

R.J. Mitchell Send Report/Local Offer

Havering Local Offer

If you would like information about the Havering SEN local offer please use the link below

www.havering.gov.uk/directory

SEND Local Offer

Under the Children and Families Bill 2014, schools are required to publish, and keep under review, information about services that they offer for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of this is to improve choice and transparency for families.

R.J. Mitchell Primary School is an inclusive school which offers a variety of provision to support children with a range of needs. The support offered to all of our pupils is designed to encourage increasing learning independence and resilience. The range of support deployed is tailored to individual need, following thorough assessment by internal and/or external agencies, taking into account parental views which are warmly welcomed.

The progress of all children is regularly monitored and evaluated in order to ensure that the support provided is as effective as possible. We aim to ensure that any barriers to equal access are removed or overcome.

What is Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others 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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.

Roles and Responsibilities

The SENDCo

The SENDCo is Mrs Margaret McCarthy. She works Monday to Friday and can be contacted by telephoning 01708 551684 or by email

mmccarthy@rjmitchell.havering.sch.uk

The SENDCo:

- works with the Headteacher to determine the strategic development of the SEN Policy and provision in the school;
- has day to day responsibility for the operation of the SEN Policy and the coordination of specific provision made to support individual children with SEN, including those with an EHCP;
- provides professional guidance to colleagues and works with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- is the point of contact for external agencies including the Local Authority and its support services;
- liaises with potential next providers of education to ensure that pupils and parents are informed about options and a smooth transition is planned;
- liaises with previous providers for pupils with SEN to ensure records are transferred and that relevant information about a child's SEN is obtained. Any information received from a previous provider regarding a child's SEN is shared with the child's class teacher;
- works with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensures the school keeps the records of all pupils with SEN up to date.

The Governors

The governors will:

- help to raise awareness of SEN issues at governing board meetings;
- monitor the quality and effectiveness of SEN and disability provision within the school;
- work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher

- works with the SENDCo to determine the strategic development of the SEN policy and provision in the school;
- has overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class Teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- working closely with teaching assistants and support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- ensuring they follow the SEN policy;

Types of SEN that are provided for

The R.J. Mitchell Primary School currently provides additional and/or different provision for a range of needs, including:

- communication and interaction, for example autistic spectrum disorder, speech and language difficulties;
- cognition and learning, for example visual stress;
- social, emotional and mental health difficulties, for example Attention Deficit Hyperactivity Disorder (ADHD);
- sensory and/or physical needs, for example visual impairments, hearing impairments, dyspraxia, processing difficulties;
- moderate/severe/profound and multiple learning difficulties.

Identification of SEN

We assess each pupil's current skills and levels on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;

- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Please read the SEND and Inclusion Policy for more information about this.

Consulting and involving pupils and parents about possible identification of SEN

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account parent's concerns;
- everyone understands the agreed outcomes for the child;
- everyone is clear on what the next steps are;
- we formally notify parents when it is decided that a pupil will receive SEN support and will involve both parents and the child in writing a Termly Learning Agreement

How does the school work with the families of children with SEND?

The school operates an 'open door' policy and encourages the development of a working partnership with parents. We ensure that review meetings are arranged at times which ensure that parents and carers are able to attend. We listen to what parents and carers tell us about their children and use this information to make sure that everyone who works with a child understands their needs. Parents and carers are invited to attend a Termly Learning Conference. If any parent or carer wishes to speak to their child's class teacher outside these times they are encouraged to phone the office to arrange an appointment or to speak to their child's class teacher at the end of the school day.

The school also has access to a School Nurse to support all families, including those with SEND. The SENDCo is also available to discuss any queries or concerns regarding support for your child.

Assessing and reviewing pupil's progress towards outcomes

We follow the graduated approach and four part cycle of assess, plan, do, review.

The class teacher works closely with the SENDCo to carry out a clear analysis of the pupil's needs. This draws on:

- the teacher's assessment and experience of the child;
- the child's previous progress, attainment and behaviour;
- other teacher's assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of the child's parents;
- the pupil's own views;
- advice from external agencies, where relevant.

All teachers and support staff working with the child will be made aware of their needs, outcomes sought, support provided, teaching strategies or approaches. The effectiveness of the support provided and interventions is reviewed regularly.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all of the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We provide the following interventions:

- Power of 2/Plus 1/RM Easimaths
- Toe by Toe/ Coloured Overlays
- Precision Teaching,
- Speech and Language therapy
- Language for Thinking
- Time to Talk
- TAC PAC
- Language Groups
- Attention Autism
- Intensive Interaction
- Feeding Therapy
- Colourful Semantics

- Phonic support,
- handwriting support,
- Reading support
- Numeracy support
- Year 6 booster classes
- Behaviour support charts
- Intervention groups

Targeted interventions are regularly reviewed and decisions regarding specific interventions and support offered to a child are based upon the individual child's needs. All interventions that a child receives are recorded on the Termly Learning Agreement or Provision Map.

Additional support for learning

Staff regularly take part in continuing professional development to help them meet the needs of children with special needs. We have Teaching Assistants and teachers who are trained in the following areas:

- supporting children with English as an Additional Language;
- qualified ELKLAN (Speech and Language qualification) Teaching Assistants;
- Makaton;
- TACPAC;
- PECS
- Scerts
- Use of schedules and visual timetables;
- Attention Autism
- Intensive Interaction
- Language group
- Precision Teaching
- Lego therapy;
- Colourful Semantics;
- Workstations
- Sensory Diets.

We enlist the support of various agencies including You and Me Counselling, Educational Psychologists, Speech and Language Therapists, Havering Attendance and Behaviour Team, Language Therapists, CAMHS, School Nurse, and the Havering 5-19 Service.

Expertise and training of staff

Our SENDCo has 30 years experience in this role. She is allocated 4 days a week to lead SEN provision. We have a team of Teaching Assistants, including 4 Higher Level Teaching Assistants who are trained to deliver SEN provision. In the 2017-2019 academic years, staff have been trained in Precision Teaching, Positive Handling, Manual Handling, Visual Impairment, Hearing Impairment, First Aid, Speech and Language (support provided by the speech and language therapist and by the Havering CAD 5-19 Team), providing Intimate Care, PECS, provision and support for non-verbal children, First Aid, Attention Autism, Workstations, schedules support and training, multisensory training and support, Child Protection. They have been supported to deliver Occupational Therapy programmes, Sensory Diets.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of our SEN provision for our pupils with SEN by:

- reviewing pupils' individual progress towards their targets each term;
- reviewing the impact of interventions;
- using pupil questionnaires and interviews;
- monitoring by the SENDCo;
- tracking pupils' progress;
- holding annual reviews for pupils with an EHCP.

Enabling pupils with SEN to engage in activities available to those in school who do not have SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including before and after school clubs. A full list of clubs is available on the school website.

All pupils are encouraged to go on our residential trip in Year 6.

Risk assessments are completed in order to identify potential risks and ensure that relevant control measures are put in to place. Depending on individual needs, parents may occasionally be offered the opportunity to accompany their child on an out of school visit.

All pupils are encouraged to take part in sports day, school productions, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Securing equipment and facilities

Specialist equipment is available such as writing slopes, pencil grips, individual workstations, coloured overlays, magnification sheets, specialist scissors, specialist seating, etc. to support children's needs. Decisions about what

specialist equipment is provided for individual children with SEN are made in discussion with parents, class teachers, the SENDCo, the child themselves, where possible, and external agencies where relevant.

Arrangements for the admission of pupils with SEN

Pupils with SEN are admitted to the school in line with the school's admission policy. In addition, where we are informed that a pupil with SEN will be joining our school we:

Liaise with the previous setting's SENDCo and the child's parents prior to the child starting to learn as much as we can about any special arrangements or support that need to be made for the child.

Contact the previous setting to make sure that all records about the child are passed on as soon as possible.

Attend a Person Centred Review at the child's current setting, where offered.

Host a Person Centred Review with representatives from the previous setting, parents and the child attending, if applicable.

All information learned about a child's SEN is shared with the class teacher, teaching assistants and support staff who will be working with the pupil. We endeavour to make the transition as smooth as possible for the child.

How do we ensure that pupils with SEN are not treated less favourably than other pupils?

The R.J. Mitchell Primary School complies with its duties under the Equality Act 2010. Reasonable adjustments are routinely made for pupils with a range of different SEN. For example, access arrangements for exams take account of pupils' SEN where possible, provision of ear defenders, provision of enlarged resources if needed, etc.

The curriculum is tailored to individual needs. The curriculum is adapted and adjusted by the teacher, using an Termly Learning Agreement, provision map, guidance by the SENCo and, where necessary external agencies, to suit a child's needs.

Every effort is made to ensure pupils with disabilities are able to participate in all types of school activity, including school trips and PE lessons.

All pupils at the school are educated about Special Educational Needs as part of Learning Skills for Life, PSHE and Citizenship, both in class and in assemblies.

This has helped promote acceptance of SEN within the culture of the school, as part of its values.

Please read our Accessibility Policy and Plan for further information. These can be found on our website.

How do we help disabled pupils access our school and what resources are available for children with disabilities and/or medical needs?

There are a number of facilities to enable disabled pupils to access the school including:

- two toilets with toilet disabled access;
- electronic changing table and shower facilities;
- ramp access at most main entrances and exits;
- lift access to the upper floor;
- sound proofing in the school canteen to reduce noise;
- visual timetables in all classrooms;
- resources which are clearly labelled and accessible.

The fire alarm sounds in all classrooms and additionally in all toileting areas there is a red light that flashes when the alarm sounds. A Personal Emergency Evacuation Plan (PEEP) is created for all children and adults who need one. All children with a PEEP receive personalised training in what to do in an emergency. Where applicable, health care professionals including the school nurse and therapists work with the school to meet pupils' needs.

Workstations are offered to children who benefit from working in a structured or quiet environment. A Calming room, Sensory room and Sensory garden are available to support children with behavioural or emotional needs.

Where necessary, health care professionals and therapists provide advice and guidance for specific children. They also provide training and advice for staff.

The school nurse visits the school to carry out checks with children and to provide advice and training to staff. She is also involved, with parents and school staff, in writing Health Care Plans for identified children.

The school has a designated medical area in the main school office for use by children and adults who are hurt or unwell. Medicines are stored safely in the main First Aid room in the main school office.

A team of Teaching Assistants, Midday staff and Office staff are trained in First Aid, some have Paediatric First Aid training. They are able to administer medicines to children as directed by parents and carers.

Support for improving emotional and social development

We provide support for pupils to improve their social and emotional development in the following ways:

- all pupils are educated about bullying as part of the PHSE curriculum;
- pupils with SEN are encouraged to be part of the School Learning Council;
- we offer pupils access to counselling provided by You and Me Counselling.
- we have an Effort Heroes Board, An Endeavour Award, A cup of Kindness Award;
- we have mentoring available with our Home School Support Worker or nominated members of staff.
- there is a weekly Celebration Assembly where children are awarded Honours Certificates and Stickers for achievement, effort, improved behaviour, keeping the school Core Values, etc.
- teachers can nominate pupils to visit a member of the SLT to receive positive feedback for their work. The Headteacher and Deputy Headteacher have special stickers they award to children who see them for learning. Team points are also awarded
- Teachers can nominate children to have a good news ping sent home to parents .
- during Celebration Assembly, each teacher nominates a child to receive certificates.
- motivational strategies are put in place to support a child to succeed with their behaviour. R.J. Mitchell has a positive behaviour policy which all staff follow. Children are rewarded and encouraged to behave positively. Where appropriate, individual behaviour plans may be provided to further support children.
- we have a zero tolerance approach to bullying.

Working with other agencies

R.J. Mitchell Primary School works with a number of external agencies.

The SENDCo can make referrals to the following agencies:

- Attendance and Welfare Team
- Educational Psychologist
- The Acorn Centre - Child and Mental Health Service (CAMHS), Paediatrician, Occupational Therapy, Speech and Language Therapy.
- Havering CAD 5-19 Team -specialist support service for children with visual impairment, hearing impairment, speech and language needs etc.
- School Nurse

Prior to any referral being made, class teachers and/or the SENDCO will liaise with a child's parents. The reasons for wanting to involve an outside agency will be discussed. If it is agreed and felt to be beneficial for a referral to be made to an outside agency the SENDCo will meet with the child's parents to complete the relevant referral form.

Mrs Carole Warrington (Home School Support Worker) can make referrals to You and Me Counselling.

Mrs L Connelly (Office Manager) regularly meets with the Havering Attendance and Behaviour Officer to monitor the attendance of all pupils. For pupils whose attendance is causing concern, parents will be informed and may be asked to meet with a member of the SAFSS team (Student and Family Support Service) Mrs Warrington can also provide contact details for the school nurse and provide information about when the school nurse will be holding a drop in session at school. The school Nurse and First Aiders regularly meet with parents to review Health Care Plans for identified children.

What support is available to you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used both at home and in school. This helps to ensure consistency for the child.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. The SENDCo liaises directly with outside agencies and coordinates meetings with parents. Where referral to an outside agency is needed, the SENDCo will work directly with parents to facilitate this. All information from outside professionals will be discussed with you. Outside professionals may also wish to meet parents to gain a wider understanding of a child and their needs. Outside professionals write a report following their work with a child which is shared with parents.

Your child's Termly Learning Agreement and provision will be reviewed with your involvement each term. Homework will be adjusted as needed to your child's individual needs. A home/school contact book may be used to support communication with you, when this has been agreed to be of use for you and your child. All children are provided with a home school diary.

The school employs a full-time home school support worker to support all families including those with SEND needs.

Contact details of support services for parents of pupils with SEN and the Havering Local Offer

Please see the SEND section of the school website for details of services available and how to contact them. There are links from this section of the website to the Havering SEND Local Offer and to support services.

Contact details for raising concerns

If you are concerned about your child, please speak to your child's class teacher in the first instance.

If the Class Teacher has a concern about a child's behaviour or learning they will discuss this with the child's parents and depending on the nature of the concern may discuss this with the SENDCo. The SENDCo is also available to talk to parents who are concerned about their child's behaviour or learning.

SEN funding

Every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. It is recommended that schools use this notional SEN budget to pay for up to £6000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6000. For children needing more than £6000 the school can apply for an Educational and Health Care Plan.

Special educational provision is anything that is provided to meet a child's SEN that is additional to or different from provision made for all children. The Local Authority have a duty to ensure that the Special educational provision specified in an Education and Health Care Plan is provided. Schools must follow the SEN Code of Practice (a link to this can be found on the school website).

R.J. Mitchell Primary School engages and works with parents to ensure that all children with SEN at the school have their needs met.

What provision does R.J. Mitchell Primary make before the £6000 higher needs threshold?

All children have access to quality first teaching with activities and experiences being tailored to meet individual needs.

Teaching Assistants and Learning Support Assistants provide support for teachers and groups of children in the classroom. Children are selected to receive support by the class teacher and/or SENDCo. Additional support from the Class Teacher or a Teaching Assistant will be either in a small group or 1:1 basis either in the classroom or as part of a targeted intervention in an intervention room. This support is recorded on the child's Termly Learning Agreement or Provision Map and shared with parents. Parent's views are warmly welcomed and encouraged.

Class teachers follow the structure of 'Assess, Plan, Do, Review' to ensure that the impact of support and interventions is closely monitored and that they are appropriate to children's needs. The impact of intervention and support, and the

progress children make are reviewed termly by the Senior Leadership Team at Pupil Progress Meetings.

The impact and progress of interventions and the support a child receives are also reviewed with parents during termly learning conference meetings where progress is reviewed. This is to ensure that the support and intervention that each child receives contributes to effective progress.

What provision is available beyond the £6000 higher needs threshold?

Children needing more than £6000 support per year will usually need an Education and Health Care Plan, (EHCP). The school can apply for an EHCP on behalf of the parents and child. If the school feels that it is appropriate for your child to have an EHCP, the SENDCo will meet with you to discuss this further. She will explain the reasons why the school feels your child will benefit from a plan and the application process. Applications for an EHCP are submitted to and reviewed by Havering's EHCP panel. They decide whether to issue an EHCP.

For every child with an EHCP, the school provides the first £6000 of support. The Local Authority provide additional top up funding to the school in line with each child's plan. The provision for children with an EHCP is adhered to with the support of the Local Authority, specialist outside agencies and in house school staff. This provision is tailored to individual needs and is outlined within the child's EHCP and their Termly Learning Agreement.

How will the curriculum be matched to my child's needs?

Lessons are pitched appropriately so that all children can learn and progress. Teachers take account of the needs of the individual child and plan different tasks and materials appropriately. In class, children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

Tracking and assessment enables each class teacher to analyse the progress of every child. Termly Pupil Progress Meetings are held with members of the Senior Leadership Team and class teacher to discuss the progress of each child. Termly reviews of learning targets written take place, and new programmes or support is organised as necessary, leading to personalised learning. Targets are set to support children's individual needs and are regularly updated. Parents, in consultation with the class teacher, review their child's targets at least once per term. Children are also involved in identifying their own learning targets where appropriate.

How will we support your child when they are leaving this school?

When we are informed that a child with SEND is leaving our school we will do the following:

Contact the new school's SENDCo to ensure they are aware of any special arrangements or support that need to be made for your child.

Make sure that all records about your child are passed on as soon as possible. If your child is moving to a local Secondary School and parents, carers and the school feel it would be beneficial, we will arrange a Person Centred Review to support your child's transition. Parents and carers are involved in discussions about whether this is appropriate.

How will we support your child when they are moving to another class?

Information will be passed on to the new class teacher in advance. A planning meeting will take place between your child's current class teacher and their new teacher. At the meeting information regarding your child's attainment, interventions and effective support strategies will be shared. All targets and reports from external agencies will be shared with the new teacher. If your child would be helped by a book to support them understand moving on to a new class then it will be made for them.

Monitoring arrangements

Please note that the R. J. Mitchell Local Offer mentioned in this report is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer. If you would like any further information about anything contained in this

report or would like any further advice, please do not hesitate to contact the school SENDCo.

What additional interventions are available to support behaviour?

Both Play times and Lunchtimes are staffed to ensure safe adult:child ratios. A range of play equipment is available. Different activities are led by midday staff at lunchtimes. Workstations are offered to children who benefit from working in a structured or quiet environment. Outside agencies such as Child and Mental Health Service, Behaviour Support Team, Educational Psychologists, Counsellors etc. offer advice to adults, including parents, on how best to support a child.

Motivational strategies are put in place to support a child to succeed with their behaviour. The school has a positive behaviour policy which all staff follow. Children are rewarded and encouraged to behave positively. Where appropriate individual behaviour plans and positive handling plans may be provided to further support children.

Additional Resource Provision

The school has a 14 place resource provision for children with ASD/Social Communication difficulties. We have 7 spaces allocated to Foundation Stage/Key Stage 1 and 7 spaces allocated to Key Stage 2. We provide children with specialist teaching using a combination of recognised methods which includes the use of workstations, teaching tables, visual timetables and schedules, PECS, Makaton, TAC PAC, Language Group, Feeding Therapy, Speech Therapy, Intensive Interaction, Attention Autism, Sensory Integration. Places are allocated through the Local Authority Assessment and Placement Team.

Specialist Nursery Provision

The school has a 14 place Nursery provision for children with ASD/Social Communication difficulties. We have 7 spaces allocated for a morning session and 7 spaces allocated for an afternoon session. We provide children with specialist teaching using a combination of recognised methods which includes the use of workstations, teaching tables, visual timetables and schedules, PECS, Makaton, TAC PAC, Language Group, Feeding Therapy, Speech Therapy, Intensive Interaction, Attention Autism, Sensory Integration. Places are allocated by the Local Authority Assessment and Placement Team.

What provision is available for children in care or with social care needs?

The school has a designated teacher for Child Protection - Pauline Spillman, Deputy Headteacher.

The Headteacher and the second Deputy Headteacher, are the Deputy designated teachers for Child Protection. The school employs a Home School Support Worker to work with children and families as required.

School staff attend child protection meetings, (this is usually the Child Protection Co-ordinator or one of the Deputy Co-ordinators).

The school works closely with outside agencies including children's services.

The school has a designated teacher for Looked After Children - the Headteacher.

Personal Education Plans are completed with Looked After Children where appropriate.

Links with other policies and documents

The information in this report should be read in conjunction with the following school Policies which are available in the school policy section of our website.

- SEND and Inclusion Policy
- Accessibility Policy
- Admissions Policy
- Equality Policy

Complaints about SEN provision

Complaints about SEN provision at R.J. Mitchell Primary School should be made to your child's class teacher, the SENDCo or the Headteacher in the first instance. They will then be referred to the school's complaints policy.

Havering SEND IAS service are able to provide advice to parents about SEN provision including complaints procedures.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions;

- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.

Implementation Date September 2018

Review Date September 2019