

Bigland Green is a community school with an expectation that all pupils, regardless of their specific needs, will be offered the best possible inclusive teaching. The school will aim to provide learning to meet individual needs with the resources and expertise available. The learning offered will encourage pupils to work 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 school's 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?

If you are thinking about enrolling your child to Bigland Green, then you are strongly advised to visit the school and discuss the provision with the SENCo before you make the final decision.

If your child is already enrolled at Bigland Green, then you can talk to the following staff members:

1. Classteacher

If you have a concern, then please make an appointment to speak to your child's Classteacher first who 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)

You can request a meeting 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

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

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.
- ✓ Providing recommendations regarding how to meet the needs to school staff and to parents.
- ✓ Modelling, monitoring the provision, and reviewing the progress made by pupil with speech and language difficulties.
- ✓ Liaising with the school's SENCo and Classteachers.

The speech and language therapist is supported by staff in the class.

Learning Support Assistants (LSAs)

LSAs usually support a pupils with an EHCP (education, health care plans) and are responsible for:

- ✓ Reporting to the Classteacher and the SENCo.
- ✓ Creating resources recommended by specialists, including outreach teachers.
- ✓ Delivering the programmes and activities suggested by the therapist or SENCo.
- ✓ Contributing to meetings with regards to specific pupils where this is appropriate.
- ✓ Contributing to target setting for pupils.

The Learning Mentor (LM)

The Learning Mentor supports pupils who are usually referred to them by the classteacher. They consider the pupils' friendships, feelings and reasons for behaviour and provide the necessary support which include:

- ✓ Liaising with the SENCO, other members of staff, parents and outside agencies.
- ✓ Identify barriers to learning and helping the pupil to overcome these.
- ✓ Providing specialist support through play and counselling.

School nurse

The school nurse visits Bigland Green 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 Individual Healthcare 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 where a child has a medical need.
- ✓ Liaising with parents regarding medical needs.

Administration of Medicine

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

Pupils with 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. This allows the school to provide support to and put into place support mechanisms to cater for the child's needs/disabilities.

Environment and reasonable adjustments

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. 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

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

- Small group programmes including social skills group.
- Regular 'celebration of success' during whole school assemblies.
- Playground buddies.
- A 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

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.



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

Pupils are supported in various ways to access the curriculum. New arrivals (pupils who are new to the country) are provided with a daily one hour's 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. Some pupils from Years 1 and 2 are provided with 'Learning Minds' – an hour long session after school to support children with Maths, Reading and Writing.

Years 2 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:

- Attention Bucket to support communication and interaction needs
- Circle of Friends to support better social inclusion
- Language for Thinking to support speech and language
- 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

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

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 class the Classteacher 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

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

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

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

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.

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.

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:

Agency	Information
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.

What to do if you have a concern?

It is a part of the ethos of Bigland Green Primary School that parents are full partners in their child's education, and if they have any concerns they may, at any time, make an appointment to see the Classteacher, the SENCO, or the Headteacher. Appointments can be made via the school office.