

Special educational needs and disability (SEND) School Offer



Bigland Green is a community school with a shared expectation that all pupils will be offered inclusive teaching to enable them to make the best possible progress. However, the school is aware that it may not have the specialist expertise to meet the needs of all pupils. Support is tailored to individual need as much as feasible, following thorough assessment by internal or external agencies.

School policies and statutory guidance

This 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) safeguarding, (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 SEND policy. The Governing Body will ensure that it makes reasonable 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, and (4) sensory and/or physical needs.

Admissions to Bigland Green

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 allowing the school to provide support to and put into place support mechanisms to cater for the child's needs/disabilities.

If your child requires medication in school, please speak to the school office. You will be required to provide written instructions.

Environment, reasonable adjustments and interventions

The school's accessibility plan can be found on the school website. Teachers adapt classroom layouts to cater for pupils with special needs and or a disability. Specialist equipment such as electronic aids and physical aids may be sourced from the local authority when there is a need.

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.
- Some pupils are provided with 'Learning Minds'- an hour long session after school to support children with Maths, Reading and Writing.

- Years 1 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.

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. Further information about interventions available can be discussed with the class teacher, SENCO, Team Leader or Headteacher.

School nurse

A school nurse is allocated to the school and will visit when there is a need. 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.
- Carrying out health assessments for children that have been referred to the school nurse service.
- 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.

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 class teacher, SENCo and specialists will continue to try to meet the needs of the pupil through personalised planning. The writing of an EHCP will be completed in consultation with parents, the SENCo and a representative from the Local Authority.

Delivering and Annual Reviews of 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.

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. 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.

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:

Agency	Information
Behaviour and Attendance Support Service (BASS)	Behaviour support following referrals by SENCo for specific pupils.
Early Help Hub	Extra support to deal with a difficult situation.
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.
NHS Speech and Language Service	Speech and language therapy with specialist Speech and Language Therapist (SALT). Referrals made by the SENCo or GP.
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 (POS)	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.
Children's Social Care (CSC)	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.

If you are concerned about your child's learning

1. Classteacher

If you have concerns about your child, you should make an appointment to 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 and identifying, planning and delivering interventions.
- Contributing to devising personalised learning plans when required.
- Applying the school's SEND Offer/policy.
- Line managing additional teaching assistants (TA)
- Following any recommendations made by the school based or external specialists.

2. The special educational needs coordinator (SENCo) and/or Team Leader:

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(LSA) 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.

The Team Leader is responsible for:

- The day to day management of all aspects of the team/school, including the provision made for pupils with SEND.
- Organising 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.

3. Headteacher

Parents can arrange a meeting with the Headteacher through the SENCo or directly through the school office. 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.
- Organising 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.

Identification of needs and support

All pupils are entitled to high quality classroom teaching which is referred to as quality first teaching. Teachers will ensure that teaching meets the individual learning needs of your child. This may include providing additional materials/resources or intervention. Further specialist support is available from our learning mentor and speech and language therapists if there is an identified need. Children with an Education Health Care Plan may have access to additional adults known as learning support assistants (LSA) who will be placed in classes and provide support when needed.

Staff members working with your child have regular meetings (known as Learning Reviews) to evaluate progress and agree strategies for tackling any barriers. Staff in every Year group meet daily (Daily Learning Reviews); Team Leaders meet teachers fortnightly; Team Leaders also meet the Headteacher fortnightly to review progress. All staff members are involved in half-termly Pupil Progress Reviews.

If a child has indicators of a specific need then staff will firstly seek advice from the school's SENCo. The SENCo will complete an initial assessment and offer advice and support. If necessary the school will seek advice from relevant professionals, e.g. Educational Psychologist, Speech Therapist and all other specialist provision available within the local authority.

Additional support, interventions and reviews

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. An individual education plan will be created if there is a need and a clear date for review will be set. Parents will be asked to support the child at home and where relevant advice and guidance will be provided by school staff.

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. 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:

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

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.

Further information

The Local Offer

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.