



Bligh Primary School Special Educational Needs and Disabilities Local Offer

At Bligh Primary School, we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure that all children and young people can succeed, no matter their background. The Bill has reformed the systems for adoption, looked after children, family justice and special educational needs.

Alongside this Bill, the Government published the Special Educational Needs and Disability (SEND) Code of practice: 0 to 25 years which has transformed the system for children and young people with special educational needs (SEN), including those who are disabled.

The bill has adopted a new approach to special educational needs and disability:

- The Statement of Special Educational Needs and Learning Difficulty assessments has been replaced with a new birth-to-25 Education, Health and Care Plan, (EHCP) extending rights and protections to young people in further education and training and offering families personal budgets so they have more control over the support they need.
- Improved co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

The Local Offer

The Local Offer is a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

How it works

The Medway framework allows the Local Offer to provide parents/carers with information about how to access services in their area and what they can expect from those services.

With regard to Education, it informs parents/carers and young people how schools and colleges will support them and what can be expected across local settings.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

At Bligh Primary School, our SEND team consists of:

- Mrs W Collins - Inclusions Manager and SENDCo
- Mrs G Wadsworth – SEN Assistant and Health Care lead.
- A strong, dedicated team of Teaching Assistants.

We also have a strong Inclusions team that consists of the staff above, plus:

- Mrs A Giles-Designated Safeguarding Lead
- Mrs C Webb-Family Therapist
- Mr Wade-Learning Mentor

Below are Bligh Primary School's responses to these questions.

1. How does Bligh Primary School know if children need extra help?

Children need extra help when:

- Concerns are raised by parents/carers, teachers, teaching partners or the pupil's previous school
- There is lack of progress
- There are poor test scores
- There is a change in the pupil's behaviour
- A pupil asks for help

If you think your child has special needs then contact your child's class teacher in the first instance to discuss the concerns: Mrs Collins and Mrs Wadsworth are able to attend the meeting if requested.

2. How will Bligh Primary School support my child?

The school will support your child by:

- Each pupil's school-based plan will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support from the teacher or teaching assistant. This will be shared with you.
- If a pupil has needs related to specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil can be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be reviewed regularly by all involved, to assess the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the pupil's school-based plan and costed provision map. This is a record of the interventions, timings, cost and impact of the intervention. A copy will be passed to you when agreeing your child's

school-based plan. If you have any queries related to the interventions, please do not hesitate to contact the class teacher.

- Pupil Progress Meetings are held weekly. These are meetings where the class teacher meets with the Deputy Head Teacher and SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential difficulties so further support may be planned. This is when school based plans and their effectiveness is discussed.
- Occasionally a pupil may need expert support from an outside agency, such as the Children's Therapy Team or a Paediatrician. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. These will be included as part of the child's school-based plan.
- The Governors at Bligh Primary School are responsible for entrusting a named person, Mrs Alex Giles, Safeguarding Officer, to monitor Safeguarding and Child Protection procedures, in a support and challenge role, the Governors ensure the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

The curriculum will be matched to your child's needs when:

- A pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TA's) may be allocated to work with the pupil in a small focus group to target more specific needs.
- Appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Outside agencies and other professionals can be contacted and will help develop programmes of study that the school can follow to help support pupils.

4. How will I know how my child is doing?

You will know how your child is doing because:

- Your child's individual targets, written and reviewed by the SENDCo and the class teacher, will be shared and agreed with you on a regular basis, throughout the academic year. These appointments will be arranged by the class teacher.
- You will be able to discuss your child's progress at Parents Consultation Evenings.
- You may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made, via the school office to speak in more detail to the class teacher. They may arrange a follow up appointment with Mrs Collins if necessary.

- Pupils with complex needs or where there has been a recommendation from an outside agency to do so may be given a contact book in which messages may be exchanged between adults working with your child in school.

5. How will you help me to support my child's learning?

We will help you to support your child's learning by:

- The class teacher may suggest ways of supporting your child's learning through messages, parents' evenings or additional meetings arranged when necessary
- Mrs Collins, may meet with you to discuss how to support your child. They may, alongside the class teacher, discuss strategies to use if there are problems with a child's academic progress, social, emotional and mental health needs – which may be impacting on learning.
- If any outside agencies or the Educational Psychologist, have worked with you child, your permission will be sought beforehand, any suggestions and programme of study can be sent to you and then used at home.

6. What support will there be for my child's overall well-being?

The support for your child's overall well-being will be through:

- Members of staff, such as the class teacher, family therapist, SENDCo and teaching assistants being readily available for pupils who wish to discuss issues and concerns. Social skills and emotional well-being groups are run by various Teaching Assistants with suitable experience.
- Pupils who find lunchtimes difficult are able to join the Lunchtime Club run by a Teaching Assistant or a member of the Inclusions team. Structured playtimes and lunchtimes are arranged to provide the opportunity to experience positive playtimes; feeling safe and enjoying the company of their peers.
- The value club room and ELSA room (Emotional Literacy Support Assistant) provides a calm, nurturing environment for children to learn and enhance their emotional well-being:

Pupils with medical needs

- If a pupil has a specific medical need then a detailed Care Plan is compiled with health professionals in consultation with parents/carers, SEND Manager, Mrs Wadsworth and appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the pupil, if necessary, on a need-to-know basis.
- Staff will receive training from medical professionals when necessary.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member

7. Which specialist services and expertise are available at, or accessed by, the school?

The agencies accessed and/or used by the school include:

- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Fortis Outreach Trust, previously known as Bradfield's Behaviour Support Service
- YPWS (Young people's wellbeing service) Previously known as CAMHS (Child & Adolescent Mental Health Service)
- Child Protection Advisors
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Community Paediatricians (Snapdragons)
- Communication and Interaction Team
- Danecourt Outreach
- Educational Psychologist
- Inclusions Team
- Learning Support Service
- Marlborough Outreach (Autism)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual impairment
- School Nurse
- Social Services

An Educational Psychologist is allocated to each school. S/he would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

The involvement is generally planned at the ISR (In School Review). In-School Reviews are meetings held three times a year between school staff and other professionals. The aim of an ISR is to gain an understanding of, and try to resolve, a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/carers and give feedback once assessments of the child have been completed. S/he will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

8. What training do staff receive to support children/young people with SEND?

All staff have received some training related to SEND. The school also has teaching assistants who have received training which enable them to deliver more specialised support.

- Many Teaching Assistants are able to deliver Speech and Language programmes written in consultation with the Children's Therapy team
- Additionally, we have Teaching Assistants who are able to support pupils with fine and/or gross motor skills problems. They deliver BEAM (gross motor), FIZZY (fine motor) and Sensory Circuits as appropriate.

9. How will my child be included in activities outside the classroom including school trips?

Your child will be included in activities outside the classroom by:

- Risk assessments being carried out and procedures put in place to enable all children to participate
- When deemed necessary, if an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff. This will be negotiated between school and parents to support the highest level of learning independence.

10. How accessible is the school environment?

Please refer to our accessibility plan. As a school, we are happy to discuss individual access requirements.

11. How will the school prepare and support my child when joining Bligh Primary School or transferring to a new school?

Bligh Primary School understands what a stressful time moving schools/classes can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Meetings between the previous or receiving schools prior to your child joining/leaving
- Pupils attend Transition where time is spent with their new class teacher
- Additional visits are also arranged for pupils
- The Inclusion Manager is always willing to meet parents/carers prior to their child joining the school
- Secondary school staff visit pupils prior to them joining their new school
- Mrs Collins meets the SENDCos from the Secondary schools to pass on information regarding SEN pupils (with current Year 6 teachers)
- Where a pupil may have more specialised needs, a separate meeting is arranged Mrs Collins, the secondary school SENDco, the parents/carers and where appropriate the pupil.

12. How are the school's resources allocated and matched to children's special educational needs?

The school's resources are matched to the children's special educational needs by:

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs
- Additional provision allocated after discussion with the class teacher at pupil progress meetings or, if a concern has been raised by them at another time during the year
- Concerns being raised on completion of assessments used, indicating further support or resources need to be allocated to your child
- Individual Pupil Premium payments used to support pupil's learning

13. How is the decision made about how much support my child will receive?

The decision is made:

- When children join the school, support is allocated on the information provided by the feeder school/preschool. Teaching assistants may be allocated to individuals or small groups, to support in class or in other focus groups.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged
- The SEND Manager, alongside the Class Teacher and the Teaching Assistant, regularly review and set a child's individualized targets on their school-based plan. These targets will be shared regularly with parents/carers so they can see the impact it is having on their child's learning and well-being

14. How will I be involved in discussions about and planning for my child's education?

You will be involved in the planning for your child's education, this may be through:

- Review meetings, with the class teacher, to discuss your child's progress against their individual targets on their school-based plan
- Parents evenings
- Discussions with Mrs Collins or other professionals
- Parents are encouraged to comment on their child's school-based plan with possible suggestions which could be incorporated

15. Who can I contact for further information?

If you wish to discuss your child's education or are unhappy about something regarding his/her special needs, you can contact the school office to arrange a mutually convenient meeting with the class teacher in the first instance. Then if a meeting is required with Mrs Collins or Mrs Elliot (Deputy Head Teacher) you can contact the school.

At Bligh Primary School the SEND terms are abbreviated which can lead to confusion. Below is a glossary of the most frequently used SEN terms:

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
SBP	School Based Plan

ISR	In School Review
KS	Key Stage
LAC/CLA	Looked After Child/Child that is Looked After
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs & Disability
SpLD	Specific Learning Difficulty (dyslexia, dyspraxia)
VI	Visual Impairment

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel (known as Ever 4 FSM).

Why has it been introduced?

The Government believes the Pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between children eligible for free school meals (FSM) and their peers. Pupil Premium ensures funding to tackle the disadvantaged pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid directly to schools, allocated for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular, those who attract the Pupil Premium

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions:

Telephone: 01634 336220

Email: office@bligh-maritime.org

Visit our website: www.blighprimary.co.uk