

Edwards Hall Primary School's SEND Report 2016-17

Southend Borough Council's Local Offer

In September 2014 a new Special Educational Needs Code of Practice came into effect. Local Authorities must now publish a Local Offer, setting out in one place information about provision that is available for children and young people in their area who have Special Educational Needs. (SEN)

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Further information on what is available from Southend Borough Council can be found at www.southendinfopoint.org

Edwards Hall Primary School's Local Offer

Additionally, schools have to provide details of the school-specific offer, which we are calling the School Offer. This should reflect the Local Offer and elaborate on it.

Southend schools are committed to adopting a similar approach to meeting the needs of all pupils, including those with Special Educational Needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and to feel that they are a valued member of the wider school community.

As part of the changes to the Code of Practice, the main areas of SEND have been slightly altered and now encompass the following four broad areas:

- Communication and Interaction
- Cognition and Learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support developed is tailored to individual need, following a thorough assessment by school staff or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

In recognition of these changes we at Edwards Hall Primary School have updated our Local Offer of support provided to reflect this. Our School Offer provides details of the resources, interventions etc. that we provide at Edwards Hall Primary School to support children with SEND. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document.

If you would like further information about what we offer at Edwards Hall Primary School or how we can offer support for your child's individual needs, then please do not hesitate to contact our Inclusion Manager, Mrs S Smith, directly.

Some children/young people need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Admissions: Pupils with SEN are allocated places in two separate and distinct ways.

Those pupils with statements or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEN team at Southend-on-Sea Borough Council.

Those pupils who have SEND but do not have a statement or EHCP are admitted via the normal school admission criteria.

Communication and Interaction

These include:

Speech and Language Difficulties

- Developmental Language Delay / Disorder
- Phonological/Severe Pronunciation Problems
- Expressive Language Difficulties
- Receptive Language/Language Comprehension Difficulties
- Social Communications/Semantics and Pragmatics Difficulties

Disorders on the Autistic Continuum

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

Needs		Support	Criteria
Communication and Interaction	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Access to assessment and advice from the Speech and Language Support Teacher • Access to Speech and Language specialist, obtained through the completion of an Early Help Family Support Assessment (EHFSA) • Individualised speech and language programmes • Talk Boost, Sulp, ELKLAN strategies • Makaton • Picture Exchange Communication System (PECS) 	<ul style="list-style-type: none"> • Identification of need by a Speech and Language Therapist • BPVS assessment of receptive language
	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access specialist teaching advice from The St Christopher School, who have expertise in ASD • Social stories • Individual Visual timetable • First/Then cards • Calm and safe environment for calming down • LSA and/or MDA support, as appropriate • Educational Psychology Service, through EHFSA 	Identification by a paediatrician as having a social communication difficulty.

Cognition and Learning

These include

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific Learning Difficulties, such as Dyslexia, Dyspraxia

Needs		Support	Criteria
Cognition and Learning	Moderate Learning Needs	<ul style="list-style-type: none"> • Screening and assessment programme to identify those who need targeted support • Interventions – small group and individual • Educational Psychology Service, through an EHFA. 	Identification by school staff of below expected achievement or slower than expected progress.
	Specific Learning Needs	<ul style="list-style-type: none"> • Screening programme and further assessment to devise a bespoke programme of study • Access to specialist teachers in education • Education Psychology Service, through an EHFA. • Programmes that develop co-ordination or gross and fine motor skills, such as the Motor Skills Utd group • Specialised programmes that develop strategies to support specific needs. 	<p>Identification of need by school staff.</p> <p>Identification of specific learning difficulty by paediatrician or educational psychologist.</p>

Social, Emotional and Mental Health Needs

- These include emotional and behavioural difficulties

Needs		Support	Criteria
Social, emotional and mental health difficulties	Behavioural Needs	<ul style="list-style-type: none"> • School behaviour reward system • Individual Behaviour Plan • 1:1 or small group support for anger management 	Identification of need by school staff
	Social Needs	<ul style="list-style-type: none"> • Social Skills groups • Buddy system on playground and circle of friends • Play leaders' support • Social Use of Language (SULP) groups • Access to specialist support from Seabrook College 	Identification of need by school staff Concern expressed by parent/carer
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • 1:1 and small group support for self-esteem or anxiety • Access to Early Help Family Support Service (EHFSS) or Emotional Wellbeing and Mental Health Service (EWMHS) through an EHFA, dependent on meeting their criteria • Education Psychology Service, through an EHFA. • Play Therapist placements 	Identification of need by school staff Concern expressed by parent/carer

Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

Needs		Support	Criteria
Sensory and/or Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to hearing impairment Specialist based at Kingsdown School • Educational Psychology Service, through an EHFA 	Identification by medical professional
	Visual Impairment	<ul style="list-style-type: none"> • VI specialist based at Kingsdown School • Touch typing lessons • Physical environment audit • Appropriate equipment, as necessary 	
	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and individualised support 	
	Physical Impairment	<ul style="list-style-type: none"> • Disabled toilet and shower room • Reasonable physical adjustments • Lift from KS1 to KS2 area • Liaison with Physiotherapist and Occupational Therapist, whose support has been previously accessed via the GP. 	
Medical Needs		<ul style="list-style-type: none"> • Specialist support • Liaison with specialist nurses • Access to school nurse • Health Care plans • Medical room • Secure storage for medication 	