



R.J. Mitchell Send Offer

Havering Local Offer

If you would like information about the Havering SEN local offer please use the link below.
<http://havering.mylifeportal.co.uk/content/distributionform.aspx?id=12604>

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 provision is made before the £6000 higher needs threshold?

All children have access to Quality First Teaching with activities and experiences being tailored to meet individual needs.

R.J. Mitchell Primary School SEND Local Offer 2016-2017

Teaching Assistants and Learning Support Assistants provide support for teachers and groups of children in the classroom.

Specialist equipment is available such as writing slopes, pencil grips, individual workstations, etc. to support children's needs.

Children are selected to receive targeted intervention and support. This can be as part of a group, a pair or on a 1:1 basis as appropriate.

Intervention programmes provided by the school include: Power of 2, Precision Teaching, Speech therapy, Phonic support and Numeracy support. Other interventions are provided in line with identified pupil needs.

Class teachers follow the structure of 'Assess, Plan, Do, Review' to ensure that the impact of interventions is closely monitored and that interventions and support 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 are also reviewed with parents during Termly Learning Conference (TLC Plus) meetings where targets will be reviewed and new targets set. This is to ensure that the support and intervention that each child receives contributes to effective progress.

The above support is provided from the School budget, SEN funding and the Pupil Premium Grant.

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

Provision for children with an EHCP or a statement of educational need 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 / Statement of Educational Need and their Termly Learning Agreement.

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, Assistant Headteacher.

The Headteacher and the second Assistant 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.

The school has a designated governor for Looked After Children?**What resources are available for children with disabilities and/or medical needs?**

The school has a toilet with disabled access and ramp access at most main entrances and exits.

Electronic changing table and shower facilities.

Lift access to the second floor.

Visual timetables are provided in all classrooms.

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.

Provision is funded from the school budget unless specified in an Educational Health Care Plan or Statement of Educational Need.

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. The additional interventions to support behaviour are funded through the school budget.

Are there any specialist services offered at the school?

Staff regularly take part in continuing professional development to help them meet the needs of children with special needs. The school has a Home School Support Worker, Lead First Aider and Student and Family Support Service team, who are available to support all families including those with SEND. We have a team of Teaching Assistants who are able to offer support to children with English as an Additional Language. We have a team of qualified ELKLAN (Speech and Language qualification) teaching Assistants. We have a team of Teaching Assistants who are trained to support children with Speech and Language needs including running specific interventions such as Language for Thinking and Time to Talk. We have many Teaching Assistants trained to use Makaton. We enlist the support of various agencies including: Educational Psychologist, Occupational Therapy, Speech and Language Therapist, Havering 5-19 Service. We use Information Technology such as IPADs, and specialist software, to support children. Communicate in Print is used to create and adapt curriculum materials for pupils who need symbols. Language Link and Speech Link are used to help identify and support children with Speech and Language needs in addition to the

support provided by the Speech and Language Therapist where applicable. Our specialist services are funded by the school's budget unless specified in an Education Health Care Plan or Statement of Educational Need. We have a 14 place Autistic Spectrum Disorder Resource and a 14 place Autistic Spectrum Disorder Nursery. Many teaching assistants are trained in the use of visual timetables, schedules and Picture Exchange Communication System for non-verbal children.

Can children with SEND access after school clubs and Educational Visits?

All clubs and school visits are accessible to all pupils. School visits are discussed in consultation with parents and carers. 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 be asked to accompany their child on an out of school visit.

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. Tracking and assessment enables each class teacher to analyse the progress of every child.

Termly Pupil Progress Meetings are held with the Head Teacher, Assistant Head Teacher/Senco and class teacher to discuss suitable teaching programmes for each child. Termly reviews of learning targets for your child take place with the SEND team keyworker and class teacher, 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. Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups. Children are involved in identifying their own learning targets where appropriate. Parents, carers in consultation with the class teacher review their child's targets at least once per term. This ensures that each child's targets match their learning needs.

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 and carers. We ensure that Termly Learning Agreement 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 receive a copy of the termly learning agreement with updated targets, twice per year – once in the Autumn term and once in the Spring term. Parents are invited once per term to formally meet with their child's class teacher and are invited to additional 'drop in' sessions with their child's class teacher or SEND keyworker once per term. 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 classroom door at the end of the school day. The school employs a Home School Support Worker to support all families, including those with SEND. The Senco is available to discuss any queries or concerns regarding support for your child. The lead First Aider/ School Nurse is available to discuss any medical needs or support for your child. This provision is made from a combination of the school budget, NHS budget and the Pupil Premium Grant.

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. The Senco, SEND team or SEND keyworkers are 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. Your child's targets 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 useful for you and your child. All children are provided with a yearly planner.

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

We recognise that transitions can be difficult for a child with SEND 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 school 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. If your child is moving to a local Secondary School and parents, carers and the school feel it would be beneficial, the school will try to arrange a Person Centred Review to support your child's transition. Parents and carers are involved in discussions about whether this is appropriate for their child.

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 and in most cases, a planning meeting will take place between your child's current class teacher and their new teacher. All targets and provisions 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.

This offer 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.