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# SEND Offer

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Ardleigh Green  
Junior School

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September 2019

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## Special Educational Needs at Ardleigh Green Junior School

Ardleigh Green Junior School is a mainstream school where children, parents and governors are “Working Together, Learning Together and Growing Together”. It is our aim to provide learning experiences that are differentiated to take account of the needs and attainment of each pupil. In doing this, we minimise the difficulties that pupils will experience. Despite our efforts, some children will experience significantly greater difficulty than others and these pupils will need extra consideration and provision. We recognise the need to identify and actively cater for these children at all levels and aim to achieve this by :

- a) Setting suitable learning challenges
- b) Responding to pupils’ diverse needs
- c) Overcoming potential barriers to learning

**It is important that all children at Ardleigh Green are given the opportunity to work as far and as fast as their potential will allow.**

**How will the school know if my child needs extra help and what should I do if I think my child may have special educational needs?**

Special educational needs and provision can be considered as falling under four broad areas :-

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

**At Ardleigh Green a child is considered to have special educational needs if he/she has significant difficulty following the National Curriculum at his/her level while functioning in a class appropriate to his/her age.**

The school recognises the importance of early identification, as well as the assessment and provision for any child with SEN.

Mrs J Johnson is our Special Educational Needs Co-ordinator (SENCO) and oversees the identification of those children with special educational needs and the provision being made for them in school. If you are concerned that your child may have special educational needs, please ring the school and ask for an appointment. The class teacher will remain responsible for working with the child on a daily basis. The SENCO will support the class teacher in the further assessment of your child’s particular strengths and weaknesses, in problem solving and on the effective implementation of the support. The Governors, led by the SEN Governor, Mrs Davis, will be knowledgeable about the SEN provision at school and will monitor its quality and effectiveness.

In judging whether a child has Special Educational Needs initial information required would include :-



1. National Curriculum Assessments
2. Individual Records
3. Reading Test results (Salford Reading Test/NFER Group Reader)
4. Class Teacher assessment and experience of the child and parental feedback
5. Consultation with previous Class Teacher/SENCO/Support Teacher
6. Information from outside agencies (if appropriate)
7. Standardised Tests
8. Progress towards meeting age related expectations.
9. Liaison with, and information from, our feeder schools.
10. Emotional, social, academic and physical needs

## **How does the school evaluate the effectiveness of its provision for my child?**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN.

If children fail to make expected progress, then planned, targeted provision will be put in place. A progress provision sheet is completed, detailing what extra support each child is receiving, as well as an Individual Education Plan detailing specific targets to be worked on. All interventions are monitored by the SENCO and your child's progress will be regularly reviewed to ensure that this additional support has had an impact on your child's progress. Interventions offered include support for reading, numeracy, spelling, social skills and speech and language. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher will still retain responsibility for the child and monitor progress.

## **How will both the school and I know how my child is doing and how will the school help me to support my child's learning?**

Children with SEN make excellent progress at Ardleigh Green Junior School. All staff, led by the Assessment Co-ordinator and SENCO, track the progress of children with special educational needs. This progress will be shared with you at our parent's evenings, and if your child is on the SEN register, you will also be invited in termly to discuss progress against individual agreed targets. Children with special educational needs will be expected to complete homework, differentiated if necessary, to help support their learning. Reading with your child should be completed regularly and there is a home school reading record to encourage contact between home and school.

## **How will school staff support my child?**

If your child has special educational needs we will take action to remove barriers to learning and put effective provision in place. This support ensures earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and of what supports your child in making good progress and securing good outcomes.



## **How is the decision made about the type of support my child will receive and how much support is that likely to be?**

As well as a differentiated curriculum, support can be in the form of planned interventions or an additional adult in the classroom to help facilitate learning. Resources are allocated based on the needs of the child. For example, a child who experiences social and interaction difficulties would be supported by our Specialist Speech and Language Teaching Assistant, as well as participation in a Social skills group. There may be an additional adult available at break and lunchtimes to support play. Children can be supported by an adult available to read tests for them and, in some cases, extra time for tests can be requested. The class teacher and SENCO, in consultation with yourself and your child at a meeting to discuss the Individual Education Plan, will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. There will also be a date set for review.

## **How will my child be included in activities outside the school classroom including school trips?**

At Ardleigh Green Junior School, there are many opportunities for extra-curricular activities and school trips. All children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. All children swim in Year 6 and the swimming pool we use has the facility of a hoist should this need to be used. If your child has special educational needs and an upcoming trip may require further planning, the class teacher or SENCO will liaise with you before the trip to ensure that your child has every opportunity to take part. Similarly, if your child needs support at the beginning/end of the day or during lunch and break times, this can be provided as necessary.

## **What support will there be for my child's overall well-being?**

We consider ourselves to be a forward thinking school, committed to meeting the academic, physical and emotional needs of every child. In conjunction with our Managing Medicines guidelines we are able to administer on-going medication to your child and cater for their personal care. All staff are trained in Basic First Aid, with some trained to a higher level and we regularly update our training for Anaphylaxis, Epilepsy and Diabetics. We have developed a range of strategies to deal with any challenging behaviour to ensure that children have an opportunity to talk about any concerns they might have. We have a 'Golden' and 'Worry' box where children are encouraged to share with staff their successes and their concerns. We are committed to providing a safe and secure learning environment where children are actively encouraged to contribute their views. We have a school council and each class has monitors who are responsible for different areas within the classroom and the school.

## **What specialist services and expertise are available at or accessed by the school?**



There may be times when the school will seek assistance from a specialist outside agency in order to effectively cater for your child's special educational needs. These services include Educational Psychology, Speech and Language Therapy, Child and Family Consultation Service, Occupational Therapy and Physiotherapy. If your child has a special educational need that we had not encountered before, we would ensure that staff are suitably trained in order to provide effective support. Current staff expertise includes Dyslexia training, The 5 P Approach and Elklan Speech and Language.

## **How accessible is the school both indoors and outdoors?**

The school is fully accessible for wheelchair users; the playground height has been adjusted to ensure smooth transition from classroom to outside. There is ramp access into the building from the front entrance, a disabled toilet, and disabled parking available. Should specialist equipment be necessary eg a hoist for toileting, then consultation with outside agencies ensures that this is made available.

## **How are parents involved in the school? How can I get involved?**

At Ardleigh Green Junior School we work together with parents to ensure that your child will achieve their potential, whatever their need. Parents are invited to meet the class teacher twice a year and there is an additional Open Evening in the summer term when you will be encouraged to see your child's work. If your child has special educational needs, you will also be invited to meetings with either your child's teacher or the SENCO to discuss progress. This progress will also be discussed with your child, who will have a chance to contribute to the discussion about their targets and what they would like to learn.

The school will always be willing and happy to talk to you about your child but if you have any concerns or worries, please do not hesitate to speak to your class teacher or the SENCO who will do their best to resolve any issues. If appropriate, you may also speak to the Headteacher, Mr John Morris, who has an open door policy. Information about our Complaints Procedure can be found in our Complaints Policy which is available from the school.

There may be times when the school will ask for assistance from outside agencies in order to fully support you and your child. If this is the case, you will be invited in to discuss this with the SENCO, Mrs Johnson, and she will liaise with you about any visits or appointments that may follow from this involvement. Mrs Johnson can be contacted by telephoning or visiting the school.

## **How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**



If your child is moving to the Junior school from the Infant school, all records will be handed over and discussed. Your child will be given opportunities to visit the school at different times during the school day and there will be an opportunity to meet their new class teacher. Similarly, if your child is transferring to secondary school, as well as the Induction days, there will be opportunities for extra visits to ensure your child feels supported in their move. In some cases, you may be invited in for a Person Centred Review which will also be attended by the SENCO of the secondary school to draw up an Action Plan to ensure the smooth transition between the two schools. Again, all records will be passed on and children will be discussed at transition meetings for both SENCOs.

## **What is the Local Offer and where can I find it?**

The local authority publishes a Local Offer, setting out in one place information about provision available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and can be found on the Havering website at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

