



ELTHAM

CHURCH OF ENGLAND
PRIMARY SCHOOL

SINCE 1814

Local Offer for Children with Special Educational Needs

Prepared by: Miss Gardiner (Assistant Headteacher [Inclusion])

Created:

Reviewed: April 2021

Next review: September 2022



LOCAL OFFER / INFORMATION REPORT: Eltham C of E Primary

Type of school	Voluntary Aided Church School
----------------	-------------------------------

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 Educational Needs/Disability (SEND)?	Class Teacher	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children in their class have access to quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Monitoring the progress of children with SEND within their class: identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) as well as discussing amendments with the Inclusion Team as necessary.

<p>And how can I talk to them about my child if I need to?</p>	<p>SENCo (Miss Hoare)</p> <p>Assistant Head Inclusion (Miss Gardiner)</p>	<ul style="list-style-type: none"> • Using IEPs (Individual Education Plans) to set tailored, individual targets based on agreed provision. Monitoring children’s progress against their agreed targets and updating these accordingly each term. These will be agreed in conjunction with the child and parents. • Ensuring that all members of staff working with your child in their classroom 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 in the child’s classroom are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. • Ensuring that the school’s SEND and Inclusion Policy is followed in their classroom and for all the pupils they teach with any SEND. • Updating your child’s ‘Pupil Passport’ at the end of the academic year and attending any transition meetings so that your child’s new class team is fully informed of any individual needs and adaptations needed by the start of the new school year. <p><i>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.</i></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 and Inclusion 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... • 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.
--	---	---

- Overseeing the school's programme of interventions by identifying children in need of additional support (in conjunction with class teachers), implementing appropriate interventions and monitoring the impact of these groups.
- 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 that they are aware and confident about how to meet the needs of your child and others within our school.

To contact: Please phone the school office to make an appointment or send an email via the school website.

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities- usually those children in receipt of local authority funding through an Education Healthcare Plan 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 actively encourage this continued feedback through their home school contact folder.

He/ She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCo and class/subject teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

To contact: Please phone the school office to make an appointment or send an email via the school website.

	Head Teacher (Mr Bulpitt) Deputy Head (Mrs Rhodes) SEND Governor (Mr Roger Medhurst)	He/ She is responsible for: <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><i>To contact: Please phone the school office to make an appointment or send an email via the school website.</i></p>
--	---	---

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 such as Learning Support Assistants and Teaching Assistants
- 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 SEN and /or	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. • 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. 	All children in school receive this.

disabilities in this school?		<ul style="list-style-type: none"> 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 intervention 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 teaching assistant may support your child in a small group during lessons to try and close gaps and develop their understanding. Groups or 1:1 sessions may also run outside of lessons (Wave 2 and 3 interventions) for children who require more targeted support in order to support progress. 	<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 in place at class level.</p>
	<p>Specialist groups run by outside agencies e.g.</p>	<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 	<p>Children with specific barriers to</p>

	<p>Speech and Language Therapy OR Occupational Therapy groups</p> <p><i>Stage of SEN Code of Practice:</i> SEN Support 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. 	<p>made to outside agencies to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • 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>learning that cannot be overcome through quality first teaching and intervention groups.</p>
	<p>Specified individual support for your child of, as a guide, 21 hours or more, in school.</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 	<p>Children whose learning needs are:</p>

	<p>This is provided via an Education, Health and Care Plan (EHCP) gained through the Local Authority.</p> <p>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 will also need 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 	<ul style="list-style-type: none"> • 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 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. • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority 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. 	<ul style="list-style-type: none"> • Severe, complex and lifelong • Need, as a guide, 21 hours or more, in school.
--	---	--	--

	(SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS	<ul style="list-style-type: none"> 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. 	
How will we support your child with identified special needs starting at school?	<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. 		
How can I let the school know I am concerned about my child's progress in school?	<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- Miss Hoare (SENCo) or Miss Gardiner (Assistant Head Inclusion). If you are still not happy, you can speak to the Deputy Head Teacher or Head Teacher who may refer you to the school SEND Governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> If a teacher is concerned about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Team and will arrange to meet with you to discuss their concerns as well as actions going forward. The school holds meetings each term between every class teacher, the Senior Leadership Team and the SENCo 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 has been identified as not making progress, the school will decide whether to monitor this, continuing to make in class adaptations, or whether include them in an intervention group. If your child is included in an intervention group, this will be confirmed via a letter home. 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 that the school can make Discuss how we could continue 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. • Student Voice (school council) are involved in key decisions to do with school life. • Children are invited to participate in their review meetings and are included in setting their new IEP targets 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"> • LSAs • Counselling • Family Support Worker • Speech and Language Therapy (excluding that provided through local authority funding through an EHC Plan) • Educational Psychology Service
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach 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 (EHCP provision paid for by the Local Authority).

		<ul style="list-style-type: none"> • 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 a SEND diagnosis 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. • 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 the 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. 	

	<ul style="list-style-type: none"> • 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 during 'Pupil Progress Meetings.' • In line with the 2014 curriculum assessment procedures, we assess children on a termly basis against end of year expectations. • Children with SEND who are working 2 or more years below their chronological age expectation will be assessed using PIVAT levels; this system of assessment breaks progress down into much smaller steps. This will be explained by your child's class teacher and included with their end of year report. • 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. If a child's SEN and or disability means that they are unable to access statutory assessments even with access arrangements in place then they will be dis-applied and will not need to sit the assessments. These children will be awarded teacher assessed levels. • Children on the SEN register will have their additional provision recorded on a Provision Map and IEPs where appropriate. • The progress of children with an 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 ○ Individual Education Plans ○ Parents Evenings ○ 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 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, it will be considered whether a social communication group or support from our Family Support Worker may be appropriate. • 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. • Our building has been designed to be accessible to all users including a lift for those less able to make use of the stairs. • 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) for each child with termly reviews of targets. • 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.

<p>What support do we have for you as a parent of a child with SEN/and or disabilities?</p>	<ul style="list-style-type: none"> • 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. • Individual Education Plans will be discussed where appropriate and reviewed as needed. • A home/school contact folder may be used to support communication with you, when this has been agreed to be useful for you and your child. • In addition: • If you 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.
---	---

<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>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 a smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ 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.
---	---

	<ul style="list-style-type: none"> ○ 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.
--	--

SCHOOL BASED DATA/INFORMATION: 2019/20	
How many students did we have at our school with statements or EHC plans at the end of July 2020?	7
How many students did we have at SEN support	67
What training did staff at our school have in SEND over the year 2019/20?	<ul style="list-style-type: none"> ● STEPS ● Inference Reading Training ● Differentiation ● SALT-modelled groups ● Zones of Regulation
What was in the Headteacher's report to the Governors about SEND in 2019/20?	<ul style="list-style-type: none"> ● Progress data in year looked at before March 2020 ● Updates on SEND numbers with EHC Plans and SEN support in full governors meeting ● Updates on intervention programmes used for SEN Support ● Updates on Quality First Teaching methods used to support all learners, including SEND

Were there any other important changes in SEND over the year 2019/20?	<ul style="list-style-type: none"> • Children with EHC plans offered to attend school during Covid lockdown • Impact of Covid lockdown on learning and mental wellness to be analysed and acted on accordingly
---	--

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