

# Special educational needs and disability (SEND) School Offer



Bigland Green is a community school where there is a shared expectation that all pupils, regardless of their specific needs, will be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It will be designed to promote pupils working towards becoming successful learners, confident individuals and responsible citizens.

## Whole school approaches

### School policies and statutory guidance

The school's SEND Offer should be read in conjunction with other key school policies that are accessible on the schools website, including (a) attendance and punctuality, (b) behaviour and discipline, (c) home school agreement, (d) child protection, (e) Special Educational Needs and Disabilities (SEND), and (f) intimate care and nappy changing policies.

The success of the school's SEND Offer will be judged against the aims set out in the Special Educational Needs and Disabilities (SEND) policy. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The School's Offer will be reviewed annually in response to adjustments made to the Local Authority's Local Offer and following analysis and assessment of the needs of pupils attending the school.

### Types of SEN, disability and medical needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age..'  
(DFE, [Special educational needs and disability code of practice: 0 to 25 years](#), page 94)

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and/or physical needs

## Who are the best people to talk to at Bigland Green about your child's difficulties with learning/ special educational needs (SEN) disability or medical issues?

### 1. Classteacher

If you have concerns about your child you should speak to your child's Classteacher first. The Classteacher is responsible for:

- ✓ Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- ✓ Checking on the progress of your child and identifying, planning and delivery of any additional support.
- ✓ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- ✓ Applying the school's SEND Offer/policy.
- ✓ Line managing additional TAs/LSAs available within every class.
- ✓ Following any recommendations made by the school based or external specialists.
- ✓ Carrying out on-going assessment within class.

## **2. The special educational needs coordinator (SENCo)**

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You can request a meeting through the Classteacher or directly through the school office. The SENCo is responsible for:

- ✓ Coordinating day to day provision for pupils with SEND in the school.
- ✓ Line managing the Learning Support Assistants who are assigned to pupils with SEND.
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- ✓ Assessing or organising assessment of pupils where there are additional concerns.
- ✓ Ensuring that parents are:
  - involved in supporting their child's learning and access
  - kept informed about the range and level of support offered to their child
  - included in reviewing how their child is doing
  - consulted about planning successful movement (transition) to a new class or school
- ✓ Analysing progress of SEND pupils.
- ✓ Updating the school's SEND register.
- ✓ Reporting to governors and external bodies.
- ✓ Ensuring that the administration of the medicine policy (see First Aid Information for Parents, and Health and Safety policies on school website) is adhered to and that the medical needs of pupils are fully met.
- ✓ Monitoring and organising provision for pupils who are Looked After.

## **3. The Team-Leader or Headteacher**

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Parents can arrange a meeting with the Team-Leader or the Headteacher through the SENCo or directly through the school office. The Team-Leader or the Headteacher is responsible for:

- ✓ The day to day management of all aspects of the team/school, including the provision made for pupils with SEND.
- ✓ Organisation of appropriate training in relation to SEND.
- ✓ Delegating support staff to teams/classes.
- ✓ The governors are kept up to day about any issues in the team/school.

Bigland Green has a specific governor who is responsible for evaluating the impact of the provision for SEND and holding the school to account for the delivery of high quality education and service.

## **Who will provide the specialist support in the school?**

### **Speech and language therapist**

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At present Bigland Green purchases speech and language therapy support for a full day every week. The speech and language therapist is responsible for:

- ✓ Assessing pupils identified as being at risk of a speech and language delay or disorder at the earliest opportunity.
- ✓ Setting targets to identify the pupil's additional needs.
- ✓ Providing recommendations regarding how to meet the needs to school staff and parents.
- ✓ Modelling, monitoring the provision, and reviewing the progress made by pupil with speech and language difficulties.
- ✓ Communicating with parents and providing strategies for support at home.
- ✓ Liaising with the school's SENCo and Classteachers.

The speech and language therapist is supported by two ELKLAN trained teaching assistants known as speech and language TAs. Speech and language TAs carry out personalised interventions with pupils with speech, language and communication needs as advised by the speech and language therapist.

If you would like to speak to the speech and language therapist this can be arranged through the SENCo.

### **Specialist learning support assistants**

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Currently, Bigland Green has a strong team of specialist learning support assistants (LSAs). The LSAs are responsible for:

- ✓ Reporting to the SENCo and the Headteacher.
- ✓ Creating resources recommended by specialists, including outreach teachers from different special schools.
- ✓ Delivering the programmes and activities suggested by the therapist or SENCo.
- ✓ Communicating with Classteachers.
- ✓ Contributing to meetings with regards to specific pupils where this is appropriate.
- ✓ Contributing to target setting for pupils.
- ✓ Carrying out assessments and contributing to the planning of learning activities by the Classteachers.

### **The learning mentor (LM) and mentoring assistants (MA)**

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The learning mentor and the mentoring assistants' team listen to pupils, parents, carers, and teachers. They consider the pupils' friendships, feelings and reasons for behaviour and provide the necessary support. The team is responsible for:

- ✓ Liaising with the SENCO, other members of staff, parents and outside agencies.
- ✓ Using creative activities to help pupil talk and build their confidence.
- ✓ Identify barriers to learning and helping the pupil to overcome these so that they are able to achieve their full potential.
- ✓ Providing support at playtimes and lunchtimes.
- ✓ Managing a listening post for any child to talk through a worry or a problem.
- ✓ Providing specialist support through play and counselling.

### **Emotional Literacy Support Assistants (ELSA)**

ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of pupils in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. ELSAs help pupils learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

### **School nurse**

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The school nurse visits Bigland Green on a regular basis and is available to meet parents by appointment. To arrange a visit contact the SENCo or the school office. The school nurse is responsible for:

- ✓ Liaising with the SENCo and other members of staff.
- ✓ Writing and reviewing individualised Health Care Plans for pupil aged 5 years and over.
- ✓ Carrying out Health reviews for pupils on child protection Plans or pupil who are Looked After.
- ✓ Attending meetings for pupils where there are safeguarding concerns.
- ✓ Contributing to EHCP (education, health and care plans) where a child has a medical need.
- ✓ Liaising with parents regarding medical needs.

### **Attendance and Welfare Advisor (AWA)**

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The AWA is responsible for monitoring the attendance and punctuality of all pupils at Bigland Green. Where concerns arise, the AWA will meet with parents/carers to plan strategies to help achieve full attendance.

## **Administration of Medicine**

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Trained First Aiders are responsible for the safe storage of medicine in school. If your child requires medication in school please speak to the school office. You will be required to provide written instructions.

## **Wider world of school and pastoral care**

### **Admissions**

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Pupils with statements or EHCPs have priority in the LA's admissions criteria which is followed by the school. [Please click here for more information.](#)

Any special needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's needs/disabilities.

### **Environment and reasonable adjustments**

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The support that will be offered to help your child develop good learning behaviour and a sense of wellbeing. Bigland Green is housed in a modern building which is easily accessible. Teachers adapt classroom layouts to cater for pupils with special needs and or a disability. There is a toilet for people with disabilities on the ground floor and a lift to access the first floor.

Use of electronic equipment such as lap-tops, alternative keyboards, dictaphones are available. Writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) are available for pupils with dyspraxia or ADHD. All classes are equipped with a visualiser that allows for texts and images to be enlarged on the whiteboards.

### **Pastoral Support/Unstructured parts of the day**

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Strategies to support the development of pupils' social skills and enhance self-esteem include:

- Small group programmes including social skills group (e.g. cooking, gardening and Paralympics).
- Regular 'celebration of success' during whole school assemblies.
- Playground buddies and Eco monitors.
- Wide range of lunch-time and after school activities.
- Mentoring support to reduce anxiety/promote emotional wellbeing.
- For some pupil specific lunch time support by a mid-day play worker.
- School Council.

### **Curriculum and teaching methods**

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All pupils are entitled to excellent classroom teaching which is referred to as *quality first teaching*. Teachers will have the highest possible expectations for your child and all pupils in their class. They will ensure that teaching meets the individual learning needs of your child. This may include providing additional materials/resources or additional support or an adapted activity. The school has a learning mission that ensures all pupils receive high quality teaching.

Insert new learning vision

Pupils in Years 2 to 6 are taught in sets in terms of ability for English and mathematics. Grouping arrangements in other subjects are generally organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. This will also include challenge activities for the more able pupils. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

## Types of interventions

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Pupils are supported in various ways to access the curriculum. New arrivals (pupils who are new to the country) are provided with a daily 1 hour session on 'life skills' – teaching of functional language skills.

Year 1 are provided with 'Daily Support Reading (DSR)' – a daily reading session where every child reads to a trained adult.

Years 3 to 6 are provided with 'PiXL' interventions for Maths, Reading and Writing. These take place in the afternoon and are personalised for pupil's learning needs.

Years 5 and 6 are provided with 'Bright Minds' – an hour long session before the start of school to acquire the skills to be ready for secondary schools. Years 3 and 4 are provided with ACE (active, creative education) during half-terms and the Easter holidays.

The school has a wide range of interventions for the teaching of reading, writing and mathematics. Some of the interventions take place in the class and for others the pupils are taken out of their classes for a short time. Some of our interventions include:

- Circle of Friends to support better social inclusion
- Fun with Food to support with sensory needs
- Language for Thinking to support speech and language
- Reading Recovery and FFT to support reading and writing
- Attention Bucket to support communication and interaction needs
- Project A mentoring pastoral support
- Colourful semantics to support speech, language and communication needs
- PECS to support with communication
- Sensory story time to support with communication and interaction
- We are thinkers to support with social communication
- Zones of regulation to support with emotional regulation

## Information about early identification and assessment

### Finding out how well your child is doing at school

The Classteacher is responsible for the **assessment** of all the pupils in the class on a day-to day-basis and can provide parents with information about how well they are doing.

The school organises Parent Conferences three times a year when parents can meet the teachers and obtain report of their child's progress.

The progress of all pupils is discussed with in termly **Pupil Progress Meetings** which involves the teachers and members of the school leadership team. Selected parents are also invited to parts of these meetings. Classteachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. Possible interventions are discussed and agreed.

### Procedures for considering if a child has SEN – early identification

Bigland Green aims to provide early identification of any SEND needs in order that appropriate support can be put into place. The SEN Code of Practice (2014) states that:

- SEN may be present if progress is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

It should be noted that lack of progress does not automatically mean the child has SEN. Other

barriers to learning such as poor attendance or punctuality, difficulties related to English as an additional language or a bereavement can also affect progress.

If a child's development is causing concern, despite differentiated learning opportunities, the Classteacher will raise concerns with the SENCo and provide evidence to support their concerns. Concerns regarding lack of progress may also be identified within **Pupil Progress Meetings**. The Classteacher is responsible for informing the child's parents of their concerns and collecting any relevant information. Records of meetings with parents will be kept and shared with parents.

## **Assessment**

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The Classteacher and the SENCo will analyse any assessments already conducted and plan any further assessments needed. This may include:

- In class observations
- Speech and language therapy screening assessments
- Reading/writing assessments
- Mathematics assessments
- Outside assessments may be accessed at this point for difficulties that cannot be fully assessed by staff at school

Following these assessments a decision will then be made by the Classteacher, the parents and the SENCo to initiate SEND support. When external agencies are involved, their advice and recommendations will be included in support programmes. Where appropriate additional support may be deployed to ensure the pupil can engage in lessons and wider school activities.

## **Planning/implementing additional support**

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Where it is decided to provide a pupil with SEND support the parents will be informed usually by the SENCo. The SENCo with the Classteacher, in consultation with parents will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set. All relevant support staff will be made aware of any strategies/interventions to be used with the pupil. Parents will be asked to support the child at home and where relevant advice and support will be provided by school staff.

The Classteacher is responsible for working with all pupils on a daily basis. Where interventions involving 1:1 teaching or group teaching occur away from the main class the Classteacher still retains the main responsibility. The Classteacher will work closely with the LSA or specialist support staff involved to plan and assess the impact of interventions and how they are linked to class teaching.

## **Review additional support**

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The impact of support offered, interventions used and targets set will be reviewed by the SENCo, Classteacher and the LSA involved in supporting the pupil. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. Parents will be provided with clear information about the impact of the support and interventions

Then the following decision can be made:

- 1) Progress is very good and the difficulty seems to be resolved, (the child's name may be removed from the Register) SEND support ceased.
- 2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
- 3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

## **Statutory Assessment for EHCP**

If a pupil has a severe SEND needs then the school and or the parent may decide to request a Statutory Assessment to be carried out by the Local Authority. This process will be completed within 20 weeks by the Local Authority. During the time that these procedures are being followed, the Classteacher, SENCo and specialists will continue to try to meet the needs of the pupil through personalised planning.

The writing of EHCP will be completed in consultation with parents, the SENCo and a representative from the Local Authority.

## **Delivering an EHCP**

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The SENCo with the support of the Headteacher and the Classteacher and in consultation with other adults (including the parents) working with the pupil, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the EHCP.

## **Annual Reviews of EHCP**

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A formal Annual Review meeting, involving the SENCO, Classteacher, Parents/Carer and any specialists involved with the child will be held annually. Pupils, when appropriate, will be invited to attend part of the annual review meeting or to offer their views regarding their progress and share their achievement. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting new targets will be agreed for the year ahead. Copies of the report of the Review Meeting will be sent to the Local Authority, parents and other attending parties by the SENCo.

If there are significant changes in the pupil's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

## **Information about funding and resources**

All schools are allocated a budget to provide for the educational needs of all pupils who attend the school.

## **SEND Budget**

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In addition, the Local Authority delegates specific funding to school to meet the needs of pupils with SEND based on social deprivation factors, the number of pupils who qualify for free school meals and pupils' prior attainment. This money is used to meet the additional needs of SEND pupils within the school.

This provision can take a number of different forms. Support can be provided through the allocation of human resources, curriculum adaptation, grouping and assessment, as outlined above.

## **Pupils with EHCP**

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Formerly the Local Authority provided additional funding for pupils with an EHCP. Some pupils had no additional funding and the school decided the appropriate allocation of funding to support the needs of these pupils using delegated funding mentioned above.

The school will now finance the first £6,000 pounds of any future EHC plan from the SEND budget.

Support is provided for pupils with EHCP as specified in their EHCP. This provision is individualised to meet pupils' specific needs and to achieve the objectives set out in their plans.

## Pupil Premium

Pupil premium funding is also available to meet the needs of pupils entitled to Free School Meals or who are Looked After.

## Early Help Assessment using the eEHA system

This is used by the SENCO and others when necessary to assess the needs of individual pupils and make appropriate referrals for specialist support. Bigland Green is committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils needs.

## Provision Mapping

The provision organised to meet needs across the school is set out within the school's provision map. This is a working document that is adapted based on expertise available and the needs of pupils. The provision map is maintained by the SENCo and updated on a termly basis.

## Partnerships with External Agencies

The school works with a number of external agencies to make sure the needs of pupils with SEND are fully understood and met. Below is a list of the external agencies we work with:

<b>Agency</b>	<b>Information</b>
Bart's Health Early Years Speech and Language Service	Speech and language therapy with specialist Speech and Language Therapist (SALT). Referrals made by the SENCo or GP.
Behaviour and Attendance Support Service (BASS)	Behaviour support following referrals by SENCo for specific pupils.
Blossom Tree Speech and Language Service	Speech and language therapy with specialist Speech and Language Therapist (SALT). Referrals made by the SENCo.
Pupil and Adolescent Mental Health Service (CAMHS)	Support for pupil's social, emotional and mental health difficulties. Referrals made by SENCo or School Nurse.
Pupil's Physiotherapy Service	Support for mobility needs.
Educational Psychology Service (EPS)	Educational Psychologists use psychology and evidence based practice to promote the inclusion and well-being of pupil and young people with SEND and their families. Referrals made by the SENCo.
Occupational Therapy Service	Support for pupils with functional skills difficulties (e.g. toileting, eating, handwriting etc.) Referrals made by SENCo or School Nurse.
Parent Advice Centre	The PAC provides information, support and advice to parents/carers of pupil with special educational needs.
Parental Engagement Team	The Parental Engagement Team offer a range of universal and targeted service, which help parents to support their child's learning and development.
Phoenix Outreach Service	Direct work and support for pupils with Autism Spectrum Disorder. Staff training and advice where necessary.
School Health Team	Supporting pupils and parents with pupil's health



	needs. There is a designated school nurse for our school. Referrals made by the SENCo.
Social Care	Referrals made and support offered where appropriate.
Social Inclusion Panel (SIP)	A panel seeking to reduce social exclusion. Referrals made to other service via SIP as appropriate.
Stephen Hawking's Outreach Service	Direct work and support for pupils with Severe Learning Difficulties.
Support for Learning Service (SLS)	Specialist learning support and assessments. Referrals made by SENCo.

### **Further information**

For more information about the Local Offer provided by the Local Authority, please go to [www.localoffertowerhamlets.co.uk](http://www.localoffertowerhamlets.co.uk).