

# Bonnygate Primary School SEND Offer



Learning together - Growing together

# Local Offer



- ▶ All Thurrock Schools are committed to meeting the needs of all children including those with Special Educational Needs and Disability. There is a shared expectation that all children, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The Thurrock local offer can be found at <https://www.thurrock.gov.uk/special-educational-needs-and-disability-send-local-offer>
- ▶ The SEN code of practice covers children and young people age 0 - 25. A copy can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ▶ Bonnygate Primary School is an inclusive school. We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.
- ▶ The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies as well as taking into account parental views. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

## How does the school know if children need extra help and what should I do if I think my child has special educational needs?



## How will I raise concerns if I need to?

- ▶ Talk to us! Firstly contact your child's class teacher and then the Inclusion Manager via [senco@bonnygateprimary.co.uk](mailto:senco@bonnygateprimary.co.uk) or call 01708 853316 and select option 4.

- ▶ We pride ourselves on building positive relationships with parents.

We are open and honest with parents and hope that they are able to do the same with us.



## How will school support my child?

Our Inclusion Manager oversees all support and progress of any child requiring additional support across the school.

- ▶ The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made by providing quality first teaching.
- ▶ There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts by the class teacher or the Inclusion Manager.



## Who will explain this to me?

- ▶ The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- ▶ For further information the Inclusion Manager is available to discuss support in more detail.

## How will my child's provision match their needs?

### **High Quality Teaching**

Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support or teaching assistants in class



### **Additional Needs**

If a child's needs relate to a more specific area of learning then the child may be included in an intervention group. This may be led by the class teacher or a teaching assistant. Most interventions are for a limited amount of time and are monitored regularly to establish the effectiveness of the intervention for each child taking part and to inform future planning. Children identified as requiring SEN support will take part in regular intervention groups and have an individual learning plan (ILP)



### **Higher needs**

If a child needs further support, it may require the involvement of relevant professionals as well as close monitoring. Targets and strategies identified by other professionals will be included in the ILP.



### **Complex needs**

If a child's needs are more complex, a formal assessment for an Education Health Care Plan (EHCP) may be requested. A child may move between the levels of support depending on their needs at any given time.

## What if my child has complex needs?

If a child is identified as having complex needs that require a higher level of support, then an **Education Health Care Plan** may be considered. Nationally, there are about 2% of children whose needs will need to be met through an Education Health Care Plan. Mrs Butt will speak with you about this and give you more information if an Education health Care Plan would be appropriate for your child.

If an assessment is agreed, then the Local Authority will collect information for the child, their parents / carers, school and all other agencies involved in assessing or meeting the child's needs.

The Local Authority aim to complete an Education Health Care Plan assessment within 20 weeks of the request being made.



## What is the role of the inclusion manager?

Our Inclusion Manager is Mrs Butt. It is her role to ensure that pupils with additional needs have every opportunity to be successful at school. This may be done in any number of ways including liaising with parents and teachers, referring to and liaising with external agencies such as speech, occupational therapy and physiotherapy and helping parents to access support they may need.



## What do I do if...

I think my child is not making progress academically?	Talk to the class teacher.	If you think there are still problems that are not being addressed speak to Mrs Butt.
I am having behaviour problems with my child (at home or at school).	Come and talk to Mrs Butt or Mrs Stukins (our Parent Partnership Manager, School Counsellor and Behaviour Lead).	Depending on the problem they may be able to help you access support from an appropriate organisation.
My child has identified health or medical needs.	See Mrs Butt.	We may need to draw up a medical care plan to ensure that your child's needs are met in school.
I think my child has health or medical needs that have not yet been identified	Go and see your GP to discuss this.	Please keep the school informed via your child's teacher or Mrs Butt.
English is not our first language and I think it is affecting my child's learning.	Come and talk to Mrs Butt.	We can discuss how to help and what support may be available for the family.
My child is having problems socially	Talk to the class teacher.	If problems continue then come and talk to Mrs Stukins or Mrs Butt.

If you are not sure, come and talk to us!





## How are the governors involved and what are their responsibilities?

- ▶ The Inclusion Manager reports to the Governors every term to inform them about the progress of children with SEND and the impact of the interventions which are being deployed within the school; this report does not refer to individual children and confidentiality is maintained at all times. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

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

- ▶ Work within class is pitched at an appropriate level for all children are able to access, according to their specific needs.
- ▶ In addition when appropriate, work will be individually differentiated to meet the specific needs of the children within the class.
- ▶ The benefit of this type of differentiation is that all children can access a lesson and learn at their level ensuring that they receive quality first teaching.



## How will I know how my child is doing and how will you help me to support my child's learning?

- ▶ We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Inclusion Manager and discuss how your child is progressing. We can also offer advice and practical ways that you can help your child at home. These meetings can be made by contacting the Inclusion Manager via the school office and a suitable time will be arranged.
- ▶ The school's position is that your child's education is a partnership between all stakeholders, therefore we aim to keep communication channels open.
- ▶ We may operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- ▶ All pupils have academic and personal targets to achieve. Pupils with SEND will have targets that reflect their individual needs and goals.
- ▶ If your child has more complex needs we may request an Educational Health Care Plan. This will identify your child's specific needs in their education, health and social care and detail how these needs will be addressed. An EHC plan is reviewed annually



## How does the school know how well my child is doing?

- ▶ As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery/Reception through to Year 6, using a variety of different methods.
- ▶ Children who are not making expected progress or who are behind Age Related Expectations (ARE) are picked up through Pupil Progress Meetings with the Class teacher, Deputy Headteacher and the Inclusion Manager. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.



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

- ▶ As a school we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- ▶ The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Manager for further advice and support. This may be delivered in school through the learning mentor or external agencies such as Health and Social Services.

## How does the school manage the administration of medicines?



The school has a policy regarding the administration and managing of medicines on the school site:

- ▶ Children who have an on-going need will have a care plan created for them which will be held within the school office. This will be shared with appropriate members of staff within the school.
- ▶ Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day and arrangements, where appropriate, can be made.
- ▶ As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

## What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a behaviour policy which is followed by all staff and pupils.



If a child has behavioural difficulties then the steps highlighted within the behaviour policy will be followed.



After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour



Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school

Children have a formal voice within the school through the school council. They have the opportunity to elect their own representatives to this body who are then involved with decisions made within the school through regular meetings.

All pupils have the opportunity to discuss their targets with their class teacher

There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have concerns.

There are worry boxes in every class which are regularly checked by the class teacher and acted upon. This may then lead to a referral by the class teacher to the school learning mentor which will then lead to additional support for the child.

If your child has an Education Health Care plan their views will be sought before any annual review meetings in an appropriate form.

**How will my child be able to contribute their views?**

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

- ▶ Our Inclusion Manager is fully qualified and accredited.
- ▶ As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: **Health** eg GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists; **social services** eg Locality Teams, social workers and Educational Psychologists; **family support organisations** accessed via CAF referral.
- ▶ **What training have the staff supporting children with send had or are currently having?**
- ▶ We have a member of staff who has had training in delivering Speech & Language programmes from Speech & Language therapists.
- ▶ All of our LSAs have had training in delivering reading and spelling / phonics programs.
- ▶ All members of staff undertake on-going training as new programmes of learning or new needs arise.



## Accessibility in and out of school



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

- ▶ All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- ▶ A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### How accessible is the school environment?

- ▶ The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level so is highly accessible to all children.
- ▶ All staff have received training in supporting pupils with English as an additional language.
- ▶ As a school we recognize that the school population is constantly changing and will reasonably adapt the school facilities to meet the changing needs of our school population.



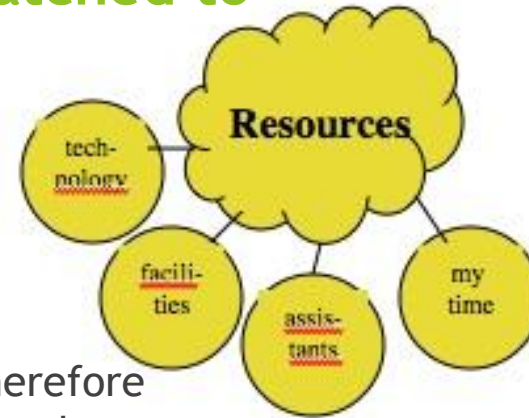


## How will the school prepare and support my child when joining the school and transferring to a new school?

- ▶ We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatization to the new surroundings. We would also visit them in their current school, if possible, when this is appropriate to their needs. A phased transition can be arranged if this will benefit the child.
- ▶ When moving year groups transition paperwork is completed by the previous class teacher to inform and support. New and old teachers meet to pass on information about the pupils. One page profiles are passed on for pupils who have an Education Health Care Plan or other high level needs.
- ▶ When children are preparing to leave us for a new school, typically to go to Secondary education, a transition programme is run.
- ▶ We liaise closely with Staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- ▶ If your child has an EHC plan, then an annual review will be used as a transition meeting during which we will invite staff from both schools to attend.



## How are the school's resources allocated and matched to children's SEN needs?

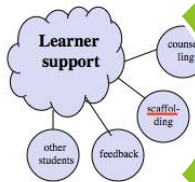


- ▶ We respond to the changing needs of the school population and therefore have a fluid provision map which continually evolves to ensure that the children are fully and relevantly supported.
- ▶ We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- ▶ We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- ▶ The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA.

# How is the decision made about what type and how much support my child will receive?



The class teacher, alongside the Inclusion Manager will discuss the child's needs and what support would be appropriate.



Different children will require different levels and types of support in order to bridge the gap to achieve age expected levels.



This will be through on-going discussions with parents and stakeholders to ensure that everyone has a say in the process of support.

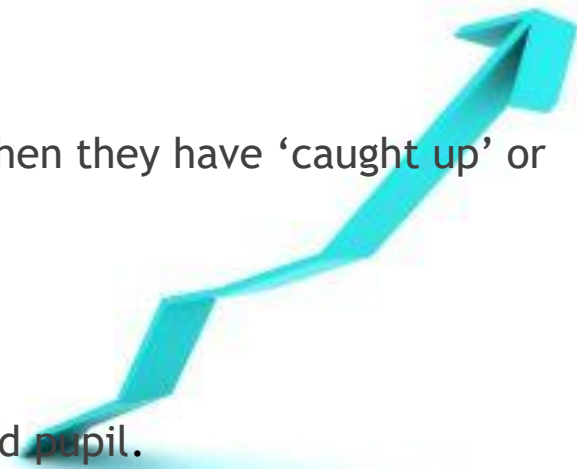
## How do we know if it has had an impact?

By reviewing children's targets and seeing they have been achieved and through discussion at termly pupil progress meetings.

The child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels.

Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

Verbal feedback from the teacher, parent and pupil.



## Who can I contact for further information?

- ▶ First point of contact would be your child's class teacher to share your concerns.
- ▶ You could also arrange to meet with a member of the Senior Leadership team or the school's Inclusion Manager.
- ▶ Look at the SEN policy on our website for more information in regards to the process of identification and support
- ▶ Contact an external party such as the Parent Advisory Team Thurrock (PATT) or Information, Advice and Support Service
- ▶ **Who should I contact if I am considering whether my child should join the school?**
- ▶ Contact the school office to arrange to meet the Head teacher or Deputy Head who would willingly discuss how the school could meet your child's needs. When you make contact with the school please share any concerns or difficulties that you feel your child could experience.



## Support for Parents / Useful contacts

### SNAP (Special Needs And Parents)

If you have a child between 0 - 25 years who has any special need or disability and you live in Essex, then we are here for you and your family. No formal diagnosis or professional referral is necessary to access SNAP services.

SNAP Helpline: [01277 211300](tel:01277 211300)

<https://www.snapcharity.org/>

### PATT (Parent Advisory Team Thurrock)

PATT provide free, confidential and impartial advice and support to young people, and parents/carers of children, with special educational needs.

<http://www.patt.org.uk/>

**Text:** 07702 127 252 Text a message to request a call.

**Telephone:** 07702 127 252

**Email:** [info@patt.org.uk](mailto:info@patt.org.uk)

### Thurrock Portage and Early Support Service (preschool and foundation years)

01375 652555

Email [zdaniels@treetops.Thurrock.sch.uk](mailto:zdaniels@treetops.Thurrock.sch.uk)

### The Thurrock SEND Team

Telephone: 01375 652555

Email: [sen@Thurrock.gov.uk](mailto:sen@Thurrock.gov.uk)

### IPSEA

IPSEA offers free and independent legally based [information, advice and support](#) to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). We also provide [training](#) on the SEND legal framework to parents and carers, professionals and other organisations.

<https://www.ipsea.org.uk/>