Offer is good and meets the needs of children who are falling behind and can differentiate well before having to introduce additional support. We are clear about how additional support is triggered and how the progress is going to be assessed. Interventions are assessed for their effectiveness. Relevant policies	See SEN Policy. See Accessibility Plan. See Teaching and Learning Policy. Talk to SENCO and Headteacher The SENCO organises progress meetings with teachers, pupils and parents to discuss: The pupil's views Parent views **Assessments:** Quantative outcomes / pupil's national curriculum bands and steps – formative and summative assessments / Reading and spelling ages / Personal and social development levels / Attendance / A pupil's progress towards their agreed outcomes on their Additional Support Intervention Plans or High Needs Intervention Plans / reports from outside agencies **Plan** -New agreed SMART outcomes and next steps. **Do** - the support to be provided by all the agencies involved / Evidence based interventions If the support of additional agencies is required this will be planned and discussed. **Review** –. a date will be set for reviewing the outcomes and support devised during this meeting. Each term the SENCO and SLT analyse all formative and summative assessment data using the school's tracking procedures. The attainment and progress of all groups within the school e.g. SEN pupils, FSM and pupil premium, ethnicity are thoroughly tracked and compared with national data for these groups, using RAISEonline.	Parents can ask the Headteacher and SENCO about school data contained within the RAISEonline document. The SENCO contacts Parents when concerns about a child's progress are highlighted. Parental permission is always sought before the SENCO carries out further assessments to ascertain the needs of the child. The results of any assessments are shared with Parents. Parents can read the School Self Evaluation Form. Year on year our children identified with particular needs attain well compared with the national picture. See website documents relating to Pupil Premium report and SEN policy and Equality policy. Visit the school.

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10 Information about how equipment and facilities to support children and young people with special educational needs will be secured.	There is an up to date access plan in place.	The school is able to provide a good level of access and equipment for the pupils in the school and can demonstrate our awareness of basic access needs, making reasonable adjustments and how these will be secured. Relevant Policies	See relevant policies, i.e. accessibility, equality, SEN teaching and learning, pupil premium. These are available on request or on school website. See budget, planning and SEN page of School Development Plan. SEN Governor visit and reports. Headteacher reports to Governing Body and minutes of meetings, School development plan.	Parents are able to visit the school to look at our wide range of resources. They can meet with the SENCO and/or Headteacher. See website. Governors are committed to ensuring that all pupils with SEN and/or disability take part in all aspects of school life including out of school activities. To date all children have participated in the full range of opportunities and events arranged by the school, including trips.
Early Intervention and the Health and Care Plan				
11 How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN	Arrangements are in place for those with and without High Needs Intervention Plans (Statements / EHCP) to get additional support from outside the school including relevant health and social care bodies.	Relevant policies- Code of practice, health and social care as required	Policies are available on request. The governing body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive. SENCO to signpost, recommend and instigate links services to meet identified needs. SENCO and Headteacher complete an annual SEN SDP which identifies focus/needs. SEN governor visits and reports to governing body. Headteacher reports to governing body. A SEN report is discussed in each Full Governing Body meeting.	The governing body is committed to meeting the aims of the school. Our mission statement is explicit and we manage the school's budget to ensure best value and an effective use of resources. Contact School Office for further signposting.

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12 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	Other information is readily available	The school ensures that there is clear narrative about other support services available with or without a High Needs Intervention Plan (EHCP / Statement)	Signposted by SENCO- SENCAN, the school nurse team and health, GP surgery, local library.	Access website for advice and information. SENCAN - **033301 34736** **SEND Information, Advice and Support Service** (formally Parent Partnership) 07740 901662 School Nurse – Provide – 01268 686041 Specialist Teacher Team – South Ely House Churchill Avenue SS14 2BQ Telephone: 03330 133338 IPSEA (Independent Parental Special Education Advice) 0800 0184016
13 School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	The school has transition arrangements in place to support pupils when changing schools. The school has arrangements in place for contact between Social Care and other services.	Code of Practice Social Care legislation	Shared visits including parents and children. Attendance of SENCO and/or headteacher to key meetings (school, health and social care) Liaison meetings to transfer information Paperwork handover Transition induction process SENCO accompany parents to meetings including health Year 6 visits to secondary school Year group transition meetings Sharing of High Needs Intervention Plans (EHCP / Statement) information and assessments. School and secondary school SENCO meeting with parents	The relationship between primary and secondary schools is strong. There are numerous and varied opportunities for you and your child to visit and prepare for transition. Talk to the SENCO/Headteacher. Discuss the social story with your child. Reassure them.