



ELTHAM

CHURCH OF ENGLAND
PRIMARY SCHOOL

SINCE 1814

SEND LOCAL OFFER

Prepared by: Mrs Rhodes

Reviewed: September 2016

Next review: September 2017



LOCAL OFFER / INFORMATION REPORT: Eltham C of E Primary

Type of school	Voluntary Aided Church School
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All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

- 1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

- 2) The school SEND Policy
- 3) The school SMSC Policy
- 4) The school anti bullying policy

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special	Class/Subject Teacher	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

<p>Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>	<p>The Inclusion Team: Charlotte Rhodes Sophie Carere Ella Gardiner</p>	<ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the Inclusion Team as necessary. • Using Provision Maps and holding meetings with parents and children to set new targets based on agreed provision which will be entered onto their Pupil Passport. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>To contact: Please either see your child's class teacher at the end of the day, phone the school office to make an appointment or send an email via the school website.</p> <p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
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	<p><i>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</i></p> <p>Head teacher: Matthew Bulpitt</p> <p>SEND Governor</p>	<ul style="list-style-type: none"> • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Working with your child's class teacher and the Senior Leadership Team to create Provision Maps detailing any interventions your child may receive. • Meeting with parents, children and class teachers to set and agree individual targets and necessary steps to meet these targets relative to your child's specific need. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>To contact: Please phone the school office to make an appointment or send an email via the school website.</p> <p><i>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to your child's class teacher in the first instance. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback!</i></p> <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
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	Roger Medhurst	<p>Please phone the school office to make an appointment or send an email via the school website.</p> <p>He is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>To contact: Please phone the school office to make an appointment or send an email via the school website.</p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.**

	Types of support provided.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with	Class teacher input via quality first classroom teaching.	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. 	All children in school receive this.

<p>SEN and /or disabilities in this school?</p>		<ul style="list-style-type: none"> • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the Inclusion Team or staff from outside agencies) to enable your child to access the learning task. 	
	<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or a Teaching assistant. <p><i>For some children accessing these groups this is known as SEN support. For others this is simply a tool to support progress. If following a period of intervention progress is not made steps will be taken to add the child to the SEND register (see policy).</i></p>	<ul style="list-style-type: none"> • Your child’s teacher, along with the senior leadership team, will have carefully checked on your child’s progress as part of the Pupil Progress meeting cycle and will have decided that your child has a gap(s) in their understanding/learning and needs some extra support to begin to fill those gaps. • A Learning Support Assistant/teacher. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called School SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies</p>

	<p>Specialist groups run by outside agencies e.g Speech and Language Therapy OR Occupational Therapy groups</p> <p><i>Stage of SEN Code of Practice:</i> <i>SEN Support</i> which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input in addition to, quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made your permission will be sought and your views and those of your child obtained. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit ○ Group or individual work with outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>in place at class level.</p> <p>Children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.</p>
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	<p>Specified Individual support for your child of, as a guide, 21 hours or more, in school.</p> <p>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk • Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, if this is not already included or information is missing. If they do not think your child needs this they will ask the school to continue with the support at SEN support. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need, as a guide, 21 hours or more, in school.
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	<ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> The EHC Plan (or Statement if your child still has one) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child. 	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> We will first invite you to visit the school with your child to have a look around and speak to staff If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's key person may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child to settle more easily. 		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Team. If you are still not happy you can speak to the Headteacher who may refer you to the school SEND Governor. 		
<p>How will the school let me know if they have any concerns about my</p>	<ul style="list-style-type: none"> When a teacher or you yourself have raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Team. Schools also have meetings every term between each class teacher, the Senior Leadership Team and the Senco in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. If your child is then identified as not making progress the school will make a decision about whether to monitor this or include them in an intervention group and will inform you. 		

<p>child's learning in school?</p>	<ul style="list-style-type: none"> • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> ○ Any concerns you may have ○ Any further interventions or referrals to outside professionals to support your child's learning ○ Discuss how we could work together, to support your child at home/school. 	
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<ul style="list-style-type: none"> • In class situations at the end of a topic the class teacher will collect pupils views about what learning they have enjoyed to inform future planning. • The student council are involved in key decisions to do with school life. • Children are invited to participate in their review meetings in order to give their opinions and become responsible for their own learning. 	
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Head Teacher and the Inclusion Team discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. <p>And decide what resources/training and support is needed.</p> • All resources/training and support are reviewed regularly and changes made as needed. 	
<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • LSA • Counselling • Family Support Worker • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school

	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service • Parent Partnership Service (to support families through the SEN processes and procedures).
	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust). Delivered either in school or in clinic.</p>	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Music Therapy • Camhs
	<p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> • National Autistic Society • MENCAP • Greenwich Parent Voice
<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The Inclusion Team's job is to support the class teacher in planning for children with SEND. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. 	

	<ul style="list-style-type: none"> • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed, measured and monitored formally every term by the class teacher, senior leadership team and senco. • In line with the new assessment procedures we are beginning to assess children against end of year expectations. • In years 2 and 6 all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally. • Children on the SEN register will have their additional provision recorded on a Provision Map and Pupil Passport where appropriate. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school book ○ Letters/certificates sent home ○ Parents Evening ○ Additional meetings as required ○ Reports

<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<ul style="list-style-type: none"> • Initially your child will be supported via their class teacher or teaching assistant who will ensure that they know that they are able to discuss any problems they may be having. • We are working towards becoming a Restorative Approaches School which has a large emphasis on emotional well-being and relationships with one another. • If your child is felt to need more support they will be considered for either work with our learning mentor through the draw and talk programme or via support from our Family Support Worker. • Our Family Support Worker may assess that she needs to work individually with your child or in some cases she may feel it would be more beneficial to work with the family unit. • In some cases a referral to CAMHS the mental health specialists may be necessary.
<p>How is our school made accessible for students with SEND?</p> <p>How is our school made physically accessible to children with SEND?</p>	<ul style="list-style-type: none"> • Staff have been brought up to date with the new reforms as outlined in the 0-25 SEND Code of Practice 2014 • Staff have access to and support their pupils by referring to the Greenwich SEND support document. http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings • The school work closely with outside agencies and staff receive regular inset and training. • The school is all on one level although there are some steps into hallways and classrooms. • We ensure that equipment used is accessible to all children regardless of their needs. • We have quiet rooms for SALT and intervention group work.
<p>How does our school make special arrangements for looked after Children (LAC) with SEND?</p>	<ul style="list-style-type: none"> • We liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child. • We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. • We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes • The SENCo ensures that training and policies are supportive of looked after children with SEND • The Designated Governor for LAC, Rupert Osborn, works to ensure provision is enabling LAC with SEND to make good progress.

What support do we have for you as a parent of a child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Inclusion Team is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Team may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Provision Maps and Pupil Passports will be discussed where appropriate and reviewed as needed.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- **In addition:**
- If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How will we support your child when they are leaving this school? OR moving on to another class?

- We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.
- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - When moving classes in school:

	<ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Provision Maps and Pupil Passports will be shared with the new teacher. ○ If your child would be helped by a book to support them understand moving on then it will be made for them. ● In Year 6 <ul style="list-style-type: none"> ○ A member of the Inclusion Team will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
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SCHOOL BASED DATA/INFORMATION: 2013/14			
How many students did we have at our school with statements or EHC plans at the end of July 2014?	3		
How many students did we have at School Action Plus at the end of July 2014?	12		
How many students did we have at School Action at the end of July 2014?	30		
What were the outcomes for children within our school with SEND for 2013/14?	<u>Phonics</u>	% reaching standard – Eltham	% reaching standard – National
	School Action (6)	83%	41%

School Action + (4)	75%	39%
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<u>KS1 Average Point Score</u>	All subjects		Reading		Writing		Maths	
	School	National	School	National	School	National	School	National
School Action (5)	13.8	12.8	14.2	13.1	12.2	11.9	15.0	13.5
School Action + (1)	11.7	12.0	13.0	12.2	9.0	11.0	13.0	12.7

<u>KS2 Average Point Score</u>	All subjects		Reading		Writing		Maths		SPAG	
	School	National	School	National	School	National	School	National	School	National
School Action (7)	27.4	25.5	28.7	26.1	27.0	24.1	27.0	25.6	27.9	23.9
Statements (1)	27.0	18.6	27.0	19.8	27.0	15.7	27.0	19.6	27.0	18.9

<u>KS2 % Achieving Level 4</u>	All subjects		Reading		Writing		Maths		SPAG	
	School	National	School	National	School	National	School	National	School	National
School Action (7)	86%	47%	100%	74%	86%	62%	86%	67%	86%	42%
Statements (1)	100%	15%	100%	29%	100%	19%	100%	25%	100%	18%

What training did staff at our school have in SEND over the year 2013/14?

- Numicon
- Speech and Language – Communication
- Inclusion conference
- Understanding the role and responsibilities of the SENCo
- Understanding SEN, Disability and Under achievement

- Start Write Stay Right
- Whole school systems: Co-ordinating SEN Provision
- SENCo workshop – Children and Families Act 2014
- SEN Conference
- SALT – Social Skills group
- National Award for Special Educational Needs Coordination

What was in the Headteacher's report to the Governors about SEND in 2013/14?

Head Teacher's Report to Governors
SPECIAL EDUCATIONAL NEEDS AND PUPIL PREMIUM

The number of pupils on each stage of the SEN Code of Practice at the beginning of this term is shown below:

Action (statutory)	30	=	8.6 % of pupils on roll
Action + (statutory)	12	=	3.8% of pupils on roll
Stated	3	=	1% of pupils on roll
Pupil Premium	64	=	20.5% of pupils on roll

The total percentage (statutory) on SEN Register = 13.4%

It is important to bring to governors attention that the revised code of practice for Special Educational Needs comes into force from September 2014. Mrs Carere has presented to the curriculum committee highlighting the major changes and how the school is adapting its practices.

SEN Report to Governors 4.6.2014 – Sophie Carere

- SEN is undergoing major changes with a new Code of Practice due to come into effect from September 2014. It is currently still going through the House of Commons so its start date may be later.
- The key changes that will affect us are:
The three tiered approach is changing from School Action/School Action Plus/Statement to Educational Healthcare Plan or no Educational Healthcare Plan. As yet there has been no

	<p>suggestion as to how to organise the school's register to make sure that the needs of those children on School Action Plus are met. Children who are currently on School Action are to have their needs met by Quality First Teaching and I am working on a box of resources for each class teacher to ensure that they are able to meet these children's needs.</p> <ul style="list-style-type: none"> • I am currently in the middle of the National Award for Senco and will hopefully gain the qualification next March. In the meantime we have been seeking advice and support from the borough and reaching out to other schools in order to gain more knowledge and understanding of how to deliver the SEN provision effectively. Charlie Rhodes and I are due to attend the borough training on the changes to SEN provision on the 30th June. I am also planning to attend the Osiris conference in order to gain a better understanding of new legislation, new financial arrangements, Ofsted and SEN assessment and progress, Outstanding SEN practise. • In September we will be moving away from IEPs towards provision mapping. Decisions need to be made as to whether these will be per class/SALT/EP etc. We will also need to look at how we share this information with parents. Children who are in need of support and intervention can be identified at the Pupil Progress meetings and added to class provision maps as necessary. • Ella Gardiner is joining the Inclusion Team and will be working towards gaining Dyslexia Friendly Status for our school. • We will be identifying and formalising the interventions we offer children so that class teachers are more aware of the next steps to take for children who are making slow or no progress eg Rapid Reader, Start Write Stay Right etc.
<p>Were there been any other important changes in SEND over the year 2013/14?</p>	<ul style="list-style-type: none"> • Sophie Carere was appointed as Senco and started the National Award for SEN Co-ordination • Training was attended in order for the school to be ready to implement the changes required by the new 0-25 SEND Code of Practice 2014 • Interventions were looked at, formalised and prepared for to be implemented in September 2014

GLOSSARY OF TERMS

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN Support	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
Inclusion Team	Team of people who deal with SEND
ASD	Autistic Spectrum Disorder

