



Brightlingsea Junior School

School Offer

*At Brightlingsea Junior School we strive to support **all** children to enable them to achieve at school.*

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Leaders of the Inclusion Team are:

Mrs Higgins – Special Educational Needs Coordinator
Mrs Tokley – Inclusion Leader

Special Educational Needs and Disability Code of Practice 2014

A new approach to Special Educational Needs and Disability

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that the services consistently support the best outcomes for them. It will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met by:

- Replacing statements and learning difficulty assessments with a new birth-to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

There is a requirement that all schools provide information to parents and young people with Special Educational Needs and Disability (SEND) about the overall offer in school and what support and facilities are available to support SEND children to achieve well. This document aims to clarify the schools approach to SEN and Disability with regard to provision available in our school and to ensure that it meets the broader requirements of the Special Educational Needs and Disability Code of Practice.

Introduction

We welcome and value all children and strive to deliver a fully accessible social and academic curriculum. We continue to adapt our systems and structures, curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

Our aims are:

- To encourage all our children to develop the confidence, self-respect, understanding and awareness of cultures, religions and values that lead to respect for each other;
- To enable all our children to reach the highest levels of achievement of which they are capable;
- To provide all our children with a broad and balanced education;
- To assist all our children to acquire the knowledge, competencies, experiences and skills which will enhance their life-chances;
- To raise the expectations and aspirations of children, to expand their horizons and foster an awareness of the range of opportunities available;
- To equip our children with the knowledge, understanding and independence of mind which is essential to overcoming prejudice and stereotyping;
- To cultivate in all our children an understanding of rights and responsibilities such as would enable them to defend their own rights and have due regards to the rights of others.

The Governing Body is committed to meeting the aims of the school by fulfilling their statutory duties to pupils with Special Educational Needs and Disabilities. These duties include securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of Special Educational Needs. They participate in appropriate training. Our dedicated Governor for children with Special Educational Needs is Mrs Witchalls.

The school recognises that a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them, as defined in the 2014 Code of Practice;

- a significantly greater difficulty in learning than the majority of others of the same age, or

- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND provision at the school meets the requirements of the June 2014 Code of Practice and the Special Educational Needs and Equality Act 2010. The implementation of the 'Special Educational Needs and Disability Code of Practice 0 to 25 years' will be through the school's Special Educational Needs Policy and School Offer. These will be reviewed annually.

The name and contact details of the Special Educational Needs and Disabilities Co-ordinator and Inclusion Manager

The SENCo, Mrs. Higgins (qualified teacher/Deputy Head teacher), has the overall responsibility for Special Educational Needs and Disabilities across the school. The Inclusion Leader is Mrs Tokley and both are contactable by phone. Both the SENCo and Inclusion Leader are highly experienced in all areas of Special Educational Needs and Disabilities and together they play a key role in the life of the school. They are both senior members of staff, regularly meeting with teachers, learning support assistants, families, named Governors and professionals. They identify training opportunities and monitor the quality and impact of interventions.

With the Head Teacher and finance officer, the SENCo is responsible for managing the Special Educational Needs and Disabilities budget. The SENCo, with the Head Teacher and Governors, determines the strategic development of Special Educational Needs and Disabilities policy and provision.

Arrangements for consulting parents of pupils with Special Educational Needs and Disabilities

At Brightlingsea Junior School we recognise the importance of a strong partnership between home and school. We believe that by developing a positive and active relationship with parents, then the children will ultimately benefit. We believe it is particularly essential to have a good dialogue with parents of children with Special Educational Needs and Disabilities and value the information and insight with which they can provide us.

Parents are actively encouraged to contact their class teacher as first point of call and our class teachers are usually available after school each day to chat with parents. If the time is not appropriate, then they are always happy to make an appointment with the parent.

We offer many opportunities for parents to come into school to share in their child's education:

- Informal events such as Coffee Mornings to share information.
- Special performances for parents by each year group.
- Workshops for parents and workshops for parents and pupils together. A slip is often sent out beforehand to ascertain the most convenient time of the day for these sessions (morning, afternoon, immediately after school or evening).
- Annual Open Morning for parents of Year 2 pupils.
- Annual Open Evening for parents and pupils of Brightlingsea Junior and Infant Schools.
- Parents with special talents or areas of interest are invited into school to share these with the children.
- Parents are invited into school to help out and offer expertise as volunteer helpers in the classroom.
- Parents are invited to two formal parent consultation evenings during October and March, to discuss their child's progress
- Parents of children with special education needs are invited into school to take part in the review of their child's individual education plan or statement review
- Brightlingsea Junior School work in partnership with Tendring Adult College to offer a range of family learning and adult education classes for our parents, hosted at our school in our Parents and Community Room.
- Brightlingsea Junior and Infant Schools have a very active Schools Association, which fundraises throughout the year. The Schools Association provides a strong link between home and school giving parents, children and staff the opportunity to join together in fun activities for the good of the schools.
- Parents are often invited to be involved in policy and action plan working parties (recent examples : Travel Plan and Disability Equality Scheme)
- Parents are encouraged to take part in school educational visits. This supports the school with adult:pupil ratios when

grouping the children and also gives an insight into our curriculum activities.

The school has a 'Partnership with Parents and Carers' policy which can be downloaded from our school website www.brightlingseajuniors.uk.org

Arrangements for consulting children with Special Educational Needs and Disabilities and involving them in their education

Our schools vision, through our Believe & Achieve mentoring system, places the child at the centre of learning and raises achievement for all. Believe & Achieve allows learners to learn best when they understand what they are trying to learn, are given feedback about their work, are shown how to make it better and are fully involved in the process. All children are involved in termly individual pupil mentoring sessions to discuss targets, progress, effort, attitudes and barriers to learning.

You can download a booklet about our Believe & Achieve mentoring system from our school website www.brightlingseajuniors.uk.org

Identification, assessment arrangements provision and review procedures

We believe that early identification and intervention are crucial to the success of Special Educational Needs and support. Identification will primarily be the responsibility of the class teacher. Class teachers are best placed to identify these children through classroom observation. Evidence will be gathered from other sources which can include

- parent/carer and pupil discussions
- class observations
- observations by support staff
- impact of interventions
- tracking of teacher assessments
- advice from external agencies

The Code of Practice sets out a graduated response to identifying pupil's needs as follows:

1. Quality First Teaching

This is the essential foundation of all teaching, assessment and intervention for all pupils.

Quality First Teaching:

- Seeks to engage and support the learning of all children and young people
- Builds on pupils' prior learning and responds appropriately to the 'pupil voice'
- Builds from the skilful design of learning
- Is construed as children and young people progressing in their learning
- Involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression.

2. Additional School Intervention (building on Quality First Teaching)

An assessment and intervention process which is usually co-ordinated by the SENCo or Inclusion Leader working alongside other school staff. Interventions at this stage will be additional to those provided through classroom support. To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage.

3. High Need

Generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels. If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Provision Guidance has been put in place and reviewed at the previous levels of the graduated approach.

It is expected that in almost all cases, earlier levels will have been effectively implemented and evaluated before higher levels of the graduated response are considered.

We regularly monitor and assess all children's learning and progress and discuss this at least termly with parents. We have a range of additional interventions to support children's learning and development.

Your child's progress will be continually monitored by his/her class teacher and their progress will be reviewed formally every half term through our Believe and Achieve System which includes assessments in reading, writing, mathematics, as well as attitudes to learning (attendance, punctuality, behaviour, homework, uniform and effort).

The progress of children with a statement of SEN or an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo or Inclusion Leader will also regularly check that your child is making good progress.

Information on the kinds of special educational provision made in the school

The SENCo and Inclusion Manager are experienced and knowledgeable. There is a clear expectation that all staff members should be making a significant contribution to raising standards of achievement. Head teacher, SENCo, Inclusion manager, 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 Head teacher's report to Governors. The teacher will have the highest possible expectations for all children in their classes. All teaching is based on building on what they already know, can do and can understand. A teacher will have carefully checked on a child's progress and will have decided that gaps in their understanding/learning needs some extra support. If required, they will provide different teaching strategies or approaches so that children are fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for them. Interventions on a one-to-one or group basis will be led by Learning Supports Assistants working closely with the class teacher.

We work in partnership with external agencies and specialist schools to enhance the provision we offer in school. They support by offering

advice and recommendations for programme planning, assessment and review of individual children's progress.

Information about the expertise and training of staff in relation to children with Special Educational Needs and Disabilities

All staff have developed their knowledge and expertise within a wide range of Special Educational Needs to include a range of specific learning difficulties and disorders, e.g.

Autism, ADHD, Dyslexia and social, emotional and mental health difficulties.

Staff are also given specific training by health professionals and Specialist Teachers around supporting children with Hearing Impairments, Physical and co-ordination needs including Cerebral Palsy and Multi-Sensory Impairment and Profound Learning Difficulties.

A number of staff have attended specialised training in specific areas of SEND, and some have accredited qualifications.

We have a large team of Learning Support Assistants who support children in a variety of ways following discussions during reviews and/or following advice of specialist teachers or other external agencies.

Learning Support Assistants can have a more general role within the classroom delivering interventions to support children as part of high quality teaching.

In addition to this a range of external services are available to support children and families which are identified and recommended on an individual basis through discussions with the class teacher and Inclusion Team.

Facilities for children with SEND

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps to all levels of the playground
- Hygiene Room with hoist
- Accessible toilet for disabled users
- Wide doors in some parts of the building. The front door to the school is automatic.
- Mobile sensory trolley

We are committed wherever reasonably possible to adapt the school environment to allow equal access for all children, staff and parents.

We have strong links with local services and agencies that are able to provide additional resources to individual children.

The contact details of support services for parents of pupils with SEND

Information and advice for children and families who need support from other services is available within school. Please come in to school to discuss any support needed with a member of our inclusion team and they will do their best to signpost you to the most appropriate service, they can also assist with a referral if required.

The Essex Local Authority SEND Local Offer details can be found at www.essexlocaloffer.org.uk

Essex Parent Partnership Service

The Essex Parent Partnership Service supports parents and carers of children and young people with special educational needs and disabilities

Email: parentpartnership@essex.gov.uk

Telephone: 01245 436036

North East Essex (Colchester) regional parent support worker: 07880 092765

Essex Educational Psychology Service

A helpline for parents and young people is available every Monday afternoon during term time, between 1pm and 5pm, on 01245 433 293.

Links with other schools including transition

We share a common interest in the learning and development and well-being of your child.

We recognise that 'Moving on' can be difficult for a child with SEN/and or disabilities and we take steps to ensure that any transition is as smooth as possible.

Within our school at times of transition information will be passed on and a planning meeting will take place with the new teacher and support staff.

The relationship between the Infant, Junior and Secondary School in Brightlingsea is very strong. There are numerous and varied opportunities for you and your child to visit and prepare for transition. Pupils who require additional support around transition will be identified

early and tailored arrangements will be put in place in consultation with parents/carers.

A Coffee morning is hosted in our school for Y2 parents. They will have the opportunity to meet current Y3 teachers who will be available to provide information and answer any questions.

The SENCo from the local secondary school attends a coffee morning for Y6 parents whose children have SEN so that she can discuss the support available when they transfer.

The Inclusion Manager, SENCo and/or Head teacher will attend key meetings (School, Health and Social Care) for pupils joining or leaving the school.

Arrangements for considering concerns and complaints about Special Educational Needs and Disabilities provision within the school

We aim for a close working partnership with parents/carers and if parents are anxious about any aspect of their child's education we encourage them to come into school to discuss their worries. Parents can be assured that they can share their worries and concerns, and can approach the school about the small things as well as the big – we have an **Open Door Policy**. Informal complaints can be discussed with the class teacher.

Formal complaints can be discussed with the SENCo or Inclusion Leader, or the Headteacher, in the hope that a satisfactory resolution can be found. A copy of our complaints policy can be found on the school website.

Information on where the local authority's local offer is published

The Essex Local Authority SEND Local Offer details can be found at www.essexlocaloffer.org.uk

Contact details for our Inclusion Team:

SENCo / Deputy Headteacher: Mrs Higgins

Inclusion Leader: Mrs Tokley

SEND Governor: Mrs Witchalls

All of the above can be contacted via our school office on 01206 303618

Contact details for the school:

Headteacher: Mrs Claydon

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